66 - DO HAVING THE TOOLS, BEING ABLE TO USE THEM BUT NOT MAKING USE THEM: THE CHOICE OF HIGH SCHOOL CONTENTS.

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INTRODUCTION

By imagining a school gym class, the mental image that is done is a sports court filled with young people participating actively. But this is not the reality in most schools, especially in high school. This seems to be one of the current dilemmas of Physical Education. Considering this fact, there are some concerns and the goal of this study is to identify the relationship between content and participation in physical education classes in high school.

Formal education in Brazil goes back to the Jesuit period and in that time physical activities were present in the form of traditional games to represent the culture of the tribes, such as badminton and archery, practiced with the permission of the Jesuit priests. The Empress Leopoldina brought along her entourage a group of soldiers who had the habit of practicing "gymnastics", which was later incorporated by the Brazilian military. With the foundation of Colegio Pedro II in 1837, there was the first record of the discipline dedicated to the body practice, taught by Master Gymnastic Luiz Guilherme Taube, a former captain of the Imperial Army. (Arantes, 2008).

In 1872, Rui Barbosa defended the Physical Education in schools for men and women. For men, gymnastics and military practices; for women, the calisthenics. In the twentieth century, Physical Education was used by the government and patriotic character with the intention of stimulating students to start practicing Physical education at an early age in the socially accepted rules of discipline. Physical Education was directed to fitness training and sports, using gymnastics as a general sport. At this stage the less skilled ones were removed and there was no concern that classes should be for everyone. Even today this technical view is manifested in the practice of teaching Physical Education at different occasions.

Changes have been announced with the enactment of the second Guidelines Law of National Education (LDB) in 1971. The different segments of education were created. The first segment is consisted of eight years; the second is composed of three years for general training and four years for technical training. In the latter segment, Physical Education should work gymnastics, athletics and sports. At this stage the trend that used to guide Physical Education was technical and sportsmanship, with classes tending to the sport performance, favoring the use of the sporting achievements of the Brazilian soccer team as a political tool. Then comes the picture of the school teacher-coach and the student-athlete. Physical Education, as well as English and Arts, was considered only an activity, enjoying less prestige in the school curricula; therefore, students could never fail this discipline. If you analyze the situation, this view of not flunking students and discrediting the discipline has come to the present day. (Arantes, 2008).

At present the Brazilian education follows the decisions of the LDB 9394/96. The basic and mandatory education includes the kindergarten through high school. The trends that drive the discipline are called critical and post-critical and they understand the Physical Education as a trainer of the student as a citizen. Their working tool is the body movement culture, which includes sports, dance, wrestling, gymnastics, games and other body practices. (DARIDO et al, 1999).

The High School has undergone changes in their goals and this phase of education is no longer considered just as responsible for the technical training or preparation for higher education. The vision of the formation of citizens and the deepening of the contents of critical and analytical features are stronger at this stage of education, according to the National Curriculum of High School-PCNEM (BRAZIL, 1999).

There are few studies in physical education during high school. The hitherto performed ones allow us to see that there is a variety of proposals for this phase of schooling. To Mattos and Neira (2000) the focus on health issues is a way forward to reach the teen audience, line also followed by Nahas (1997, quoted by Matt; NEIRA, 2000). The proposal of these authors is called the renewed health, and it is very present in PCNEM. The view that society has about the career and the professionals is linked to health issues, being released and reinforced by the media. The renewed health points to competencies to be developed for Physical Education in high school the knowledge of the body, physical aptitude and health, seeking to make the students know what happens to their body during a physical activity.

