02 - THE CONTRIBUTIONS OF PHYSICAL EDUCATION TEACHERS IN MOTION OF EFFECTIVE TEACHING SCHOOL

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1. INTRODUCTION

According to Oliveira (2004, p. 13)

> [...] Physical exercises practiced by the Greeks had a natural character. Their sports were basically grounded in athletics (running, jumping and launch) and performed in a total state of nudity (gymnastics means "art of developing the naked body"). All this without the oversight of physiological activities that deserve and especially careful aesthetic that distinguished Greek man. The concept of education was based on communion of the body and spirit, which made it all the more humanistic.

However despite the very old term "physical education" was only first used in France, by J. Ballexserd in the middle of sec. XVIII in 1762 and also in England at the end of the century. XIX in 1893 by John Locke, also why we can say that the physical education classes are part of the curriculum of schools long ago. There have been many changes in the area over this time, both in the content, methodologies and also in the training of teachers.

At the same time (lately) there was a conflict point between Physical Education and School, this scenario shows us a framework where teachers of this discipline are not included in the preparation, organization, planning and implementation of pedagogical school, either the lack of preparation of Supervisors to engage these teachers in pedagogical work, either by "comfort zone" in which these teachers are, but also by the lack of credibility of Physical Education classes (and the teacher) by students, the other teachers and even society (family).

Physical education in school became influenced by various cultures, where he played different roles and acquired different meanings, depending on the historical moment. It has been considered hygienist, militaristic, pedagogicista, competitivista, popular, progressive, among other names.

Being physical education pedagogical practice, we can say that it arises from concrete social needs that have been identified in different historical moments, give rise to different understandings of what it known. (COLETIVO DE AUTORES, 1992, p. 50).

Oliveira (2004, p.10) states that "In The Republic, Plato speaks through Socrates about the type of education in which the guardians of their utopian city should spend. It was the Paideia, the Greek ideal of education that united gymnastics to music (this conceived as spiritual culture). "

But then what is the significance of the participation of PE teachers in pedagogical school?

In the face of this reality realized the need to conduct a survey to check (Justify) the importance of the intervention of Physical Education teachers through classes this discipline for the full development of educational activities of the school, the methodology used to perform this research was the Hermeneutic method with a historical approach to the technique and the analysis and interpretation of texts.

2. SOCIAL ROLE OF PHYSICAL EDUCATION AND THE CONTRIBUTIONS OF TEACHERS IN THE PROPOSED EFFECTIVE TEACHING SCHOOL

According to Barbosa (1997, p. 23)

> By analyzing the role of physical education in Brazilian society, we can see that their trends and / or pedagogical conceptions are far afetas political and economic in that they gave. We thus characterized some trends that influence was more: the medical, military, bio-psycho-social and sporting.

According to the guidelines suggested by the National Curriculum Parameters - PCN's (1997, p. 67):

> [...] Physical Education's role is to introduce and integrate children into the culture of bodily motion for the purpose of leisure, expression of feelings, affections and emotions beyond the maintenance and improvement of health conditions.
>
> It is not today that the teaching of physical education in school is related to the benefits to the health conditions of the lives of those who practice and the official recognition of the profession of physical education and health connotation of this person gains greater prominence in different spheres Society therefore could not be different in schools which also recognize this responsibility on the teacher component of this curriculum and still await reflections of professional performance also committed to the promotion of health.

Grounded by the conceptions of Guedes and Guedes (1993) which advocate the need to consider the role of physical education classes being moved to take as one of its functions to generate changes in society from the standpoint of public health, providing students access the knowledge that would lead them to make use of regular physical activity as a means of promoting health. Therefore, the expectation is that through physical education classes where among other things the students run, jump, throw, play, fight, dance, ie, in most situations are in constant motion, they acquire healthy habits and taste by regular physical exercises, which help to acquire new knowledge and values to life, which are also passed on to family and other social groups by the students themselves.

