77 - PHYSICAL EDUCATION IN SCHOOL DYNAMICS: BUILDING KNOWLEDGE IN HUMAN MULTIDIMENSIONALITY

ELIZABETH JATOBÁ BEZERRA
IRACYARA MARIA ASSUNÇÃO DE SOUZA
JANAÍNA SILVA DE MORAIS
UFRN-Natal- Rio Grande do Norte-Brasil
bethjatoba@uol.com.br

Thinking Physical Education as a means of mediating a pedagogical practice that has as its purpose the education as all human needs to break with its historical underpinnings that remain tied to the realm of making, notably linked to the technical paradigm, which is based on technical rationality on instrumental reason and efficiency.

Assmann (1998) presents a reflection on the role of education in the face of global challenges in the context of the exclusion logic, in which predominates the social and ethical insensitivity, sheds some light of hope to believe in the enchantment of education as a way to overcome the semantic fields loaded of pessimism. In this study, it points the aim at reestablishing the basis for a more hopeful teaching view, which necessarily involves the construction of fields of meaning, which determine to a large extent, our constructions of "meaningful reality." This pedagogical perspective, according to the author, consistent with the need for an education for solidarity that should meditate on how to create and expand the fields of meaning in which concrete beings human manage to have experiences of pleasure – so also significant – and probably feel good doing something good.

Moving forward, Assmann and Sung (2000) bring a deep and consistent contribution to the joint sensitivity and competence to act on that perspective. They put education as the most significant emancipatory social task, but due to the lack of social skills of professionals in this area, they need to invest in social sensitivity, necessary to be able to contribute to a socially inclusive world, just the missing link between the competence and human preparation for working with human values in the classroom.

The Report to UNESCO, organized by Delors (2001), among many other important contributions, has highlighted the four essential pillars of a new doing to education – learning to know, learning to live together, learning to do and learn to be – that give the necessary epistemological basis for the construction of a conception of education that has the training center to be learner as a whole. These pillars are therefore fundamental to compose the mosaic of an educational perspective that will replace their current conceptions as commercialized product, highlighting elements to overcome this perspective.

The denial of the emotional dimension in education, especially the denial of collaboration, of sharing, which implies the negation of the other as a legitimate other in coexistence, is denounced by Maturana (1998) as the failure to form a human community. This shortage, in view by Assmann and Sung (2000, p. 227) is the sensitivity of solidarity. For them, "[...] sensitivity is required to return a foundational role, a crucial and generative dimension in knowledge."

Finally, it is necessary to prioritize content according to Zabala (1998), from the work by Coll, in the different human dimensions, emphasizing not only conceptual. The specificity of Physical Education is also important to prioritize the attitudinal dimension as that of being and living knowledge, which requires a plurality of experimental languages, demonstrating the need for us to experience in education, renewing experience that will consider the construction of multidimensional knowledge. In this sense, we can question guiding this study: what are the meanings of school Physical Education for students in third grade of elementary school, considering the construction of knowledge in the different human dimensions, highlighting the attitudinal one.

1 STUDENTS

This item provides a summary of the news conference that was carried out with groups of students from two classrooms that participated in this study, 3rd o grade B with 28 and 3rd C with 26 students, a total of 54 students. These essential and integral parts of the context of the study were gradually revealing and unveiling their understandings about Physical Education in the dynamics of the school world. Their recorded speeches at press conferences enabled us a greater understanding of their world and their realities, which we now summarize. They are identified by a number indicating the group is inserted, the letter of the class and the second number, the order that is in their group.

The 54 students participating in this study are at an age between 8 and 12 years. The third grade B is considered “even", for 26 students out of 28 of which make up the class that are in the age group considered "ideal" for this series – 8 and 9 years. We find that this class had fewer behavioral problems and better learning outcomes, and there were no failures, unlike the class C, which had only four students in the age group assigned to this grade, having twenty four pupils "uneven" with several years of repetition.

We observed that some students with learning difficulties and social relations came from dysfunctional homes, as the educational teaching supervisor informed us, in addition to observation of their behavior. Years of repetition of these students have also contributed so that these difficulties emerge and the act of repetition discriminate them.

