# 64 - INVESTIGATING THE THEMES OF BODY CULTURE IN PHYSICAL EDUCATION CLASSES IN BARRA DO GARÇAS

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## INTRODUCTION

The central problem the investigation that was held signed in an attempt of evaluates the contents of body culture[1]. Taught to students of public schools of states, registered from first to ninth grade, in the city of Barra do Garças(MT). The Hypothesis of initial work considered that the physical education of the schools was oriented by the principles of sports with high efficiency, despite of the productions and the circulation of a gamma of theoretical productions with different kinds of pedagogical strands.

That preoccupation justifies on our own experiences as teachers on the discipline of Supervised degree in Physical Education, that found that the content in sport are on Physical Education classes, while the other themes of body culture are devalued in school curriculum.

Studies before, as Escobar (1997) Elenor Kunz(1989), collective of authors(1992) show the pedagogical practice of Physical Education, in public schools presents contradictions between which was highlighted, the denial of knowledge, the swindle of time teaching the assessment of punitive and exclusionary character classes without planning dichotomy between theory and practice, issues of gender, violence, priority of sports content to the knowledge detriment produced by the humanity among other. These studies were developed in beginning of 90's considering the 80 years of intense debate in the area of Physical Education. It looks about ten years and there are evidences that these contradictions haven't been occurred and they haven't been implemented as public policy for a program of Physical Education in the school.

According to the Collective of Authors (1992 p. 54) the influence of sport in the school system is of such magnitude that we have, and then it's not the school sport, but the sport at school. It indicates the subordination of education to codes/ meaning of sporting institution, characterized the sport in school as an extension of the sport institution. Olympic sports, national and international sports system. These codes can be summarized as follows: principles of athletic performance/ sports, competition, comparison and income records, strict regulations, success in the sport ass synonymous o victory, rationalization of resources and techniques and so on base on the forgoing, our study has the intention to verify what are the contents of physical culture actually experienced by students from fifth(5th) to ninth (9th) grade in elementary education at state schools, in Barra do Garças(MT), identifying the contents of legitimated of body culture on Physical Education classes.

## LITERATURE REVIEW

The teachers responsible for Physical Education took over the teaching of sports as the only possible strategy. The sport, especially the high- performance model remains the “pedagogical” predominant in Physical Education classes at the expense of others components of physical culture and gymnastics, play, dance, and fights. In this sense, we can recognize the emptying of the contents and other classics by the spectacle of Olympic competitive sports.

According to Vernon Bracht(1992), although the Physical Education be made use of a wide range of strategies in pursuit of legitimacy, at least in theory, as the Developing a sense of group cooperation leadership, among others, the Objective of Physical Education is the teaching and learning the sport, becoming culturally rich content such as gymnastics and running for example, simple heating. Another aspect that deserves to be highlighted is the exclusion of knowledge and cultural traditions such as the popular games and games that were

gradually replaced by “pregame sports” Thus the improvising touted for this trend in the school are limited to the imposition of an understanding of human movement in their biomechanical

and psychological aspects eminently are excitement of the sport as a means and end preciput Physical Education.

Regarding above, Vernon Bracht(1999) argues that the adoption of the practice of sports as a pedagogical framework has been since its beginning guided by the principles of competition and efficiency, therefore, from its inception as a guideline is essential.

*[…] The increase in athletic performance sports, the registration of records, provided by a scientific and rational intervention on the body that immediately involves both biological aspects, such as increases resistance, strength, etc…, And behavioral, as rulers life habits, respect for rules and competition, etc…(1999, p.72).*

Other characteristic features of sport introduced by these currents in the educational field were: the emphasis o technique and obsession with performance/ efficiency of the students/ athletes. For Vernon Bracht(1998), p.45) the adoption of this stance ends to conceive of human movement as social and historical construction and, as natural and universal, therefore, and not historical, political and ideologically neutral

In this sense, sought to legitimize the sport education inserted into the device for its contribution to the development of physical health, their incentive to mass sports, detection of new talent represented by the idea of the pyramid sports and imposing the discipline necessary of the students" (BRACHT,1992).