Also it is essential to recognize that physical education classes are not seen by the students as a time to learn, but actually an opportunity for fun, so its role was restricted to a mere recreational function, relaxing, or a mode quite wrong to conceptualize a moment of leisure. According Galvão in Farias (2006) "Professor of Physical Education plays a role not yet very clear in everyday educational context and, therefore, under-valued, which somehow perpetuates a historical perspective of less-value of this discipline, their practices, purposes and importance."

But who is the one that promotes physical education classes in school? Is this a teacher / educator? A Monitor / Trainer? A Coach / Manager? Or "Uncle" that gives physical, ball and giving it a joke? Not too difficult at schools other fellow teachers refer to the Physical Education Teacher as "tourist", "Good Life", "ball retriever", "Peladeiro" among other unsavory terms. Are there reasons for Physical Education teachers are seen this way? Generally this fact occurs because in many

situations these "professionals" do not develop any relationship with the school's pedagogical proposal, limited to mere compliance of the daily schedule and annual timetable and if we continue in this comfort zone will always be labeled and evaluated By a simple parameter very common among classes of elementary school Minor: "Physical Education Teacher good is one that does not lack."

In the Brazilian Charter of Physical Education highlights the Object of Physical Education in Brazil, and in his text argues that it invariably must "constitute a Quality Physical Education, without distinction of any human condition and without losing sight of the formation full of people, whether children, youth, adults and seniors, will have to be conducted by the Physical Education Professionals as a way of developing active lifestyles in Brazil, so you can contribute to the quality of life of the population. "

One of the objects of study in Physical Education, and the grounds for the contents of this component of study in schools is the Body Culture Movement, which entails the construction of significant figures, therefore, be responsible for the body is to be responsible for (de) construction of society from which these bodies form part.

3. METHODOLOGY

This research is characterized by a bibliographic review by the method Hermeneutic. Hermeneutics emerged as "theoretical-methodological reflection about the practice of interpretation of sacred texts, classical (literary) and legal (law)" Domingues, (2004, p. 345). By definition hermeneutics is the science that establishes the principles, laws and methods of interpretation. In its coverage of the theory comes from the interpretation of signs, symbols of a culture and laws.

4. DISCUSSION AND ANALYSIS OF RESULTS

We found that both the teachers as a curriculum component area should be concerned with ensuring the specificity of the area and the value of knowledge about the needs and expectations of students in order to adapt the content to their real needs, recognizing the socio cultural-that permeate the teaching-learning process. With this the Physical Education classes at school assume the role of contributing to the social changes that may occur, reducing inequalities and social injustices, however we can not be naive as to believe that Physical Education Teacher will be the "savior of homeland ", after the construction of a more just society depends also teachers of other disciplines, and from all sectors of society beyond the school. Returning the specificity of the social role of physical education realize that their contribution is almost endless, especially when referring to education for quality of life and maintaining health through a critical view of the culture of body movements, corporeality and leisure with this the Physical Education classes will not have any connotation merely practice and earn a focus on knowledge that is behind doing, beyond the values and attitudes involved in practical activities.

5. CONCLUSION

With advances knowledge Physical Education in school today assumes a social role called the promoter of healthy lifestyle and active, thereby minimizing the incidence of disease in the population and reducing the costs to public health, but to do so it is necessary that Professor of Physical Education also takes the social function to help students become individuals capable of recognizing one's own body, acquire an expressive body conscious and reflect critically on the bodily practices, so we can achieve a relevant role within social.

But it is necessary to know that the physical education classes at school should follow an integrated Planning Pedagogical School, being integrated and contextualised with other curriculum components, and the pedagogical actions of the school must reach beyond the student in the context of classroom, extrapolate the physical boundaries of the school and the wider community reach.