2 THE WAY THAT STUDENTS THINK AND LIKE ON THE SCHOOL AND PHYSICAL EDUCATION

When asked about what they like in school, there were 60 statements divided into five different alternatives. Of these, 21 students (35%) indicated the first option as Physical Education, four of them associated with Physical Education and studies, which confirms the wide acceptance of this discipline as a motivator for these students, explicit in their justification, "because it's cool, one has learned good things and have fun.”The meal comes with 11 nominations (18%), increasing the degree of satisfaction of students in school. Studying with seven indications and reading and writing, with six. This has surprised by the fact that intellectual preference be only 13 students (21%), but no greater motivation to learn most of them. Those who showed greater preference to the study completed indicating that studying is good to learn and improve the mind. Liking the teachers with

seven nominations (11%) and teachers of Physical Education, with 9 (15%), summarized the role of these teaching professionals as an element that has contributed to the achievement of students in school, associated with factors, such as joy, fun, teaching well, handle well and be cool. In this sense, "the playful and not to harm the people" identify the doing and the living well with essential dimensions of school life.

Living spaces that allow the meeting, the game and the expansion of social relations are highlighted as the place they love best: play (7), Park (4), block (3), and court (1). Spaces that provide the triggering of challenges that can live a more supportive structure, encouraged by the dynamics of the rules of "responsible living" school. Three students also mentioned that enjoy of friends and games. They also expressed what least like about in school and had a high degree of rejection of aggressiveness with 50 opinions (92%) among the total of 54 students, with 35 (70%) for boys, who were found to be more aggressive.

We can deduce that the factor dissatisfaction is further linked on the behavioral aspects that are influenced by human values. Only two opinions (4%) on matters about teaching process that they do not like, and two (4%) in the organizational aspect. Students said they like everything about school, reaffirming the rejection of aggression generated by the hostile attitudes. The space and time of the court recreation has been implicated as triggers of these aggressive attitudes, and carrying over in the play of boys and lack of respect with girls. We see the need to implement the Supervised Playground by the need for mediation of disciplinary incidents in the space-time also education of values, which according to Kenski (2001) have teachers as agents of values that need to be extended to these spaces.

When asked about the subject they like best, some did not understand the Physical Education as a discipline, but "Physical," a practice. Surprisingly, mathematics appears most nominations (24), which leads us to see that the "fear" of this discipline at this stage has not yet appeared, followed by Physical Education (20), Portuguese (19), Arts (12), Science (10), geography (8) and History (4).

In general, the arguments to justify their choices were from liking, having ease in Physical Education, because it is good, nice, and cheerful; besides, they learn good things. Therefore, this discipline for his playful and informative factor as students identified it can be combined joint in the construction of a perspective through Physical Education, as stated by Bezerra (2007).

What they like most in Physical Education indicates a universe of reasons that demonstrates how the content of programming, the dynamics of teaching and the relationship with teachers influence this choice. The playing and fun dominate with 45% (36 nominations); sports with 24% (20), the teachers were nominated by 12% (10); the stretch with 11% (9); all at the Physical Education class with 6% (5); the scheduled class with 1% (1); and free lesson with 1% (1); in a total of 82 (eighty-two) suggestions given.

The innovative nature of certain games that were included in the planning of physical education teachers at the school, such as jumping rope (15), crazy ball (11), hoop (5), elastic (5) and some traditional ones, such as play ball (5) game burning (2), all these guaranteed part of the satisfaction of students in class. Included sports, such as basketball (16), football (6) and volleyball (6) also indicate the strength of that content in the self-satisfaction of themselves in this discipline. In general, the narratives below indicate different because of student satisfaction, including the interpersonal relationship generated between teacher and student, the very pleasure of stretching; a kind of class that was learning to like as well as another group that likes everything.

I like stretching, playing hula hoop, jumping rope and I also like the cool things that the teacher brings for us to play. (1B5).

What I love in Physical Education ... I like to play all because it's really cool because you learn to play right not to fight. (3B2).

I like Physical Education class because it is different; people enjoy ... that firing ball, basketball and volleyball. (4C3).

The aspects that have marked them the least like in Physical Education demonstrate the sensitivity of each to experience some of the contents of the discipline or the consequences of these dynamics. Students had 61 responses that were distributed among seven different groups as shown below.

