87 - RETHINKING THE PRACTICE OF TEACHING PHYSICAL EDUCATION IN NIGHT SCHOOL

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INTRODUCTION

Physical Education in Brazil has been influenced from the different historical contexts, systems of government and educational thoughts have been reflected as either trends or phases that emphasized the maintenance of health, either the preservation or construction of civility in public: now the pursuit of technical efficiency sportsmanship.

It suffered due to the influences, the Physical Education, presents features of multiple identities. So when get to school, most students do not understand the goals of the discipline. Physical Education is being questioned about the acceptance of students who study at night, since most of them are workers and they feel tired to participate in Physical Education classes. Thus, teachers found it hard to teach classes for the low participation and lack of student's interest.

Coffani and Gomes (2009) find that the discourse of students in relation to the discipline of Physical Education is one more to be done, since they do not even know what the purpose, nor for that discipline will be useful. There is much lack of interest by those who do not practice sports known, there is also the fact that the contents are not designed for students considering their needs and interests - or practice of planning is hardly noticed.

The institution chosen for the research was the State School St. Vincent de Paul, St. Kitts located in the neighborhood - the industrial sector south of Sinop / MT, which serves many of its surrounding neighborhoods where there are several colonies timber. Social actors in this case study was a teacher who teaches classes in the afternoon and evening of the state school, the educational coordinator and the students who attend the 3rd year of high school the night. In addition to semi-structured interviews and questionnaires were used as research tools pictorial records during physical education classes, field diary and official documents such as planning school, teacher and educational legislation.

PHYSICAL EDUCATION IN HIGH SCHOOL AT NIGHT: IN SEARCH OF AN IDENTITY

Carneiro (2006) reports that the first classes were created at night in the Empire, because the worker is not able to study during the day. Carvalho (1994 apud Carneiro, 2006) reports that the classes were held in makeshift places and teachers were paid a small sum to work, but the students ended up giving up school, but even so, the classes in the evening and continued to be created, with Therefore, many students could attend school.

The new decree from the LDB 9394/96, Physical Education is no longer treated as physical activity and becomes a curriculum component, but the word 'mandatory' is inserted after the law 10,328 of 12 December 2001. Thus, it is described in the article: 'Physical Education, part of the proposed school is mandatory component of basic education curriculum (BRAZIL, 2001 apud Souza; GONÇALVES JUNIOR, 2006, p. 6).

According to the LDB 9394/96, in Article 26, paragraph three, the practice of physical education is optional for the student "I. satisfying day's work less than six hours; more than thirty years of age, that is initial military service or who, in similar circumstances, is bound to physical education, supported by Dec Lawi 1044 of 21 October 1969, Decree-Law 1.044/69-sobre exceptional treatment for students suffering from diseases that indicates, that has offspring "(LDB 9394/96, 2006, p. 40).

According Darido et al (1999, p. 138) has great influence two aspects to decide on the participation and implementation of Physical Education in school: the first is that about 70% of students who attend the evening - with support of LDB , ask for exemption from attending classes, and second, when they solicit, the school offers, so that the "Physical Education in night courses not continue going on and thus are excluded from the process about 70% of pupils high school, probably the most visible benefits of regular physical activity. "

Darido (1999 apud Souza, JUNIOR, 2006, p. 06) adds that "[...] are optional physical education classes, in practice are rare schools that offer, and if they offer such a curriculum component, the hours are not counted in the workload of school."

There are other forms of exclusion of Physical Education in the evening, presented by Gomes and Coffani (2009, p. 207), such as extracurricular classes when they are performed after 23 hours, or on Saturdays, with this, the lack of students by a variety of reasons: they live far away, work on the Sabbath, parents not let their children stay up late to school due to violence, women who have chores at home, others rely on public transportation, because students will not disallow the religion.

In relation to Physical Education, the National Curriculum of High School (2000) begin addressing the need to bring the student's high school physical education in a playful manner, education and contributing to the deepening of knowledge, providing a continuity of what has worked in elementary school.

NCPs of Physical Education (BRAZIL, 2000) report that most schools is entirely technicians working only sport with students, period features of the technical trends of the 70s, looking for the student athlete. Students with this, go looking for other environments to practice activities such as clubs and gyms.