In this regard it is worth remembering the theorizations of Elenor Kunz (1989), which considers that there is a relationship of exclusivity, supremacy and hierarchy of sport in physical education classes. Senses such as the expressive, creative and communicative, which manifest themselves in other movement activities, are not used when the content is just the school sports.

[1] Following the thinking of the Collective of Authors (1992) the meaning of Physical Culture can be understood as a set of historical socially produced related to the body and body practice. Of course, for the treatment of cultural heritage in school is essential to passing through a process and pedagogical, didactic in content selected.

We also agree with Tarcisio Vago and Mauro Eustaquia Salvadora de Sousa (1997), when they say that the main limitation of current physical education will be his "sportivization" exaggerated, which is a major cause of "illiteracy" of our students in other fields of study and practice of physical culture. In these terms, we believe that physical education should provide the experience and discussion of the move, you should consider all the contents of physical culture in times of practice to study and practice of search on the historical.

However, it is not the mere transmission of bodily practices of the culture ever produced out of school, as if they were untouchable. It is pedagogically reframe this culture. It is with this culture transformed, produced in school, that Physical Education can intervene appropriately in the formation and production of knowledge about the physical culture of a given society.

Theoretical lines, especially the critical trends, overcome, in this realm, this research project inspired by the critical currents of Physical Education to characterize the object of research and ways of processing the data. These theoretical lines, especially the critical trends overcome, fall within the theoretical tradition of Maarxism and essential feature of the recognition of a political dimension of Education and Physical Education (a group of authors, 1992).

Those responsible for this current theoretical propose to transmit the culture historically accumulated human body and join the fight against ideological, following the proposals of the Historical- Critical Pedagogy developed by Dermeval Saviani. Another key feature is the treatment of the content "[…]" so historicized in order apprehended in their contradictory movements" (GROUP OF AUTHORS), 1992, p. 80).

We believe that the progressive theories o physical Education, which we are signatories have significant value to support the reproduction of the critical principles and values of capitalist industrial society, promoted by the cultural hegemonic forms of human moving, especially the sport of income. As Vernon Bracht (1999,p.52), stated that Physical education in schools is to "equip the individual to understand and position themselves critically front of our body culture" and compose a sociability that allows "a critical confrontation of dominants values.

**METHODOLOGY**

How privilege qualitative research methodology, as it responds adequately to the issues set out in the questioning. According to Marli Menga Ludke and Andre (1986), this type of research is characterized by obtaining descriptive data obtained in direct contact with the researcher studied the situation, with the aim of describing the perspective of the participants.

The paths traced to the achievement of this research have already begun a preliminary investigation, the first collection of data from the municipal Department of Education of Barra do Garças and State Education Precinct. In this first contact was possible to obtain a list of schools members of the municipal and states governments and their respective location and contacts for further information.

Our research area consists of 14 schools. The subjects were 310 students who attend Physical Education classes offered at the 5th to 9th grade in elementary school.

The process of data collection in these institutions occurred during the months of September 2010 to March 2011. In order to identify the contents of body culture covered in Physical Education classes were used as instruments of data collection a questionnaire given to students, the curriculum of the State of Mato Grosso, The Pedagogical Project and the annual plans of teaching the subject. The intention was to cross the information of the document with the questionnaire.

The preliminary analysis of the data sought to unravel the content found in the questionnaires and documents (the state curriculum, pedagogical and political projects syllabus). In a last moment of analysis, crossed the data from questionnaires with data from the documents reviewed.

The systematization of data was presented in partial report and now the final repost the data allow us to complete a monitoring and more precise guidance in cultural body. The results will serve to guide the activities of teachers in the physical culture area.