To Darido (2005a, 2005b), it is an important participative planning where students contribute actively to decisions. The author takes into account the experience of students in order not to make the curriculum a straitjacket. These conceptions of work are framed within the current trends of Physical Education, called the critical and post-critical trends. The authors agree that physical education in high school cannot and should not be seen as a bit further repetition of the entire history of content already worked in elementary school, for it is often the way to be presented that makes students move away from the practice of discipline. If the relationship of many students with physical education has been marked by failure and segregation in activities, it makes the impression that the discipline should aim at training athletes. To Darido et al. (1999), Physical Education in high school must go beyond the techniques and sports already experienced to offer a diversity of activities, so that the number of layoffs and uninterested students in the classes would decrease. In a study conducted by the author in 2004, it is clear that there is a creep of high school students perhaps stimulated by previous experiences. This evidence is also announced by Caviglioli(1976 apud DARIDO, 2004)

METHOD

The research is characterized by being a field research, descriptive and exploratory. The population was composed of students and physical education teachers from three high-school grades in private and state schools. A school belongs to the private network in a lower middle class neighborhood in the city of Rio de Janeiro. The other institution is linked to the public in the town of Queimados, Baixada Fluminense in Rio de Janeiro state, characterized as a low-income region.

The sample was consisted of one hundred students and three teachers working in the observed classrooms. The data collection instrument was a questionnaire validated and applied by signing the consent form.

DATA ANALYSIS

To the extent that the data collection instrument was applied to students and teachers of the investigated classes, the analysis aims to compare the obtained reports. The relationships between the content of lessons taught in the discipline of Physical Education and the participation of students in high school start with a comparison to what was taught in primary education, which usually has a wider variety from the 6th to the 9th grade. In this period, students participate in cooperative and popular games, dance and athletics experienced as the contents, besides football, volleyball, basketball and handball.

In high school, the contents starts to narrow in the four team sports classic, this goes against the PCNEM that prioritizes for this stage of education the expansion of knowledge, as well as the deepening and development of critical thinking (BRAZIL, 1999. It is common to find out the reasons why high school students do not participate in physical education classes: laziness, lack of skill, lack of enjoyment in physical activities and covered contents.

The choice of content seems to be one of the items that deserve attention regarding the participation of the addressed students. When they are asked about the three most commonly used by content teachers, it is evident the use of classic sports and among these the preference for volleyball and soccer.

About the reasons for the choice of certain content over others, the teachers mention the students' preference for football, gymnastics, athletics and handball. However, despite realizing these preferences, the ones that prevail are volleyball and football. The teacher from private network indicates her option for these contents due to the material that is provided for her to work, confirming the study by Rangel-Betti (1999), where this same reason was mentioned by several teachers not to change contents.

Not only the content extension, but also a deepening of these contents is worked in High School. What happens is the reproduction of movements of specific practices, often without a specific goal. Even being among the classic team sports, handball and basketball are greatly reduced as a content in high school. This may be explained even by the influence of the media, given that football is part of the culture of the country and volleyball currently occupies a large space in the sports media because of the achievements of national teams.

Another factor that strongly influences the non-participation of students according to Darido et al (1999), is the stage of career choice. The fact that it is not attached importance to the discipline makes the students depart from school by giving preference to subjects considered "more important" for future career, as it approaches the end of this period. In our study, this type of reporting has not been identified, especially on the night shift that presents an adult student body, working during the day.

On the night shift, the issue of participation has another influencing factor. It is tradition in most schools, especially in public schools, not to provide practical lessons in the evening. This causes the contents to be restricted to the rules, the history of sports and health issues. This factor was pointed out by the teacher indicating that part of the her evening students enthusiastically participate and others do not participate in any way. She attributes the lack of appeal to the decline of interest in school students. This vision creates a circularity that is difficult to interrupt unless the teachers evaluate their own work.

In the evening students' responses, none of them stated they would refuse to participate in practical classes. The questionable tradition of not occurring practical activities in the evening classes seems to be a position supported by schools than the students themselves. Schools rely on the paragraphs mentioned by the LDB where physical education is optional, and the optional became the rule.

For the morning and afternoon shift teachers, some students participate enthusiastically and others do not participate in any way. He argues that participation is a choice of each student. But physical education is a compulsory subject in the curriculum. And class participation can set up part of the qualitative assessment of the student. How can a teacher evaluate a student who rarely stays in the place where the class is happening, if it is assumed that participating is the student's option? Also, in the morning some students participate with enthusiasm and others do because they are required. For the teacher this reality is due to the fact that the students have had no encouragement throughout his school life, not developing a taste for the discipline. Again, the responsibility is attributed to others. This study confirms the testimony Darido et al. (1999) in which segregation and repetitive failures removed the students from Physical Education.