PEDAGOGICAL PROPOSAL FOR SECONDARY EDUCATION

The proposed Gallardo et al 31 (2005) suggests that in the first year physical education high school to provide the theory and practice, fitness classes and health education, seeking not just physical fitness training, but guidance on spending and caloric intake, nutritional guidance, explanations as to the question of the difference in the body, because the same training can have different reactions to each individual, calculate the Body Mass Index (BMI) and generating topics of discussion, revealing what is is myth and truth about physical activity and nutrition.

Physical Education for the second year of high school, Gallardo et al (2005, p.104) proposed to be created among students within the school community leaders, working with two goals in the semester, so that they learn to "organize and manage interest groups físicoeducativas practices " as well as apply them in organizing sports tournaments or events.

In the third year of high school, according to the author, the proposal is to create community leaders for the community.

Daólio (1986 apud DARIDO et al, 1999, p. 139) makes an interesting proposal in the Physical Education class for the "student / worker" would constitute an option to perform physical activity, "with the intent to make him realize your body and enable him to control [...]", driving it out of routine, because the work makes this body is "automated", "[...] classes that allow students living and relationships group, since the work often does not allow these possibilities."

THE PEDAGOGICAL PRAXIS TEACHER IN HIGH SCHOOL: A REFLECTIVE LOOK FROM THE DIALOGUE WITH SOCIAL

From the collection of data we seek to describe and analyze how physical education is in night school in the context of research, and is the teacher's pedagogic practice, participation and coordination of students' views concerning the discipline.

The Physical Education class at night has always been a controversial issue, because most students of this period were young beginners in the labor market and workers who stopped studying for some time, so most of them arrive at school already tired of routine work.

The look of the teacher:

The teacher interviewed has twelve years experience in the area of Physical Education, and worked with the School since the year 2004 in the evening. When questioned about how the class at night, we got the following response:

It is more difficult because of work, participation (students) is very low, because many are tired, the majority gets seated. Due to the age group is varied, there are those who like to play, others do not like doing anything, become more watching. [Professor Carmem] Paulo Freire (1981, p. 108, cited by KUNZ, 2001, p. 148).) Argues that the dialogic process of teaching the teacher should try to be 50% and 50% student teacher, so that a common process of teaching, the teacher has to learn to "die as only teacher, and be reborn as a teacher-student," while the student needs to learn to "die as a solely student, and be reborn as a student-teacher."

Dialogue should occur between teacher and student, so that the teacher is not only imposing activities and students running, but that students have a role to be critical and provide opinions to the Physical Education classes and the teacher should be humble and serve. The teacher, from the change in attitude has much to learn from the students with what they have to offer their experiences of everyday life (Freire, 1981 apud KUNZ, 2001).

During the search, we found that students often get discouraged and tired already. Many participate because the activities proposed by the teacher is evaluated participation, note counting as two months, since they are not passed theoretical and written or oral assessment for the same. From the beginning to the end of the experiment, the participation of boys who liked to play soccer was waning, the last class, some students got together and played volleyball on the court and another part was discovered talking, sitting on the side of the court. This fact has already occurred was due to inter-school classes - so those who came to class to train physical education were no longer present in the last classes of the discipline.

Kunz (2001, p. 104) has three weaknesses of Physical Education. The first is the lack of a teaching-oriented education, where the decision is given by the practice by the minority who are the most skilled, but also the importance given to "competition and competition," not considering the conditions of students and motor " interests and even their chances in a co-participation in decision-making class. "

Physical education is optional in the evening students who work, they practice it is your will, in accordance with the LDB 9394/96 in Article 26, paragraph three. The teacher was asked if she thinks proper for teaching night classes are optional physical education students. *Even if you are in the LDB, we do not consider it only when a student refuses to do the class in general we do not take that choice for students. Not because the LDB a while ago, today studies have proven that the movement is important for humans, so if given the choice to the student, it will never participate, having worked all day, gets tired, has the right to sit it will not participate, then it would be like the school to provide activities that encourage him to attend and do not delete it to be participating. [Professor Carmem]*

Thus, it is clear that there is a major concern of educators in search of change in the concept that physical education is only the practice of sports, which benefits only the physical aspects of the individual. The proposal now is to think of a knowledge-based physical education for students, so do think before you act.