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THE CONTRIBUTIONS OF PHYSICAL EDUCATION TEACHERS IN MOTION OF EFFECTIVE TEACHING SCHOOL

ABSTRACT

In this article, we present a literature review which the central theme behind the Physical Education, this research emerged the following question: What is the significance of the participation of PE teachers in pedagogical school? This study aimed to justify the importance of the intervention of physical education teachers through the lessons of this discipline for the full development of the educational activities of the school. Finally we consider the physical education classes at school should follow an integrated Planning Pedagogical School, being integrated and contextualised with other curriculum components, and the educational activities of the school must reach beyond the context of the student room class, extrapolate the physical boundaries of the school and reach the wider community.

KEYWORDS: Physical Education. Contributions. Pedagogic Work. Planning.

LES CONTRIBUTIONS DES ENSEIGNANTS D'ÉDUCATION PHYSIQUE EN MOUVEMENT DE L'ECOLE D'ENSEIGNEMENT EFFICACE

RÉSUMÉ

Dans cet article, nous présentons une revue de la littérature dont le thème central derrière l'éducation physique, cette recherche a émergé la question suivante: Quelle est l'importance de la participation des professeurs d'éducation physique à l'école pédagogique? Cette étude visait à justifier l'importance de l'intervention de professeurs d'éducation physique à travers les leçons de cette discipline pour le plein développement des activités éducatives de l'école. Enfin nous considérons que les cours d'éducation physique à l'école doivent suivre une école de la planification intégrée pédagogique, en cours d'intégration et contextualisée avec d'autres composantes du curriculum et les activités éducatives de l'école doit aller au-delà du contexte de la chambre d'étudiant classe, extrapoler les limites physiques de l'école et d'atteindre la communauté au sens large.

MOTS-CLÉS: éducation physique. Contributions. Travail pédagogique. Planification.

LAS CONTRIBUCIONES DE LOS PROFESORES DE EDUCACIÓN FÍSICA EN EL MOVIMIENTO DE LA ESCUELA DE ENSEÑANZA EFICAZ

RESUMEN

En este artículo se presenta una revisión de la literatura que el tema central detrás de la Educación Física, esta investigación surgió la siguiente pregunta: ¿Cuál es la importancia de la participación de profesores de educación física en la escuela pedagógica? Este estudio tuvo como objetivo justificar la importancia de la intervención de profesores de educación física a través de las lecciones de esta disciplina para el pleno desarrollo de las actividades educativas de la escuela. Finalmente se consideran las clases de educación física en la escuela debe seguir una escuela de diseño pedagógico integrado, quedando integrada y contextualizada con otros componentes curriculares y las actividades educativas de la escuela debe ir más allá del contexto de la sala de estudiantes clase, extrapolar los límites físicos de la escuela y llegar a la comunidad en general.

PALABRAS CLAVE: Educación Física. Cuotas. Trabajo pedagógico. Planificación.

AS CONTRIBUIÇÕES DOS PROFESSORES DE EDUCAÇÃO FÍSICA NA EFETIVAÇÃO DA PROPOSTA PEDAGÓGICA DA ESCOLA

RESUMO

Neste artigo, apresenta-se um trabalho de revisão bibliográfica o qual trás como tema central a Educação Física Escolar, a presente investigação surgiu do seguinte questionamento: Qual o significado da participação dos professores de Educação Física na proposta pedagógica da escola? Este estudo teve como objetivo justificar a importância da intervenção dos professores de Educação Física por meio das aulas desta disciplina para o pleno desenvolvimento das atividades pedagógicas da escola. Por fim consideramos que as aulas de Educação Física na escola devem seguir um Planejamento integrado a Proposta Pedagógica da Escola, sendo integradas e contextualizadas com os demais componentes curriculares, sendo que as ações pedagógicas da escola devem além de atingir o aluno no contexto da sala de aula, extrapolar os limites físicos da escola e alcançar a comunidade em geral.

PALAVRAS CHAVE: Educação Física. Contribuições. Trabalho Pedagógico. Planejamento.