When teachers were asked about the possibility of applying other contents, it was perceived their resistance to that. The teacher says that the afternoon groups have never worked with gymnastics, wrestling, dancing and racing guidance. Considering the content of the attitudinal dimension, fighting and dancing would be an excellent opportunity to work with respect while racing orientation could develop teamwork, for they are the necessary issues to be worked with students, cited by the same teacher.

In relation to other types of content different from the classic sports, the professor from the morning shift in a private school, believes that gymnastics, postural and labor gymnastics, as well as located gymnastics are not relevant to physical education in school. But the school, according to the LDB and PCNEM, also aims to prepare students for work and as a citizen. Putting these contents away are against those legal tools as it is confirmed in Daolio's ideas (1995), which say that physical education would be a way to make this employee student aware of his body even if briefly, being able to escape from the automatism demanded by work.

It does not seem to be students' resistance to the use of the new contents in physical education in high school classes. When asked about the inclusion of fights, dances, and rhythmic, sports, and artistic gymnastics, 64% of the interviewed group would accept the dance and fights and 36% would not. Given the possibility of racquet sports, 70% of the interviewed group indicated availability, and 30% did not.

Supposing fights were to be included in the contents referring to the fact that classes might be appropriate for the control of anxiety and resistance because they consider a violent activity. For students who have contact with this reality, it was considered the possibility of establishing links with the practice and classes. For the student worker, fighting activities, undoubtedly, could be characterized as a form of body awareness and stress management. This same observation was made by Daolio. (1995)

The case of sports with racquets, the response was greater. The claim of being different classes was the reason pointed out by most students. Some students claim to enjoy these sports; however, they have never had the opportunity to practice them. Some types of sports are international ones, such as baseball, badminton, tennis and hockey. This content would enable discussions on cultural diversity and teamwork. The practice of some of these sports in local leisure as racquetball and tennis also constitutes a subject of analysis and reflection. Some schools have table tennis tables and use that material in the interval between classes or students' vacant hours.

The three most frequently answers mentioned by students to the question of the role of physical education in school have the connection with the physical well being, which proves the relationship between the discipline with the health issues identified by the proposal of renewed health and it also determines the perceived importance of the discipline for them in their daily lives. It seems that students and teachers from the investigated group no longer have the view that physical education in

school has the task of training athletes. It follows that it was found a change of attitude towards the trend that prevailed for so long in the daily practice of teachers in the area; therefore, some of them still continue doing as it was in the past.

For public school teachers the role of discipline is the physical well-being and the work with the bases for cognitive learning. For the private school teacher the role of Physical Education includes the physical well-being, the cognitive bases and the creation of healthy lifestyle habits outside school, having the students develop a taste for some physical activity (MATTOS; NEIRA, 2000). None of the teachers have cited the formation of the citizen as proposed by PCNEM.

The contents mentioned in the survey, as well as others which may be similarly used for reference offer students a wealth of subjects with the possibility of further work and deepening from practice. The teachers include the three dimensions of content and do not derive from physical education classes one of its main features, the practical components.

CONCLUSION

Physical education has undergone changes in its principles and objectives throughout its history. One of the greatest challenges for teachers of the area is the participation of students. The choice of content and repetition of lessons may be responsible for reality in high school. Creativity is highly relevant in the daily practice of physical education classes.

In primary education the supply of different content is superior to the content in high school. Students in elementary school have contact with different practices, such as cooperative games and dances, even the four predominantly classic team sports. In high school, the variety of content is reduced to these sports that are inscribed in the planning of lessons almost completely. Contents such as fights and dances are barely mentioned by the students or offered by teachers. Among the classic sports, basketball and handball are losing ground while volleyball and football dominate the content.

Many contents disregarded by high school teachers are provided in the law provisions that are based the physical education for this stage of education. The teachers' justifications for such a position fall on the lack of material to work, failure to identify with the themes of Physical Education and lack of practical classes in the evening shift. It is noticed that some contents are always used with the same purpose, without considering the possibility that other topics could address the same purpose.

Most students consider participating in classes with enthusiasm, which is not confirmed in the speech of teachers who claim that students do not participate for personal reasons, as well as no incentive in the prior period and the repetition of classes. Another observation is that there does not appear to be a use of students' body experiences in previous grades.

