76 - THE INTERDISCIPLINARITY AND REGULAR PHYSICAL AND RECREATIONAL ACTIVITIES MINIMIZATION IN SCHOOL FAILURE

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INTRODUCTION

Over the past decades, the result of the teaching-learning for students of basic education in Brazil has been identified by the so-called large-scale tests, such as Brazil and the Proof of SAEB. These tests have indicated the low academic performance of students, especially students enrolled in public elementary schools of Alagoas. The data indicate that students have, in Portuguese and mathematics learning outcomes below those required for basic learning year / series in which they are registered (BRAZIL, 2011).

While it should consider the importance of these tests, we emphasize that they assess the learning part, since only deal with two areas of school knowledge - Portuguese and mathematics - which denotes a limited analysis of the development of pupils assessed, as well as the pedagogical practice developed in their respective schools.

Other assessment tools may help to identify both the academic performance of pupils in various components and / or areas of Knowledge1, the factors that influence school failure. The annual school sense, for example, can be used as an evaluation of these instruments, because that indicates different categories constituting such failure, among them the failure, evasion, the age-schooling.

There are several factors related to pedagogical practice that can contribute to the increase of school failure. However, as a category will be used for analysis in this study the fragmentation of school knowledge and practice of irregular physical or recreational activities.

FRAGMENTATION OF SCHOOL KNOWLEDGE

This category relates the form of the organization of pedagogical practice that, in turn, according to Zabala (1998), is organized mainly from educational intentions. To Zabala, there are two propositions that underlie the various ways to organize learning contents and pedagogical practice. These proposals start from different reference frames: one is based on the fragmentation of knowledge and the other is based on the interrelation between them. The difference between the two propositions is the degree of interrelation assigned to such knowledge and, consequently, courses or curricular components from which they come.

Among the different forms of organizing knowledge, Zabala (op. cit.) Has three: the multidisciplinary, the interdisciplinary and the transdisciplinary.

The Multidisciplinary represents the organization of knowledge in matters independent of each other, without showing explicitly the interrelations that may exist between them, constitutes a summative organization.

The interdisciplinary represents the interaction between two or more disciplines, whose objects of knowledge converge. These interactions can range from simple communication of ideas to the mutual integration of the fundamental concepts that constitute these disciplines.

The transdisciplinary represents the maximum degree of relations between the disciplines. Thereby, it is assumed a global integration within a system totalizer. This system favors an interpretive unit, in order to constitute a science that explains reality without fragmentation.

As can be seen, all forms of knowledge organization presents part of the disciplines, which make them different is the degree and type of relations established between knowledge from different disciplines, individually or grouped.

That said, we can identify the form of organization of knowledge validated by most large-scale tests that evaluate the performance of pupils in Brazil is multidisciplinary, based on the isolation of school knowledge and independence of disciplines. This organization of the pedagogical practice undermines the logic of the formation of the subject from the full development of their different capacities.

To Coll (1996), quoted by Zabala (1998), the organization of teaching practice based on the logic of the development of cognitive or intellectual, motor, balance and personal autonomy (affective), interpersonal relationship and social inclusion and social action -affective and psychomotor implies not to spray too which is naturally interrelated; implies the inseparability, personal development, the relationships established with others and with social reality.

Thus, the curriculum should be organized inter and transdisciplinary perspective of knowledge, where the content is worked in a school context and significant, with a view to developing the full capabilities of the subject, because it depends on the school to train people in full; subjects who are not parceled into watertight compartments in isolated skills.

Also according to Zabala (op. cit.) School knowledge originates from educational intentions and presents from different types that must be worked out so interrelated and balanced. These types of knowledge are identified as: content factual, conceptual, procedural and attitudinal.

Factual content - knowledge related to events and has a descriptive character, which requires a student's competence to narrate the events.

Conceptual content - are all concepts and definitions, information relating to knowledge historically built by mankind.

Procedural content - represent the implementation of theory into practice, bringing together a range of information with a view to achieving a goal.

Attitudinal Contents - contribute to the construction of values and attitudes in the individual, allowing the change of posture.

In teaching practice, this knowledge, emanating from the various components of the different contexts and social spheres, should dialogue with a view to developing a meaningful learning and building skills and abilities to form self-employed, ethical and able to solve different problems everyday life.

Discussions related to the organization of teaching practice, coming from the first category discussed in this work - Fragmentation of knowledge - refer to the second category of analysis - Practice irregular physical activity or recreational -

because that indicates the inseparability between school knowledge and their respective areas of knowledge.

THE REGULAR PRACTICE OF PHYSICAL ACTIVITY OR RECREATIONAL

The development of physical and recreational activities practiced regularly is considered by many researchers as a major factor in improving the quality of life, as the cognitive aspect develops from the aspect engine (DARIDO, 2004).

According to Sorensen (1994),the physical exercise and sports are considered activities based on theories of social support, since they aim to strengthen the ego through social contact. Thus, one can consider activities that are necessary for the emotional area and quality of life.