**RESULTS AND DISCUSSION**

The Physical Education curriculum for learning the basic cycle of the State Secretariat of Education of Mato Grosso is based in the culture of body according to the proposal "Culture is the body content of Physical Education within schools, or is that part culture that emphasizes the dimension of the human body, expressed in elements such as gambling, dancing, sports, fighting, gymnastics, among others" (SEDUC. 1998, p.12)

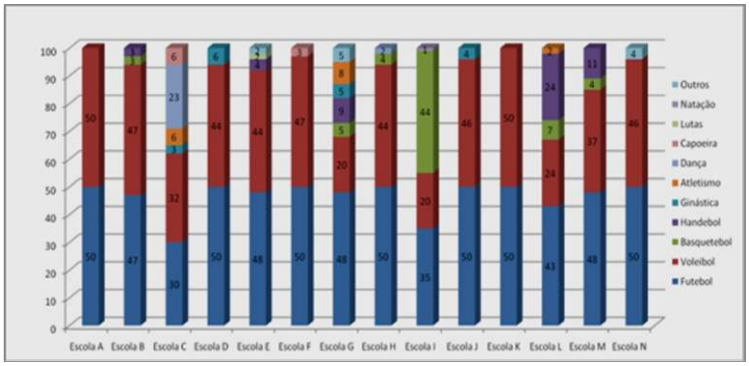
Under the proposal the contents of physical education to be developed in the basic cycle of learning are: games, sports, dances, fights, and mime circus activities. All these contents should be part of the classes; however, the data collected show a predominance of content in sports as Physical Education classes.

In the content analysis of the Pedagogical political Projects we can see that Physical Education is in the area of language. Most of the Pedagogical Political Projects, in treating of Physical Education, brings the goals and course content, only the Pedagogical Political Projects of schools A and K, in addition to content; bring discipline in the design of the menu of skills and abilities to be developed in the discipline.

In the content analysis of the Pedagogical Political Projects we found that, in relation to the content to be covered in Physical Education, only 50 per cent are related to sports. In 33 per cent of the Pedagogical Political Projects contents extend to the various issues of physical education culture such as dance, fights, gymnastics and sports. And 17 per cent of the Pedagogical Political Projects we found no reference to the content to be developed in the discipline. Thus it's clear that in drafting the Pedagogical Political Projects 50 per cent do not follow the orientation of the state curriculum given that do not favor the various issues of physical culture emphasized in proposal.

In document analysis was planned to analyze the annual planning of the teachers, however, cannot grant collaboration of teachers in their teaching plans. We had access to only six plans, which somewhat limited our investigation, however we observed that most of the syllabus focuses on sport, focusing on one sport in each quarter, and the case of the first two months: futsal, the second two months, handball, third quarter: Volleyball; fourth two months recreational activities.

The data analysis was more incisive in the questionnaires. These data actually revealed the contents of physical culture experienced by students in 5th to 9th grade Of the State of Barra do Garças. The chart bellow gives an overview of the contents of physical Culture experienced by students in schools investigated.




Graph1. Content of physical education classes experienced by students in 5th to 9th year of the schools in State of Barra do Garças.

We can to verify, the experience of students summed up sea sports, limiting the production of knowledge and cultural student body. According to Gueriero and Araújo(2004), the Physical Education tends to have a sportivization of their classes in some grades of elementary school. This character sportivized, where traditional sport conferences are used without a theoretical foundation that ensures their use as academic content, affect the physical education as a discipline can grow in its broader goals.

In fact, what is happening is an extension of the school sporting institution. Both Collective of Authors (1992) as Vernon Bracht (1992) discuss what we find in the school is “the sport in school”, which has its functions scaled to the dictates of the institution of sports, performance, competition, comparison of results, strict regulations. The teaching of sport in physical education classes has become the end rather than the middle. The school can no longer discuss the sport, recreate it, develop the collective- oriented values. The school became unable to create a “school sport”, from their cultural characteristics and needs. The school, in selecting the content to be worked out, ideologically decides what children and young people should not learn. Therefore, reducing Physical Education for sport is affecting other body that issues of culture are equally important for the student's development

By analyzing all the data we can see that in relation to the discipline of Physical Education there is a consistency between the curriculum state, the Political Pedagogical Project of the school, the teacher's planning and what is experienced by students in Physical classes.

The curriculum the Political Pedagogical Project and the syllabus should be instrument to organize teaching in schools. However, we can verify that this organization was not structured to teaching in relation to physical education classes in th schools investigated.