Among these options, the alternative with the highest number of nominations was "playing with boys" with 33% (20) for these messed up, disturbed, injured, fought, wanted have absolute power and took the toys, and insulting words. This behavior indicates a hostile and aggressive tendency on the part of the boys pointed out by colleagues, especially girls while performing activities that are characterized by competition. And the competition leads to exclusion and of itself is anti-social, as stated by Maturana (2002), by denying the other when restricting the conditions for coexistence, and therefore limits the relationships. Thus, these relations in Physical Education must be careful not to feed the competitive spirit of the disputes in the games and play and yes, to educate the communion that is to play with each other.

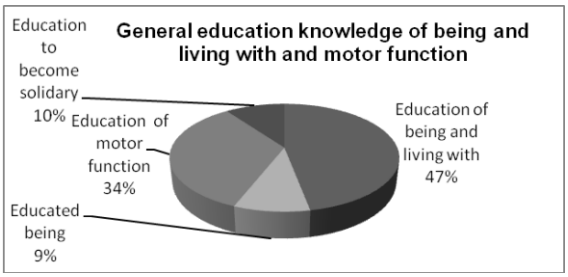
The second alternative, on the answer in the least like in Physical Education indicates "the consequences of playing" with 21% (13), such as aggression, mess, get hurt, which again refers to the conditions of living practices, especially because they allow a closer body than other disciplines, while providing greater exposure of emotions and feelings. For these reasons, more likely the educability of embodiment emerges of these relationships that must be considered in school life.

For like everything 16% (10), students reported no negative aspect in physical education classes as seen in the following narratives: "I say nothing, I love everything (1C1). Yet another student said: "I just do not like when there is no Physical Education class" (1C4). Another stated that "I do not like when ends the lesson" (5B3). Only one student (2%) confirmed that like nothing, for being too timid. Nevertheless, sports appear as rejection by 13% (8) students and a few jokes for 10% (6) students exactly for the reasons set forth above, linked to the violence that hurt them. The free lesson 5% (3) also has contributed to the excess of aggression by some students. Thus, these data have confirmed the need to invest in friendly human relations in the school educational process, using the mediating power of the teacher as a partner.

3 KNOWLEDGE LEARNED WITH THE PHYSICAL EDUCATION

Knowledge learned with Physical Education in the voices of the students who participated in this study has demonstrated the range that the teaching-learning process performed by the teachers has reached students in different spheres of knowledge. Of the 150 (one hundred fifty) indications of contents learned, 66% (99) are included in general education knowledge, being and living and solidarity, while 34% (51) are referred to the specific contents of Physical Education, according to the data. These data confirm the investment of teachers in an education project that sees the student as a whole, focusing all the existential dimensions of knowledge needed to the entire, supportive and educated human being.

Among the general knowledge of education provided by the students, they were grouped into four major areas: the polite being to 9% (13) nominations; education of being and living with 47% (71); education for sympathizing points 10% (15) and lastly, the education of the human motor with 34% (51) as shown in Figure 1 below.



Graph 1 - General knowledge of education of being and living with and motor function
Source: Survey data, 2005.

The polite being includes an option for the educability of life, learning good things through play, as indicated in the statements below about what they learned in physical education.

Education, peace, love, all you have to learn in life. (1B1).

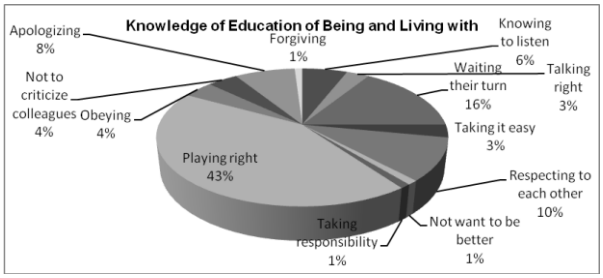
I learned everything, but fighting, swearing; I learned the good things she taught until Aunt Kátia. (1B3).

I learned education. That is not to talk insulting words with friends, not to fight, neither one (3B3).

I think so, because then the teacher talks a lot with us, teaches many things there, from respect others to take responsibility, things like that. (3C1).

So this is an education for entire life, for the formation of the educated, polite man and at the same time responsible, that helps in the fundamentals of the formation of self and living in harmony with each other and can be grown in different curriculum subjects such as collective design .

Education of being and living constitute the knowledge necessary by being as self-education that comes to expression in the inner dynamics of the interaction and eases the daily relationships as the students presented in their 71 (seventy one) directions, corresponding to 47% of total learning occurred in these Physical Education classes, such as simple emotions, feelings and attitudes that are revelaed in their narratives that we distribute in twelve different groups.