The look of the educational coordinator:

In search of more knowledge about the vision you have the discipline of physical education at school in relation to night school, was interviewed the coordinator of the educational institution.

The first issue was the coordinator on the role of Physical Education, if it is considered a teaching practice, she said quite clearly: *Certainly, because it adds to the student able to put him in society, in addition to sports, he will also interact, socialize with their peers, to be sure there is a learning. [Lourdes]*

It asked the coordinator, the physical education classes improve students' development, when it comes to skills and competencies:

It is the students leisure time, where most do not have a practice of sport, even with all the infrastructure that the city is creating time for them to interact, converse with others, relate to others, even within the room, sometimes students will better understand the physical education class. Collaborate in relation to physical development, not only the search for an athlete, the search for better health, where they can learn the importance of physical activity and can leave school and continue to practice. [Lourdes]. Also questioned was the opinion of the coordinator on the amount of physical education classes, to cater to the expectations of students regarding discipline.

Most, because many seek the practice of sport, but some students who came asked to practice basketball at halftime, but we talked that we thought more appropriate in physical education class, and they said the room the boys prefer more football, but that could cover more in class sport. [Lourdes]

After the taped interview, the coordinator vented Chaos with physical education teachers, the convenience of a teacher who leaves the students alone in court and out "walk" through the school, losing the sports equipment. States that there is material to be worked on other sports or other activities, if not, the purchase is provided, has indoor court, she does not understand why not do something different for students, as well as indoor soccer and volleyball.

The Eyes of Students:

A questionnaire was given to thirty-three students in the third year of high school night, with fourteen questions, seven directed the discipline of Physical Education. In addition to the questionnaire, was conducted a round of conversation in which more subjective issues can be discussed.

There is a range of ages among the students, of whom 67% are of legal age, 21% have children, and the total room, 88% work.

As can be seen, most part of physical education classes, finding important. One of the students who responded to the questionnaire does not participate and do not like any sport, tells the journey more than three times a week.

Asked whether classes like physical education and why, most said "yes", but what can be observed is that most have a

look at the Physical Education as a discipline that helps only the physical but also a lesson to distract the other disciplines, there is also the question of affinity for sports.

Students were asked about the number of classes in the discipline of Physical Education, it is sufficient, and two thirds of the room does not think enough, many of them say is "little exercise", to practice sports, help with health but also should have lecture. The rest of the room thinks enough, say two would be boring, because most of them sit, but also tired of work, being sufficient to amuse themselves, putting further that another "becomes a mess" and will take hours of other disciplines , which characterizes the low prestige of Physical Education as a discipline of training. Only one student said to him "whatever", because it does not participate. Among the suggestions reported by students in the Physical Education class, stand out activities of "running, dancing, involving dynamic stretching exercises," "various games and sports", not only football in all classes, "rather distracting activity, because people arrive at school too tired from work," for those who do not practice sport "type would be good chess, cards, checkers, among others," class "theory about the history of sports and rules", "aerobics class and jump is very good, I even had it," "more competition between students to become more lively lesson "and" music lessons ".

The suggestions of the students do not treat anything unattainable for Physical Education. With the structure of the school can work all the students suggested.

Of those who responded, 84% of students like to practice some sport or physical activity, the rest prefer not to participate, opting to walk or sit on the patio, and those who do not like the gym class.

With respect to the stretching can be observed the contradiction between those who do not like to perform during physical education classes and the classes they feel is important, with 60% of students stated they consider this activity as important to preventing injuries before physical activity But more than half prefer not to perform stretching exercises before or after the more intense activities or sports. Asked about increasing the number of physical education classes, have manifested themselves in order to relate more physical education classes with a longer time to get out of the classroom, engaging in sport, a lesson to entertain, unwind and interact more with colleagues. According to Kunz (2001), the larger interest of the students in the discipline of Physical Education in public schools is related to the fact that lower class have more access to the practice of outdoor activities, which is the only part of the context outside of school, such as football, which practice can be adapted anywhere.

CONCLUSIONS

In order to seek for an analysis of what happens to the physical education in high school at night, we see the difficulties encountered by the teacher to teach classes as well as the content covered in class and student interest in discipline, seeking to know also the relationship of educational coordinator about this situation.