**CONCLUSIONS**

After crossing data analysis and found that the variety of cultural affairs is pervasive in the PCNs and Proposed Structure for the State of Mato Grosso, the Major expansion still occurs in PPP Schools State Barra do Garças – MT. But we do not find this vast repertoire when we analyze the annual planning of teachers and classes experienced by students from 5th and 9th grade neither, who responses by questionnaire that many issues of body culture were never presented in their physical education classes.

We highlight the importance of these contents be worked out, because children need to know the different forms of bodily manifestations, to gain mastery of their skills and freedom of expression. And it can only be understood and experienced throughout life.

Through this research we envision the possibility of others perspectives open educational content for teaching Physical Education. We collect data on the topics of body culture treated and neglected found in physical education classes held in the municipal of Barra do Garças.

It is hoped that the results of this research are used to guide the physical education teachers in their school practice, leading them to increase their knowledge in Physical Education area, which will contribute to the improvement of primary education in Barra do Garças.

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**INVESTIGATING THE THEMES OF BODY CULTURE IN PHYSICAL EDUCATION CLASSES IN BARRA DO GARÇAS**

The Physical Education is a discipline that treats pedagogically in the school of knowledge of body culture that set in form of themes as games, sports, gymnastic, dance, fights, and others. Still what we can verify is that on Physical Education classes there is the prevalence of only some themes of body culture as the sports (volleyball, basketball, soccer and others). With it the central objective of this study if identify the contents that are experienced by the students in Physical Education classes in 5th to 8th grade in state schools of Barra do Garças – MT, with analysis of annual plans of the teachers and the political pedagogical project and by questionnaire to the students of all the public schools . In the area of investigation was consisted of 14 schools. The subject of our search was 310 students in Physical Education teachers. We used questionnaires to investigate what content experienced in class we analyze the PPP and the annual plans of the teacher and finally crossed this data with the Comprehensive Curriculum of the State and the PCN. In the questionnaire with the students we had as result the dominant sports such as content more practiced in Physical Education classes. The annual planning with their contents was also restricted to sports, coinciding with the students answered the questionnaires. While PPPS ARE GOING AGAINST THE Proposed Curriculum and PCN. It is important to provide students with the knowledge of various issues of Physical Culture, so it has consciousness in Physical Education classes can develop all through your body.

**KEYWORDS**: School, Body Culture, Physical Education

**L'ENQUÊTE DES THÈMES DE LA CULTURE DU CORPS AUX COURS D'ÉDUCATION PHYSIQUE À BARRA DO GARÇAS**

L'éducation physique est une discipline qui s'occupe pédagogiquement du connaissance de la culture du corps à l'école. La culture du corps est fixée en forme des thèmes comme le jeu, le sport, la gymnastique, la dance et la lutte entre autres. Cependant, nous pouvons vérifier que aux cours d'éducation physique les jeux sportifs (comme le volley-ball, le basket-ball, le football), qui ne sont que une thème de la culture du corps, sont predominants. Pour cette raison, l'objectif central de cette étude était identifier les contenus qui sont expérimentés pendant les cours d'éducation physique par les élèves de la cinquième à la huitième année aux écoles publiques de Barra do Garças-MT, par l'analyse des plans annuels d'enseignement des professeurs, par le projet politique pédagogique et en plus par un questionnaire appliqué aux élèves de toutes les écoles publiques. Le terrain de notre enquête était constitué de quatorze écoles publiques. Les personnes qui ont participés à notre enquête sont 310 élèves des cours d'éducation physique de la cinquième à la huitième année et six professeurs d'éducation physique. Nous avons utilisé des questionnaires pour savoir quels sont les contenus expérimentés aux cours, nous avons analysé les PPPs et les plans annuels des professeurs et enfin, nous avons croissé ces données avec le curriculum de l'état et PCN. Le résultat prédominant du questionnaire avec les élèves était que le contenu le plus pratiqué aux cours d'éducation physique est le sport. Dans les plans annuels aussi, le contenu était restreint à la pratique du sport, ce qui coïncide avec les réponses des élèves dans le questionnaire. Tandis que les PPPs répondent au curriculum de l'état et PCN. C'est important de mettre à la disposition d'élève le connaissance des thèmes diverses de la culture du corps, ainsi qu'il aura conscience aux cours d'éducation physique de tous qu'il pourra déployer par son corps.