A Choice of content not only influences the participation of students in classes, but also the vision that they have of school discipline. When asked what his position would be if the contents were worked into the lessons, dances, gymnastics, wrestling and games with rackets in all cases, the predominant response was that students would participate because the classes would be different. The physical education classes during high school in the noted group present a repetition of everything that students have lived so far without a deepening and without taking into consideration the enormous amount of information that these young people receive daily through media and the World Wide Web.

It was not presented in the speech of the students a strong negative answer for the activities practice. The same attitude was noticed among the evening students. We conclude that the rule for not having practical classes in this period is supported by schools and teachers other than a student resistance. The use of cases where physical education is optional according to the LDB can not derail or guide the work of the teacher.

This study is not against the use of the four classic team sports as the content of physical education during high school. As part of the body culture, their use is valid and necessary. But nowadays, it seems that many other contents that are just as essential to the body culture were forgotten or neglected. These repetitions which were not so much deepened, often with no intention of training the student, summed up with previous failures, put the students who participated in the class research away and they reinforce the stigma of unimportant discipline we have been facing historically.

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HAVING THE TOOLS, BEING ABLE TO USE THEM BUT NOT MAKING USE THEM: THE CHOICE OF HIGH SCHOOL CONTENTS.

ABSTRACT:

The students' participation in High School classes is one of the biggest challenges in school physical education. It is the phase of formal education which, according to guidelines law, aims to broaden and deepen the knowledge, create a critical sense and prepare students for work as well. However, as a matter of fact, it is observed that the contents are narrowing in the four classic team sports. The main objective of this study is to identify the relation between the contents and the students' participation

in High School physical education. It is justified by the fact that the large number of students who evade the classes in this period of basic education. This study is characterized as a field research, descriptive and exploratory. The interviewed group was composed of students and teachers of physical education of three grades of high school in three shifts of private schools, schools from the state of Rio de Janeiro and schools from the municipality of Queimados. The sample was consisted of one hundred students and three teachers working in the observed classrooms. The data collection instrument was a questionnaire validated and applied by signing the consent form. It was concluded in the discourse that there was no resistance from the interviewed students to other different contents. The discipline is based on the ability in sports and the classic presentation of theoretical studies. The presented expectation is that the classes could be different, a fact that identifies the repetition of content already worked in elementary school, without further deepening. These factors reinforce the decline in participation by high school students. In relation to the night shift, there is a type of behavior that is observed by the school and teachers that reinforces the devaluation of the discipline practice.

KEYWORDS: school physical education, participation, high school

AVOIR, POUVOIR ET NE PAS UTILISER: LE CHOIX DU CONTENU DANS LE LYCÈE.

RÉSUMÉ:

La participation des élèves du secondaire est l'un des plus grands défis de l'éducation physique à l'école. C'est l'étape de l'éducation formelle qui vise selon la Loi des Directives et Bases, élargir et approfondir les connaissances, créer un sens critique et de préparer les étudiants pour le travail. Cependant, ce qui est observé dans la réalité est la limitation du contenu dans la direction de le quatre sports d'équipe classique. L'objectif de cette étude est d'identifier la relation entre le contenu et la participation aux cours d'éducation physique au lycée. Justifiée par le fait que un grand nombre d'étudiants qui se soustraient les classes en cette période de l'éducation de base. Cette étude est caractérise comme une recherche sur le terrain, descriptive et exploratoire. La population était composée d'étudiants et de professeurs d'éducation physique des trois classes de l'école secondaire en trois équipes, en particulier dans les écoles de l'Etat et la municipalité de Rio de Janeiro et Queimados. L'échantillon se composait d'une centaine d'élèves et trois enseignants qui travaillent dans les classes observées. L'instrument de collecte de données a été un questionnaire validé et appliqué en signant le formulaire de consentement. Il a été conclu qu'il n'y a pas de résistance à d'autres contenus différents pour le discours d'étudiants enquête. Le cours est basé sur les sports de compétences classiques et la présentation des travaux théoriques. L'attente est démontré que les classes étaient différentes, qui identifie la répétition du contenu déjà travaillé à l'école primaire, sans approfondir. Ces facteurs renforcent la baisse de la participation des élèves du secondaire. En ce qui concerne le comportement du quart de nuit est observée par l'école et les enseignants qui renforcent la dévaluation des enseignements de la discipline.