As (Folkins & Sime, 1981; Mihevic, 1982; Morgan, 1985), a bout of aerobic exercise, for example, is sufficient to reduce anxiety. Although it can be kept low anxiety, four to six hours (Seeman, 1978) or more, she returns to previous levels within 24 hours (Weinberg & Gould, 1999). Thus, according to Weinberg and Gould (1999), it would be important to maintain a frequency of sessions, which would prevent the emergence of a chronic anxiety.

As can be seen, the frequency in the practice of physical activities and exercises be they recreational, sports or games, directly influences the development of higher or lower socio-affective capacity of its practitioners.

Bringing this reflection on the benefits of physical activity and recreation to improve the quality of life, we can identify that the practice of these activities, targeted and systematic, has also contributed to the improvement of student achievement in different areas, especially in activities that require attention, concentration and emotional control.

This way, it should be noted that the school is physical education as a area of knowledge dealing with the physical culture and aims to introduce and integrate the student in this sphere, forming a citizen who will produce it, reproduce it and also transform it. Therefore, it is also due to the physical education equip the student to enjoy the game, sports, dances, fights and gymnastics in favor of the critical exercise of citizenship and improved quality of life (BETTI, cited DARIDO 2004).In state schools of Alagoas, physical activity is regulated by the curriculum, where the workload is determined semi-annual discipline / curriculum component, as shown in the table below:

CURRICULUM - ELEMENTARY SCHOOL - 6TH TO 9TH GRADE – DAY

Legal basis	Areas of knowledge	Curriculum components	6th year		7th year		8th year		9 years	
			CHS	CHA	CHS	CHA	CHS	CHA	CHS	CHA
Common national basis	Languages	Portuguese Language	5	200	5	200	5	200	5	200
		Art	1	40	1	40	1	40	1	40
		Physical Education	2	80	2	80	2	80	2	80
	Mathematics	Mathematics	4	160	4	160	4	160	4	160
	Science Natural	Sciences	2	80	2	80	2	80	2	80
	Science Humanities	History	2	80	2	80	3	120	3	120
		Geography	3	120	3	120	2	80	2	80
	Religious education	Religious education	1	40	1	40	1	40	1	40
Part diverse	Languages	Modern Foreign Language	2	80	2	80	2	80	2	80
Total hours			22	880	22	880	22	880	22	880

Source: ALAGOAS, 2011.

As can be seen in the curriculum presented, the practice of physical activities and / or recreational activities performed by elementary school students, the day shift, the state schools of Alagoas does not include the frequency and regularity advocated by theorists mentioned above.

Another aggravating factor with regard to regular physical and recreational activities in the schools of that public education is the inadequacy or lack of physical space for the development of these activities. According to data from the School Census (BRAZIL, 2011), among the 331 public schools in state education, 72 have two blocks poly-sports, there are 01 feathers semi-Olympic pool intended for students enrolled in a complex of 11 schools.

Considering the above, and with reference to the aforementioned researchers, defend the practice of regular physical activity as a factor leading to improved quality of life, because it is proven that the cognitive aspect develops from the aspect engine can conclude that the majority of students enrolled in state schools of Alagoas has no perfect time or physical space suitable for the practice of regular physical activity, and denied them the right to develop fully.

FINAL THOUGHTS

Studies indicate that regular physical activity and recreational influences in improving the quality of life, minimizing anxiety by increasing the concentration and consequently revitalizing the self-esteem.

After analyzing the data offered by the curriculum of basic education in state schools in Alagoas and the School Census (2010), notes that although the practice of physical and recreational activities to be regulated in the schools of the state of Alagoas through education of Physical Education, with a weekly schedule of two hours, most students enrolled in that school system lacks the basic conditions necessary to develop fully. These basic conditions at present are represented by the time required and the appropriate physical space to regular physical and recreational activities.

It is believed that the absence of these conditions negatively influences the rates of student learning, strongly represented by the high rates of school failure, widely advertised by large-scale tests.

It is therefore indispensable and urgent to develop an inter and transdisciplinary teaching practice, in which school

knowledge interrelate with a view to consider the regular practice of physical and recreational activities as one of the aspects that directly contribute to the development of all abilities students, resulting in both improved quality of life, and in improving the levels of learning.

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INTERDISCIPLINARITY AND REGULAR PHYSICAL AND RECREATIONAL ACTIVITIES MINIMIZATION IN SCHOOL FAILURE

SUMMARY

This article relates the analysis of the factors that influence the performance of pupils enrolled in elementary schools of the state public schools in Alagoas. The objective was to reflect on the failure of such school students, taking as categories of analysis the fragmentation of knowledge and practice of irregular school physical and recreational activities. It is a literature review which systematizes convergent ideas of theorists such as COLL (2000); DARIDO (2004); Zabala (1998); WALLON (1998), among others, argue that the interrelationship between school knowledge and regular activities physical and recreational activities as important factors to the development of cognitive or intellectual, motor, balance and personal autonomy (social-emotional) of the subject, allowing its full development. Studies indicate that the interrelation between school knowledge in an interdisciplinary teaching practice and regular physical activity are aspects that directly contribute to the minimization of failure school, located especially among elementary school students from public schools in Alagoas state . Expected to be, with this work, contributing to reflection on the organization of pedagogical practice and, consequently, for the minimization of that school failure.

