67 - IDENTIFICATION OF THE CONTENTS USED IN CLASSES OF PHYSICAL EDUCATION IN MEIER DISTRICT ELEMENTARY SCHOOLS

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INTRODUCTION

According to the National Curricular Parameters (NCP, 1997), “the work of Physical Education in the final grades of elementary school is very important in that it allows for students to expand their perspectives regarding the culture of body movement, and thus enables the autonomy for the development of a personal practice and the ability to take part in the community, whether maintaining or building spaces for participation in cultural activities such as games, sports, wrestling, gymnastics and dance, for purposes of leisure, expression of feelings, affections and emotions. Reframing these elements of culture and building them collectively is a proposal for continuous and responsible involvement in the society.”

The activities mentioned above are part of the so-called Block of Contents that, even according to (NCP, 1997), is organized into three blocks to be developed throughout the school, and this organization has the function to make the objects of teaching and learning that are being prioritized evident, serving as an aid to the teacher's work of distributing the contents to be worked in a balanced and appropriate way. Blocks are: sports, games, wrestling and gymnastics; rhythmic and expressive activities; and knowledge about the body.

From this we can state that Physical Education has gone through changes over time, becoming what we find today in the majority of the schools where we can identify little of the activities proposed by the Block of Contents and have mostly, if not exclusively, a Physical Education with emphasis in sports where "Magic Square" (Vilaça; Marques, 2006), which consists of Basketball, Futsal, Handball and Volleyball, is adopted. This results not only in a limitation of knowledge to be passed on to the students, but in a loss of a valuable sense of Physical Education, which is evident in its name: EDUCATION.

However, (COLETIVO DE AUTORES, 1992) argues that Physical Education is: "(...) the practice (eminently) pedagogical that, in the school environment, thematizes forms of corporally expressive activities (...)", therefore we can see how much of the educational proposal is being lost in the course plans adopted by the institutions that address only the "Magic Square". This system explains the two fundamental characteristics that sport brings: the prompt and uncritical obedience and internalization of rules set by regulators; and the exclusion and discrimination on the aspects related to the talent and exacerbated competition (Marques, 2010).

Vilaça and Marques (2006), say the sports or games, in how they are developed, result in some problematic consequences of which, perhaps the main one, at least immediately, is the lack of interest or desire for practicing physical activity at school. Moreover, another negative result is the creation and maintenance of the idea that Physical Education is only that through which they had this traumatic contact. From this, students create reasons not to do the classes supported by a doctor's sick note, a letter from the parents or, in the case of girls, the "excuse" could even be that of the menstrual cycle. Also according to the article mentioned above, there is little emphasis on teacher education so that he or she has differentiated possibilities to intervene.

Betti (1991) defines sport as an institutionalized social action, consisted of rules developed upon ludic concepts, in the form of competition between two or more opponents or against nature, whose goal is, through benchmarking, determine the winner or register record. By contrast, (Soares et al., 1992) says that what is studied in the Culture of Body Movement are the historically proposed contents for Physical Education in Brazil, emphasizing regional differences: the games, the sports, the gymnastics, the dancing, and the capoeira for being a typical Brazilian form of expression. Thus, the rules, the technique, the tactic and the learning of these contents are not the only focus of the studies, but also the context in which their practices occur, which determines the playfulness of the real sport. Therefore, what causes Physical Education classes to be, mostly, just sports-related?

The objective of this study is to identify the content of the Physical Education classes in 9 (nine) private schools located in Meier, a neighborhood in Rio de Janeiro, in relation to the activities previously mentioned.

MATERIALS AND METHOD

The methodology is descriptive and that of field research. The main objective of the descriptive research is to describe the characteristics of a given population or phenomenon (...) and one of its most significant characteristics is the use of standard techniques of data collection, such as the validated questionnaire (Gil, 1991, p .46). The field research is that regarding a problem which it seeks to answer (Marconi, 2005, p.83).

These teachers will sign a consent form (Appendix I) volunteering to answer open and objective questions in a questionnaire.