Graph 2 – Knowledge of Education of Being and Living with
Source: Survey data, 2006.

These knowledge that happen every day in the connection between reason and emotion, as Maturana reminds us (2001), framing a sensitivity of solidarity will manifest themselves with others who contribute to "education for sympathizing" expressed by 15 students in the classes B and C studied, representing 10% of the knowledge learned.

As specific knowledge of the motor area, students cited the learning of games with 52% (27), both traditional and play ball, burning, and innovations such as hula hoop, crazy ball, among others. The board games mentioned by 20% (10) of students as the queen, chess, dominoes and a left 1, another option is to diversify the content. Sports with 24% (12) as basketball, volleyball and football were another learning alternative that students indicated along with stretching 4% (2).

Some narratives below explain better the state of spirit with each student expressed this knowledge, which are slowly being internalized, showing the construction of knowledge of different dimensions that synthesize an integral education of being.

Many things: Waiting, talking right, apologizing and stuffing. (4B4).

What I learned was the right play, respect others, and expect and play without harangue with classmates. (2B5).

Do not push or swear; obeying their parents, meeting the teachers and helping people. (3B4).

I learned not to fight with others. That is not to insult with words our friends, not to fight with each other, not to criticize colleagues, and most other things. (4B3).

What I learned in physical education was not to be fighting, not wanting to be better than the other, because one day I was playing, I wanted to be a girl to one and girl wanted to be the one, then we stood thus there she said oh, okay, I'll be the second, then continued. (4B2).

When a person swears or hits the other, she calls them, then apologizes. We ask, then later we return to play. She always does this, she calls the two, put the two to talk, then solves the problem. Aunt Kátia says that when one does not want do not fight (1B2).

Many things: such as waiting, talking right, apologizing and stuff. (4B4).

I learned to forgive and not to throw the ball up the court that the boys play, sharing a lot of good things, such as Hula hoop, rope crazy. (4C4).

The crazy ball, and many things to play with those things of peace, help each other. Stretching. (4C3).

I've learned about peace, love, affection, group activities and in pairs as well. I learned to play ball, not get messy when you're in class. (1C1).

As a strategy of teaching to teachers using what they termed the planned lessons, when they bring a proposal to class ready and free lesson, students choose the game they want to accomplish from a variety of options. The free lesson was preferred by 48% (24) of the students, among the 51 who answered this question, mainly because they can choose what they want to accomplish and have a longer time because the organization to be faster. Yet another group representing 27% (14) assumed that the students like the two forms of class. They argued that the planned class learns new tricks and free one you are free to play than most. The planned lesson was option that 25% justified their choices by learning different things with the teacher,

be more organized and efficient.

These are therefore pedagogical possibilities that allow the acquisition of new knowledge of curriculum content, while encouraging a revival of enjoyable classes that through freedom of choice are emerging values and attitudes that can be observed, corrected or encouraged and have in dialogue, in reflection and group work, field for the sedimentation of these methodological knowledge.

4 SOME POSSIBLE CONCLUSIONS

These classes, while a school ritual that has the teacher as a mediator between culture and acquisition by the students, have allowed them to reflect on their processes of interpretation, finding thus their understanding of the issues focused, providing feedback to teachers to better understand and can resize your practice due to the need to refine the embodiment of the students.

The choice of working in groups or in pairs, through games and play as a methodology in these classes have brought in essence cooperative action by the evidence of students' situations that involve interaction with others. This has led them to the discovery of their potentials and limits in the joint creation of tasks that somehow have been experienced at other times, but they regroup with the care and zeal of the teachers to meet each objective prioritized the themes that make up the human solidarity.

It is the process of co-education by Mariotti (2000) which includes two-way communication, speaking and listening in the language and have interactions that promote structural changes in human behavior. It is the fact that learning involves the transformation of our embodiment as language and expression of this knowledge that will give wisdom to live in a more harmonious and united way.

The experience in situations that enable the embodied dialogue from the play that showed listening, creating with the group and expressing themselves, have increased the knowing to dialogue and consequently, the ability to communicate. This has brought direct implications for conflict resolution, providing improvement in relationships with the increase of the bonds of friendship and tolerance by understanding of other's differences. The dialogue is, therefore, meet with others and commitment to the humanization in the sense that Freire (1980) defines as hope for change for inconclusiveness of men who are constantly self-building.