Through the analysis obtained during the search, we can see that the teacher has difficulties in providing classes due to lack of interest students as well as the age group that is varied, and the fact that they work well, often arrive tired and do not want participate. The teacher, in order to break the cliché of "free classes" or only play futsal, offers students the stretching and a recreational activity on the court, after it releases them to accomplish what you want. In this school, an important fact found is that the students do not put the option to make the Physical Education class, a question governed in the LDB 9396/1996.

The educational coordinator is not in league with the PPP school, because the process of constructing the same through SEDUC, but understands that discipline is important for the development of students, but also believes that students should know the importance of physical activity In addition to use of school space.

The coordinator assesses that there is a flaw in physical education classes, often by teachers not to promote a different class of conventional, concluding also that there are conditions to perform activities of different practices, as there is sufficient material and physical structure.

Based on the observations of the Physical Education class in high school at night time, we understand that there is a lack of student interest in the practice of discipline, many say they do not like the lessons or tired. Before the speech of students, it is found that there is some obligation to participate in classes targeted, because the teacher assesses students through participation in physical education classes, since they do not have lectures, but there are those who find it interesting to perform a different activity.

Through questioning students, we realize that the vast majority participates in physical education classes, saying like and feel important, to them, is a class of distraction from other materials, the relaxation time and the practice of sport, as some would have another moment of opportunity in physical activities. We note that none of the answers obtained by the students is related to development and student education. Many of the suggestions for physical education classes, students have contributed, are not far out of reach of teachers, are practices that can be adapted and taught to students.

During the study, also found that students perform activities without even asking what the purpose, perform stretching exercises with the intention to terminate as soon as possible to play indoor soccer and volleyball or to sit and do nothing. Most know some of the goals of physical activity through the media, the practice developed over the course of life, often with no professional guidance, and many come to school with a poor body sports culture, for even enjoying volleyball For example, hardly know how the caster in a volleyball game.

The change of the pedagogic practice of physical education should not only justify the lack of pedagogical proposals from teachers, but should be examined as provided in the curriculum is the space for discipline to be developed efficiently, to make a difference in the life student, for example, for workers who arrive at school, most of the time, tired of work and should therefore be carried out an activity that encourages "willing participation", giving autonomy and developing the critical student to understand the world belongs to.

Students need to understand that the concept of physical education is not only related to the sport, or as it is currently conceptualized as "time to leave the room," but it should be understood as a culture of body movement. We need to have physical education classes again to have (at least!) Two hours a week for high school, because one class per week is not enough, considering the thematic spectrum that involves the content inherent in physical education.

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RETHINKING THE PRACTICE OF TEACHING PHYSICAL EDUCATION IN NIGHT SCHOOL

ABSTRACT

This research aim was to verify the difficulties faced by Physical Education teacher when they teach classes for high school students at night in a public school of Sinop City, Mato Grosso State, Brazil. For this study we used the case study, the research methodology was based on qualitative and quantitative principles and as research instruments the observation recorded in field notes and image record, interviews and informal conversation. The research subjects were one teacher, one school coordinator and the third year students that study at night. Based on collected data we analyzed how the teaching is done during the Physical Education in this level as well as what kind of interaction and knowledge the students have about the matter when they're finishing high school. The main findings were: a) there are teachers' difficulties in teaching classes because of lack of interest among students, because of their age difference and their work; b) there's lack of monitoring during the Physical Education classes; c) the need to participate provided by need of getting passing grades; d) students have no knowledge about the true meaning of Physical Education; e) lack of a pedagogical project in which is proposed voluntary participation of students.

KEYWORDS: Physical Education, Teaching, High School Classes at Nightrds: Physical Education, Teaching, High School Classes at Night