After authorization of the institution, it will be given the consent form previously mentioned to the teachers. Thereafter, the data collection will start based upon a valid questionnaire.

- Sample

The volunteer group consists of professionals working in the area of Physical Education. The sample was drawn from a universe of teachers working for 9 (nine) private schools located in Meier, a neighborhood in Rio de Janeiro. The sample comprises 13 (thirteen) professionals, including 4 (four) women and 9 (nine) men, that work in Elementary Education.

- Instruments for data collection

The instrument used for data collection was a questionnaire designed and validated (Annex II) adapted from Artigo Conteúdos applied in Physical Education in schools in the city of Juazeiro do Norte, Ceará (Noble et al., 2009), containing questions about the degree of applicability of content in Physical Education classes according to blocks of knowledge suggested by the National Curricular Parameters.

ANALYSIS AND DISCUSSION OF DATA

The National Curriculum Parameters (NCP, 1997) provides a block of content containing knowledge about the body, sports, games, wrestling, gymnastics and rhythmic and expressive activities. Based on these contents it was conducted a field

research where we found the following data:

The analysis of the expertise of teachers with post-graduate course (Exhibit 1) showed that the majority (54%) has at least one post-graduate course and 8% has two. But secondly we found that 38% of the professionals have no expertise whatsoever.

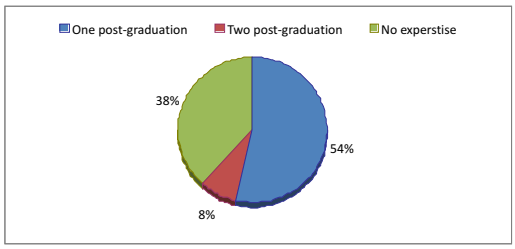


Exhibit 1: Post-graduation course

The analysis of the material taught in the block "knowledge about the body" revealed that psychomotricity is used in 50% of the activities of this block, followed by the benefits of physical activity to health with 15%. Another 15% does not use any item of this block. Quality of life comes with 14% and Nutrition with 6% (Exhibit 2).

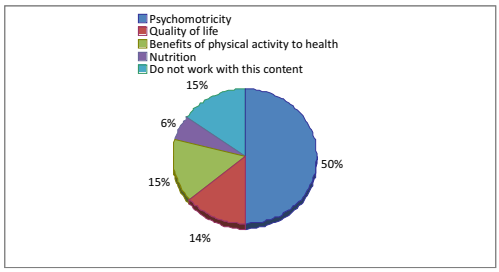


Exhibit 2: Contents most applied in the block “knowledge about the body”

The block "sports" analysis showed that the majority of teachers use the "Magic Square" (Exhibit 3). Futsal and Volleyball got 24% followed by Handball and Basketball with 22%. Despite this dominance, the Athleticism has reached the percentage of 8%.

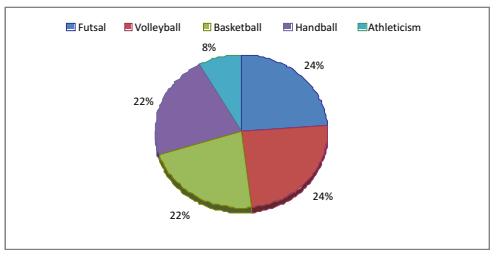


Exhibit 3: Contents most applied in the block “sports”

The analysis of the material taught in the block "games" indicated that 53% use cooperative games, followed by pre-sports games with19%. 14% works with popular and the same percentage does not work with this content (Exhibit 4).

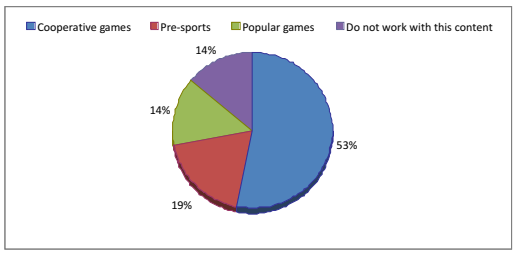


Exhibit 4: Contents most applied in the block “games”

The "wrestling" block demonstrated that some teachers find working with this content difficult (Exhibit 5). The survey showed that 78% does not work with this content. 15% works with Judo and 7% with capoeira.