**MOTS-CLÉS**: l'école, la culture du corps, l'éducation physique.

**ANALIZAR LAS CUESTIONES DE CULTURA FÍSICA EN LAS ESCUELAS DE EDUCACIÓN FÍSICA EN EL BARRA DO GARÇAS.**

Educación Física es una disciplina que se ocupa el saber pedagógico en La escuela de cultura física, que se configura en forma de temas, tales con juegos, desportes, gimnasia, danza, lucha libre, entre otros. Sin embargo lo que podemos ver es que en las clases de educación física como el deporte(voleibol, baloncesto, fútbol y otros). Así, el objetivo principal de este estúdio fue identificar los contenidos que son experimentados por los Estudiantes em clases de educación física AL 8 grado escolar de Barra do Garças-MT, a través Del análisis de los planes anuales de formación Del profesorado y proyecto político pedagógico, así como a través de un cuestionário aplicado a los alumnos de todos los colegios públicos. Nuestra investigación de campo consistió em 14 escuelas. El tema de nuestra investigación fueron 310 estudiantes emn clases de educación física de quinto a octavo grado de La escuela primaria y seis profesores de educación física. Se utilizo cuestionarios para investigar lo que de contenido, vividos em La clase se analiza el PPP y los planes anuales de los profesoresy, finalmente cruzar estos datoscon el plan de estúdio integral Del estado y el PCN. Em el cuestionario con los Estudiantes, que tuvo como resultado el deporte más practicado como el contenido más practicado en las clases de educación física. La planificación anual de su contenido se limita también a los deportes, coincidiendo con los estudiantes respondieron a los cuestionarios. Aunque las PPP están en contra de la propuesta curricular y el PCN. Es importante proporcionar a los estudiantes con el conocimiento de diversos temas de la cultura física por lo que tiene la conciencia en las clases de educación física se puede desarrollar a lo largo de su cuerpo.

**PALABRAS CLAVE:** escuela, la cultura física, educación física

**INVESTIGANDO OS TEMAS DA CULTURA CORPORAL NAS AULAS DE EDUCAÇÃO FÍSICA EM BARRA DO GARÇAS**

A Educação Física é uma disciplina que trata pedagogicamente na escola do conhecimento da cultura corporal, que se configura na forma de temas como jogo, esporte, ginástica, dança, lutas, dentre outros. Todavia o que podemos verificar é que nas aulas de Educação Física existe o predomínio de apenas alguns temas da cultura corporal como os jogos esportivos (voleibol, basquete, futebol dentre outros). Diante disso, o objetivo central desse estudo foi identificar os conteúdos que são vivenciados por alunos nas aulas de Educação Física de 5ª a 8ª séries das escolas estaduais de Barra do Garças-MT, por meio de análise dos planos anuais de ensino dos professores, e projeto político pedagógico e ainda, por meio de questionário aplicado aos alunos de todas as escolas públicas. Nosso campo de investigação foi constituído por 14 escolas estaduais. Os sujeitos de nossa pesquisa foram 310 alunos das aulas de Educação Física de 5ª a 8ª série do ensino fundamental e seis professores de Educação Física. Utilizamos questionários para investigar quais os conteúdos vivenciados nas aulas, analisamos os PPPs e Planos anuais dos professores e finalmente, cruzamos esses dados com a Proposta Curricular do Estado e PCN. No questionário com os alunos, tivemos como resultado predominante os esportes, como conteúdo mais praticado nas aulas de educação física. Os Planejamentos Anuais também ficaram com seus conteúdos restritos a prática esportiva, coincidindo com os que os alunos responderam nos questionários. Enquanto que os PPPs vão de encontro a Proposta Curricular e PCN. É importante disponibilizar ao aluno o conhecimento dos diversos temas da cultura corporal, para que ele tenha consciência nas aulas de educação física tudo que poderá desenvolver através de seu corpo.

**PALAVRAS-CHAVE:** Escola; cultura corporal; Educação Física.