RÉSUMÉ

Le but de cette recherche était d'étudier les difficultés rencontrées par l'enseignant d'éducation physique pour enseigner au lycée pendant la nuit dans une école publique dans la ville de Sinop dans le Mato Grosso, au Brésil. La recherche, la méthode des études de cas, il a assisté à une approche qualitative et quantitative, avec les instruments d'observation directe, la journalisation et l'imagerie d'enregistrement sur le terrain, guide d'entretien, l'utilisation de entrevue semi-structurée et fonctionne avec. Les sujets de recherche ont été le professeur, coordinateur pédagogique et les étudiants de la 3ème année de lycée dans la nuit. À partir des données collectées, l'analyse est construite est manifeste que la pratique pédagogique de l'enseignant dans les classes d'éducation physique à l'école du soir, ainsi que l'interaction et la connaissance que les élèves ont concernant le sujet à la fin de l'enseignement régulier. Nous avons obtenu les principaux résultats: une difficulté) des enseignants enseignent les classes parce que les étudiants manquent d'intérêt, la différence d'âge et de travail des élèves, b) le manque de coordination de suivre les classes d'enseignement d'éducation physique, c) par rapport à obligatoires participation des élèves à des activités, qui est dirigé vers la note d) les élèves ont des difficultés à comprendre l'importance de l'éducation physique pour compléter leur formation, et) l'absence d'une proposition pédagogique pour établir la participation volontaire des élèves.

MOTS-CLÉS: éducation physique, les pratiques pédagogiques, la Nuit des écoles.

RESUMEN

El objetivo del trabajo es investigar las dificultades de profesor de educación física para impartir clases en la escuela secundaria en la noche en una escuela pública en la ciudad de Sinop, en Mato Grosso, Brasil. La investigación, el método de estudio de caso, asistió a un enfoque cualitativo y cuantitativo, con los instrumentos de observación directa, el diario y las imágenes de un campo de registro, guías de entrevista, el uso de entrevista semi-estructurada y funciona con. Los sujetos del estudio fueron el profesor, coordinador pedagógico y los alumnos del 3er año de bachillerato en la noche. De los datos recogidos, el análisis se construye se manifiesta como la práctica pedagógica de un profesor en clases de educación física en la escuela nocturna, así como la interacción y el conocimiento que tienen los estudiantes sobre el tema al final de la educación regular. Se obtuvieron las principales conclusiones: la dificultad) de los profesores de impartir las clases porque los alumnos la falta de interés, la diferencia de edad y trabajo de los estudiantes, b) la falta de coordinación seguir el dictado de clases de educación física, c) en relación con la obligatoria participación de los alumnos en las actividades, que se dirige hacia la nota d) los estudiantes tienen dificultades para entender la importancia de la educación física para completar su formación, y) la falta de una propuesta pedagógica para establecer la participación voluntaria de los estudiantes.

PALABRAS CLAVE: Educación Física, Enseñanza, clases de educación secundaria en Nightrds: Educación Física, Enseñanza, clases de preparatoria en la noche.

REPENSANDO A PRÁXIS PEDAGÓGICA DO PROFESSOR DE EDUCAÇÃO FÍSICA NO ENSINO MÉDIO NOTURNO

RESUMO

O objetivo geral da pesquisa foi verificar as dificuldades encontradas pelo professor de Educação Física ao ministrar as aulas no ensino médio do período noturno em uma escola pública da cidade de Sinop do estado de Mato Grosso, Brasil. A pesquisa, na modalidade estudo de caso, atendeu a uma abordagem qualitativa e quantitativa, tendo como instrumentos a observação direta, registro em diário de campo e registro imagético, roteiro de entrevista, aplicação de entrevista semi-estruturada e roda de conversa. Os sujeitos da pesquisa foram a professora, a coordenadora pedagógica e alunos do 3º ano do ensino médio noturno. A partir dos dados coletados, foi construída a análise de como é manifestada a práxis pedagógica do professor nas aulas de Educação Física no ensino médio noturno, bem como a interação e o conhecimento que os alunos têm referente à disciplina ao final do ensino regular. Obteve-se as principais constatações: a) dificuldade dos professores em ministrar as aulas devido desinteresse dos alunos, pela diferença de faixa etária e o trabalho dos alunos; b) falta acompanhamento da coordenação pedagógica às aulas de Educação Física; c) obrigatoriedade em relação à participação dos alunos nas atividades, sendo esta direcionada à obtenção de nota; d) os alunos tem dificuldade de compreender a importância da Educação Física para sua formação integral; e) ausência de uma proposta pedagógica que estabeleça a participação voluntária dos alunos.

PALAVRAS-CHAVES: Educação Física, Práticas Pedagógicas, Ensino Médio Noturno.