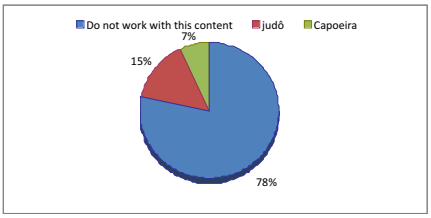


Exhibit 5: Contents most applied in the block “wrestling”

With respect to the block "gymnastics" (Exhibit6), 46% do not work with this content, 38% works with aerobics and 8% with artistic gymnastics. The rhythmic gymnastics has also reached the percentage of 8%.

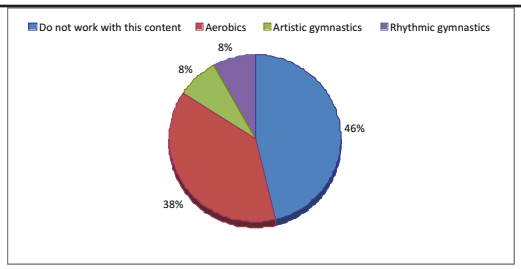


Exhibit 6: Contents most applied in the block “gymnastics”

In the "dance", it was found that the majority (64%) works with folk dances. The ballroom dancing appears with 7%, but 29% does not work with this content (Exhibit 7).

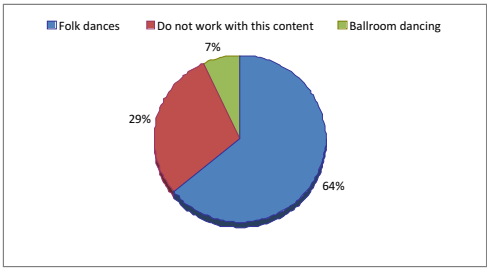


Exhibit 7: Contents most applied in the block “dance”

These results corroborate the study of Artigo Conteúdos aplicados na Educação Física em escolas da cidade de Juazeiro do Norte, Ceará. In this study we can see that when the content of all blocks of knowledge suggested by the PCNs, there was a tendency in appling targeted information for one content only as in the case of futsal – block “sports” – and health and quality of life - block “knowledge about the body”, for example. In other blocks such as “fights”, “gymnastics” and “dance”, the majority of the teachears said they do not use the content of these blocks (NOBRE et al., 2009). According to our study, the teachers, in their majority, choose one of the team sports as the main content and the other contents are complements that are not properly developed during classes. Due to the fact that contents are split into 4 (four) periods that last 2 (two) months, it favours the predominant use of the “Magic Square”, where each sport is taught during 2 (two) months, and the other contents are completely ignored although they are very important for the comprehensive training of the student.

With the inclusion of sports initiation from the fifth grade of elementary school, the development of physical fitness, mentioned in the law, happens through the sport, which becomes the middle and end of Physical Education, and this is placed explicitly to service the sports system (BRACHT, 1989). But the physical education has the objective the biopsychosocial development and the holistic training of the individual, so it is virtually impossible to reconcile the development of physical fitness through the sport with such goals, which leads to competition and results, which is not a priority at this stage of learning.

FINAL CONSIDERATIONS

The Physical Education has undergone a paradigmatic changes where, theoretically, there is an enrichment of its content that can contribute to the comprehensive training of the student. However this research shows how teachers are still traditional in the way they deliver their work.

According to the literature used and the analyses of the results of the survey (considering the limitations of the study), it is suggested some laziness on the part of the teachers, which is perhaps linked to other factors such as lack of recognition by the school.