MOTS-CLÉS: éducation physique, la participation, l'école secondaire.

TENER,PODER Y NO UTILIZAR: LA ELECCIÓN DE LOS CONTENIDOS EN LO ENSEÑO MEDIANO.

RESUMEN:

La participación de los alumnos de la instrución básica, es un de los mayores desafío en la enseñanza de educación física escolar. Es la fase de la educación formal que tiene por objetivo según Leys Directrizes Basicas educacional brasileña, tornar amplio y profundo los conocimientos, desarrollar sentido crítico así también preparar el alumno para el trabajo. Mientras lo que se observa en la realidad son los contenidos afunilandose especialmente en los cuatros deportes coletivos clasicos. El objetivo de ése estudio es identificar la relación entre contenidos y participación en las clases de Educación Física en la instrución básica.. Justificase el fato por grand numero de los alumnos evadirsen de las clases durante ese período de la educación .. Este estudio caracterizase por una encuesta de opinión, descritiva y exploratoria. La población fue compuesta por alumnos y profesores de la educación física en los tres años de estudios de la instrución básica, en los tres turnos, en escuelas privadas y públicas de los municipios Río de Janeiro y Queimados. La muestra fue de cien alumnos y tres profesores los cuais actuan en las clases observadas. El instrumento de compilación de datos utilizados fue un cuestionario validado y aplicado mediante la subscripción del termo de consentimiento libre y esclarecido. Fue concluido no haber en el discurso del alumnos investigados resistencia a contenidos diferentes. La enseñanza esta baseada en habilidades de los deportes clasicos y na presentación de trabajos teoricos. La espectativa presentada es que las clases fuesen diferentes, lo que identifica repetición de contenidos ya trabajados en la instrución anterior, sin profundizamiento. Estes fatores reducen la participación de los alumnos en la instrucción básica. En especial el turno de la noche, observase conductas tanto por parte de la escuela cuanto por parte de los profesores que refuerzan la desvalorización de esta enseñanza.

PALABRAS-LLAVES: Educación Física Escolar, Participación, Instrucción Básica.

TER, PODER E NÃO UTILIZAR: A ESCOLHA DE CONTEÚDOS NO ENSINO MÉDIO

RESUMO:

A participação dos alunos do ensino médio é um dos maiores desafios da educação física escolar. É a fase da educação formal que tem por objetivo segundo a Lei de Diretrizes e Bases, ampliar e aprofundar os conhecimentos, criar um senso crítico além de preparar o aluno para o trabalho. Entretanto o que se observa na realidade são os conteúdos se afunilando nos quatro esportes coletivos clássicos. O objetivo deste estudo é identificar a relação existente entre conteúdos e participação nas aulas de Educação Física no ensino médio. Justifica-se pelo fato de ser grande o número de alunos que se evade das aulas nesse período da educação básica. Este estudo caracteriza-se como uma pesquisa de campo, descritiva e exploratória. A população foi composta por alunos e professores de educação física das três séries do ensino médio, nos três turnos, em escolas da rede particular e estadual do município do Rio de Janeiro e de Queimados. A amostra foi de cem alunos e três professores atuando nas turmas observadas. O instrumento de coleta de dados utilizado foi um questionário validado e aplicado mediante a assinatura do termo de consentimento livre e esclarecido. Concluiu-se não haver no discurso dos alunos investigados resistência a outros conteúdos diferentes. A disciplina está baseada na habilidade nos esportes clássicos e na apresentação de trabalhos teóricos. A expectativa apresentada é de que as aulas fossem diferentes, o que identifica a repetição de conteúdos já trabalhados no ensino fundamental, sem aprofundamento. Estes fatores reforçam a diminuição da participação dos alunos do ensino médio. Em relação ao turno da noite observam-se condutas por parte da escola e dos professores que reforçam a desvalorização das aulas da disciplina.

PALAVRAS- CHAVES: educação física escolar, participação, ensino médio.