KEYWORDS: school failure, physical and recreational activities, development of capabilities.

L'INTERDISCIPLINARITE ET REGULIERE MINIMISATION ACTIVITES PHYSIQUES ET RECREATIVES DE L'ECHEC SCOLAIRE

RÉSUMÉ

Cet article concerne l'analyse des facteurs qui influencent le rendement des élèves inscrits dans les écoles publique de l'Étatd'Alagoas. L'objectif était de réfléchir sur l'échec des élèves de ces écoles, en prenant comme catégories d'analyse de la fragmentation de la connaissance et la pratique de l'école irrégulière des activités physiques et récréatives. Il s'agit d'unerevue de la littérature qui systématise les idées convergentes de théoriciens tels que COLL (2000); DARIDO (2004); Zabala (1998); WALLON (1998), entre autres, soutiennent que l'interrelation entre les savoirs scolaires et les activités physiques et récréatives comme des facteurs importants pour le développement des fonctions cognitives ou intellectuelles, motrices, l'équilibre etl'autonomie personnelle (socio-émotionnel) de l'objet, permettant son plein développement. Des études indiquent que l'interrelation entre les savoirs scolaires dans une pratique de l'enseignement interdisciplinaire et une activité physique régulière sont des aspects qui contribuent directement à la minimisation de l'échec scolaire, situé surtout parmi les élèves des écoles publiques de l'état d'Alagoas .Devrait être, avec ce travail, contribuant à la réflexion sur l'organisation de la pratique pédagogique et, par conséquent, pour la minimisation de cet échecscolaire.

MOTS-CLÉS: échec scolaire, des activités physiques et récréatives, le développementdes capacités.

INTERDISCIPLINARIEDAD Y LA PRÁCTICA REGULAR DE ACTIVIDADES FÍSICAS Y RECREATIVAS EN LA MINIMIZACIÓN DEL FRACASO ESCOLAR

RESUMEN

Este artículo se refiere al análisis de los factores que influyen en el rendimiento de los alumnos matriculados en las escuelas públicas del estado de Alagoas. El objetivo era reflexionar sobre el fracaso de los estudiantes, tomando como categorías de análisis la fragmentación del conocimiento de la escuela y la práctica regular de actividades físicas y recreativas. Se trata de una revisión de la literatura que sistematiza las ideas convergentes de teóricos como COLL (2000); DARIDO (2004), Zabala (1998), Wallon (1998), entre otros, sostienen que la relación entre el conocimiento escolar y las actividades físicas y recreativas como factores importantes para el desarrollo de las capacidades cognitivas o intelectuales, motoras, el equilibrio y la autonomía personal (social-emocional) de la materia, lo que permitesu pleno desarrollo. Los estudios indican que la interrelación entre el conocimiento escolar en una práctica de la enseñanza interdisciplinaria y la actividad física regular son aspectos que contribuyen directamente a la minimización del fracaso escolar, que se encuentra sobre los estudiantes de escuelas públicas en el estado de Alagoas. Espera, con este trabajo, contribuir a la reflexión sobre la organización de la práctica pedagógica y, en consecuencia, para la minimización del fracaso escolar.

PALABRAS-CLAVES: el fracaso escolar, actividades físicas y recreativas, desarrollo de capacidades.

A INTERDISCIPLINARIDADE E A PRÁTICA REGULAR DE ATIVIDADES FÍSICAS E RECREATIVAS NA MINIMIZAÇÃO DO FRACASSO ESCOLAR

RESUMO

Este artigo se relaciona a análise dos fatores que influenciam o rendimento escolar dos alunos matriculados no ensino fundamental das escolas da rede pública estadual de ensino de Alagoas. Objetivou-se refletir sobre o fracasso escolar dos referidos alunos, tomando como categorias de análise a fragmentação dos conhecimentos escolares e a prática irregular de atividades físicas e recreativas. Trata-se de uma revisão bibliográfica que sistematiza ideias convergentes de teóricos como COLL (2000); DARIDO (2004); ZABALA (1998); WALLON (1998), entre outros, que defendem a interrelação entre os conhecimentos escolares e a prática regular de atividades físicas e recreativas como fatores preponderantes ao desenvolvimentos das capacidades cognitivas ou intelectuais, motoras, de equilíbrio e autonomia pessoal (sócio-afetivas) do sujeito, possibilitando o seu desenvolvimento integral. Os estudos realizados indicam que a interrelação entre os conhecimentos escolares, numa prática pedagógica interdisciplinar e a prática regular de atividades físicas são aspectos que contribuem diretamente para a minimização do fracasso escolar, localizado especialmente entre os alunos do ensino fundamental da rede pública estadual de ensino de Alagoas. Espera-se estar, com este trabalho, contribuindo para a reflexão acerca da organização da prática pedagógica e, consequentemente, para a minimização do referido fracasso escolar.

PALAVRAS-CHAVE: fracasso escolar; atividades físicas e recreativas; desenvolvimentos de capacidades.