The lack of other school spaces for open dialogue and culture of punishment has become difficult solidification of this knowing in embodiment of the students, plus the difficulty of hearing the other, shyness to express, individualism, passivity and lack of initiative by some. But the watchful eye of teachers on these issues and move with more freedom than the dynamic teaching of this area could allow students to enhance dialogue through the use of driving issues that prompted the emergence of collective creation that humanizes the language involved. It has thus raised new collaborative group relations, contributing to the formation of valued habits and attitudes via the school Physical Education.

This accumulated knowledge is revealed through the embodiment of the students when we view the dialogue mediating the creative process, and the teaching of new skills among the elements of groups, and verbal expressions contained in the reflective assessments that synthesize this knowledge learned. Knowing how to apologize, to understand the conversation, the listening, not the fight, talking right, forgiving and excusing the colleague who fought, among other manifestations that have proven to building, among other knowledge, the attitudinal ones.

We therefore conclude that the dialog has allowed to reach democratic consensus and shared by this condition, giving voice and time to various positions consistent with arguments that this is no reason to break with goals set. And it is allowed the gathering of men who seek to be more lucidly human (FREIRE, 1980) then man is the essence of basic, transforming action, therefore, for the integral education of being.

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ENDEREÇO
Rua Profº Saturnino nº 1079, bairro N. Srª de Nazaré
Cidade: Natal-RN-Brasil CEP: 59062-310
Telefone: 84-32310734 E-mail: bethjatoba@uol.com.br

PHYSICAL EDUCATION IN SCHOOL DYNAMICS: BUILDING KNOWLEDGE IN HUMAN MULTIDIMENSIONALITY

ABSTRACT

This paper aims to present the relevance of school physical education for 54 students from 3rd grade of primary school, a public school in Natal-RN, considering the construction of knowledge in the different human dimensions. It is part of a study that has identified how to build solidarity from the school Physical Education. Methodological option was to collaborative research that had the press conference, in groups of five students, such as instrumentation. Thirty-five percent of these students indicated Physical Education as the first choice of course they like, which confirms the wide acceptance of this as a motivator

element for these students, explained in their justification, "because it's cool, you learn good things and have fun." What they like in Physical Education indicates a universe of reasons that show how the content of programming, the dynamics of teaching and the relationship with teachers have influenced this choice. Of one hundred and fifty indications of contents learned, 66% fall in the general education knowledge, from being and living and from solidarity, while 34% refer to the specific contents of Physical Education. Among the general knowledge of education, they were grouped into four major areas: being polite to 9% of indications, the education from being and live with to 47%; education for sympathizing with 10%; and finally, education from human motility with 34%. What you learned with physical education in the voices from students that participated of the scope of this study demonstrate that the teaching-learning process held by teachers has reached students in different spheres of knowledge.

KEYWORDS: Physical Education. School. Knowledge in Human Multidimensionality.

ÉDUCATION PHYSIQUE À LA DYNAMIQUE ESCOLAIRE: CONSTRUISANT SAVOIRS EN MULTIMENSIONALITÉ HUMAINE

RÉSUMÉ

Cet article a comme objectif présenter la signification de l'Éducation Physique Escolaire pour 54 élèves em deux groupes d'études sécondaires, d'une école publique de la ville de Natal RN, em donnant de la considération la construction des savoirs en plusieurs dimensions humaines. L'article fait partie d'um étude, duquel identifie comme on faire la construction de la solidarité à partir de l'Éducation Physique Escolaire. Il a eu comme choix méthodologique la recherche par collaboration des groupes de cinq élèves et une interview collective comme instruments. Trente cinq pour cent de ces élèves, ont indiqué l'Éducationzx Physique comme la premiète option qu' ils aiment plus. Cette grande confirmation montre plainement l'admission de cette activité comme élément de motivation pour ces élèves, voici ses justificatifs: "parce que c'est super, on a apprend des bonnes choses et on s'amuse". Les dynamiques d'enseignement et la relation avec les professeurs influencent cette option. Des cent et cinquante références de contenus appris, 66% inclient dans les savoirs généraux d'éducation, de être, convivialité (frayer) et solidarité; pendant 34% se réferent aux contenus spécifique d' Éducation Physique, ils se sont rassemblé en quatre grands zones: l' être élevé avec 9% de référence;l'éducation d'être et convivialité avec 47%; l'éducation pour solidarité avec 10% et pour dernier, l'éducation de la motricité humaine avec 34%. Tout l'apprentissage obtenu pour l'Éducation Physique dans les voix des élèves participants de ce étude , montrent efficience dans processus d'enseignement et apprentissage par l' intermédiaire des professeurs et élèves en différents sphères du savoir.