The contents are limited, mainly, to the practice of sports and this is applied in a way that students do not understand why they are doing it and how this content will propagate in their lifes. According to Kunz (1989:65) "the theme of sport in Physical Education classes should help learners to understand this socio-cultural phenomenon, which can happen not only for its action, but mainly by reflective action." When the content is used didactically without the reflective action, the practice becomes pointless and the classes end up leading the students to do just for the sake of doing.

It is recommended further study with the addition of a larger number of professionals and regions to obtain an exact dimension of this table of contents and then study what can be done to change the way is it is taught the Body Movement Culture and not leave all content of physical education to be forgotten by professionals that work in this area.

The personal goal of this study was to observe what we can do to differentiate ourselves and, therefore be better professionals as well as to identify what kind of professional we want to be, what we should follow, or not. Considering the results, we have much work to do.

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IDENTIFICATION OF THE CONTENTS USED IN CLASSES OF PHYSICAL EDUCATION IN MEIER DISTRICT ELEMENTARY SCHOOLS

ABSTRACT:

Physical education is undergoing paradigm shifts where theoretically there is the enrichment of content can work where the education of the student. The study aims to analyze the content of classes of physical education professionals from private colleges in the state of Rio de Janeiro in relation to activities covered. The study population consisted of professionals working in the area of physical education. The sample, chosen at random and drawn from a universe of 09 teachers in overcrowded schools from private schools in the city of Rio de Janeiro, Meier neighborhood was comprised of 13 professionals, with 04 females and 09 males, who work in elementary education. According to the literature and analyzing the results, we noticed certain complacency on the part of teachers, this perhaps linked to factors such as lack of recognition by the school itself. In addition, you can include a lack of courage or willingness to dare to dislodge themselves and their relative certainties as well as the absence of a regular program of continuing education and encouragement by the school. When the didactic use of this content is done without this reflection, the practice loses its meaning and the classes end up going into the molds and technical merit by taking to make fazer.Sugere to a later study in which it can add a larger number of professionals and regions to obtain an exact dimension of this table of contents and study what can be done to transform this system to teach the Body Culture Movement and do not let all the contents of Physical Education be forgotten by professionals in the area.

KEY WORDS: Content, Physical Education, Body Culture Movement.

IDENTIFICATION DES MATÉRIAUX UTILISÉS À L'ÉCOLE DE L'ÉDUCATION PHYSIQUE DANS LES ÉCOLES ÉLÉMENTAIRES MEIER SCOLAIRES DE DISTRICT

RESUMÉ:

L'éducation physique a subi un changement paradigmatique,qui est théoriquement l'enrichissement des contenus de la formation intégrale des étudiants. L'étude vise à identifier le contenu des professionnels de l'école d'éducation physique des collèges privés dans l'état de Rio de Janeiro par rapport aux activités abordées. La population se composait de professionnels travaillant dans le domaine de l'éducation physique. L'échantillon a été tiré à partir d'un univers de 09 enseignants dans les écoles privées de la ville de Rio de Janeiro, Meier district était composé de 13 professionnels, dont 04 femmes et 09 hommes qui travaillent dans l'enseignement primaire . Selon la littérature et l'analyse des résultats, nous suggérons certaine complaisance de la part des enseignants, ce peut être lié à des facteurs tels que le manque de reconnaissance par l'école. En outre, vous pouvez inclure un manque de courage ou la volonté d'oser et estabiliser leurs certitudes relatives, ainsi que l'absence d'un programme régulier de formation continue et l'encouragement par l'école. Lorsque l'utilisation didactique de ce contenu se fait sans cette réflexion,la pratique est inutile et les classes se retrouvent dans les modèles et conduisant à des valeurs techniques à faire. Il est recommandé une étude plus approfondie dans laquelle ils peuvent ajouter le plus grand nombre de professionnels et les régions pour obtenir une dimension exacte de cette table des matières et étudier ce qui peut être fait pour transformer ce système et pour enseigner la culture du mouvement du corps et ne pas laisser tous les contenus de l'éducation physique soient oubliés pour les professionnels qui travaillent dans le secteur.

MOTS CLÉS: Contenu, l'éducation physique, la culture du mouvement du corps.