MOTS-CLEF: Éducation Physique. École. Savoir en Multimensionalité Humaine.

LA EDUCACIÓN FÍSICA EN LA DINÁMICA ESCOLAR: CONSTRUYENDO SABERES DE LA MULTIMENSIONALIDAD HUMANA

RESUMEN

Ese artículo tiene el objetivo de presentar el significado de la Educación Física escolar para 54 alumnos de dos terceros años de la enseñanza fundamental, de una escuela pública de Natal, considerando la construcción de saberes en las diferentes dimensiones humanas. El artículo es parte de un estudio que identifica como construir la solidaridad desde la Educación Física escolar. Ocurrió como opción metodológica la encuesta colaborativa que contó con la entrevista colectiva, en grupos de cinco alumnos, como instrumentación. Treinta y cinco por ciento de estos alumnos indicaron la Educación Física como primera opción de la asignatura que más gustan, lo que confirma la gran aceptación de esa como elemento motivador para estos alumnos, explicitadas en sus justificativas: "porque es legal, se aprende cosas buenas y se divierten." lo que más gustan en la Educación Física indica un universo de razones que demuestran lo cuanto los contenidos de la programación, las dinámicas de la enseñanza y la relación con las profesoras influencian esa opción. De las ciento cincuenta indicaciones de contenidos asimilados, 66% se insieren en los saberes generales de educación, del ser y convivir y de la solidaridad; en cuanto 34% se refieren a los contenidos específicos de la Educación Física. De entre los conocimientos generales de la educación, los agrupamos en cuatro grandes áreas: el ser educado con 9% de indicaciones; la educación del ser y convivir con 47%; la educación para el solidarizarse con 10%; e detrás de todo, la educación de la motricidad humana con 34% .Lo que se aprendió con la Educación Física en las voces de los alumnos partícipes de ese estudio demuestran la alcance que el proceso enseñanza /aprendizaje realizado por las profesoras atingen a los alumnos en diferentes esferas del saber.

PALAVRAS-CLAVE: Educación Física. Escuela. Saberes de la Multimensionalidad Humana.

A EDUCAÇÃO FÍSICA NA DINÂMICA ESCOLAR: CONSTRUINDO SABERES DA MULTIMENSIONALIDADE HUMANA

RESUMO

Este artigo tem como objetivo apresentar o significado da Educação Física escolar para 54 alunos de dois terceiros ano do ensino fundamental, de uma escola pública de Natal, considerando a construção de saberes nas diferentes dimensões humanas. Ele faz parte de um estudo que identifica como se constrói a solidariedade a partir da Educação Física escolar. Teve como opção metodológica a pesquisa colaborativa que contou com a entrevista coletiva, em grupos de cinco alunos, como instrumentação. Trinta e cinco por cento destes alunos indicaram a Educação Física como primeira opção da disciplina que mais gostam, o que confirma a grande aceitação dessa como elemento motivador para esses alunos, explicitadas nas suas justificativas: "porque é legal, se aprende coisas boas e se divertem." O que mais gostam na Educação Física indica um universo de razões que demonstram o quanto os conteúdos da programação, as dinâmicas do ensino e a relação com as professoras influenciam essa opção. Das cento e cinqüenta indicações de conteúdos apreendidos, 66% se inserem nos saberes gerais de educação, do ser e conviver e da solidariedade; enquanto 34% se referem a conteúdos específicos da Educação Física. Dentre os conhecimentos gerais da educação, os agrupamos em quatro grandes áreas: o ser educado com 9% de indicações; a educação do ser e conviver com 47%; a educação para o solidarizar-se com 10%; e por último, a educação da motricidade humana com 34%. O que aprendeu com a Educação Física nas vozes dos alunos partícipes deste estudo demonstram a abrangência que o processo ensino e aprendizagem realizado pelas professoras atingem os alunos em diferentes esferas do saber.

PALAVRAS-CHAVE: Educação Física. Escola. Saberes da multimensionalidade humana.