IDENTIFICACIÓN DE LOS MATERIALES UTILIZADOS EN LA ESCUELA DE EDUCACIÓN FÍSICA EN LAS ESCUELAS PRIMARIAS EN EL DISTRITO ESCOLAR MEIER

RESUMEN:

La educación física ha sufrido un cambio paradigmático donde teóricamente hay el enriquecimiento de los contenidos que pueden trabajar en la formación integral de los estudiantes. El estudio tiene como objetivo identificar el contenido de clase de los profesionales de educación física de las escuelas privadas en el estado de Río de Janeiro en relación con las actividades previstas. La población estuvo constituida por los profesionales que trabajan en el área de educación física en escuelas. La muestra fue tomada de un universo de profesores que trabajan en 09 escuelas privadas en la ciudad de Río de Janeiro, barrio Meier, fue compuesto por 13 profesionales, entre ellos 04 mujeres y 09 hombres que trabajan en Educación Primaria. De acuerdo con la literatura y el análisis de los resultados, se sugiere cierta complacencia por parte de los profesores, esto tal vez vinculado a factores como la falta de reconocimiento por parte de la escuela. Además, puede incluir una falta de coraje o la voluntad para atreverse y cambiar sus certezas relativas, así como la ausencia de un programa regular de educación continua y el fomento de la escuela. Cuando la utilización didáctica de estos contenidos se realiza sin esta reflexión, la práctica no tiene sentido y las clases terminan en las plantillas y que conduce a los valores técnicos que los llevan hacer por hacer. Se recomienda mayor estudio en el que se puede agregar un mayor número de profesionales y de localidades para obtener una dimensión exacta de este índice y el estudio de lo que se puede hacer para transformar este sistema para enseñar el movimiento de cultura del cuerpo y no dejar todo contenido de la educación física ser olvidado por los profesionales que trabajan en el campo de acción.

PALABRAS CLAVE: Contenido, Educación Física, Movimiento de Cultura del cuerpo.

IDENTIFICAÇÃO DOS CONTEÚDOS APLICADOS NAS AULAS DE EDUCAÇÃO FÍSICA EM ESCOLAS DO BAIRRO MÉIER NO ENSINO FUNDAMENTAL

RESUMO:

A Educação Física vem passando por mudanças paradigmáticas onde teoricamente há o enriquecimento de conteúdos onde se possa trabalhar a formação integral do aluno. O estudo tem como objetivo analisar o conteúdo de aula dos profissionais de Educação Física de colégios da rede privada no estado do Rio de Janeiro com relação às atividades abordadas. A população foi constituída de profissionais que atuam na área da Educação Física Escolar. A amostra, escolhida de forma aleatória e extraída de um universo de professores lotados em 09 escolas da rede privada de ensino da cidade do Rio de Janeiro, bairro Méier, foi composta por 13 profissionais, sendo 04 do gênero feminino e 09 do gênero masculino, que atuam no Ensino Fundamental. De acordo com a literatura pesquisada e analisando os resultados obtidos, percebeu-se certo comodismo por parte dos professores, este talvez ligado a alguns fatores como falta de reconhecimento por parte da própria escola. Além disso, pode-se incluir a falta de coragem para ousar ou de vontade para desacomodar-se e de relativizar suas certezas, assim como ausência de um programa de formação continuada regular e o incentivo por parte da escola. Quando o uso didático deste conteúdo é feito sem essa reflexão, a prática perde o sentido e as aulas acabam entrando nos moldes e valores tecnicistas o levando ao fazer por fazer. Sugere-se um estudo posterior em que se possa agregar um número maior de profissionais e de regiões para obter uma dimensão exata desse quadro de conteúdos e estudar o que pode ser feito para transformar este sistema de ensinar a Cultura Corporal do Movimento e não deixar todo o conteúdo da Educação Física ser esquecido pelos profissionais atuantes na área.

PALAVRAS-CHAVES: Conteúdo, Educação Física, Cultura Corporal do Movimento.