21 - KNOWLEDGE OF PHYSICAL EDUCATION TEACHER SCHOOL ON EDUCATIONAL APPROACHES THE AREA

ÁLVARO LUIS PESSOA DE FARIAS
DIVANALMI FERREIRA MAIA
MARCOS ANTONIO TORQUATO DE OLIVEIRA
UNIVERSIDADE ESTADUAL DA PARAÍBA–UEPB–CAMPINA GRANDE – PARAÍBA – BRASIL
prof.alvaro.def@ccbs.uepb.edu.br

INTRODUCTION

Since the last century and the objectives of the educational proposals of Physical Education were changing, and today they influence the pedagogical practices of teachers in the area. Specifically from the 80's Physical Education has been the center of intense debates, reflections, discussions and transformations, especially the practices within schools. According Darido (2003) model sportsman deployed in Physical Education in Brazil between 1969 and 1974, began to be widely criticized in the 80s, so by the academic and physical education is undergoing a period of exploitation of knowledge produced by science, breaking up to at least talk with the excessive appreciation of the performance as a single goal in school. With that began to emerge several methodological proposals currently called "Pedagogical Approaches of Physical Education." These approaches were devised by some thinkers of the time who had the right to modify the mechanistic pedagogical practice that performed physical education teachers in their daily lessons.

All Pedagogical Approaches of Physical Education, proposes that it, introduce meaningful content, requiring a teacher committed to the process of teaching and learning. For Oliveira (1997) "in all methodological trends presented the teacher's role is critical, as the consideration for the historical knowledge and the knowledge produced by the participants experienced the process." Approaches to teaching Physical Education aim to let the physical education classes no longer have a focus on just learning to do, but a planned intervention, that explains what's behind doing, beyond the values and attitudes involved in the process.

Given the above, this study aimed to identify whether teachers of municipal schools know pedagogical approaches of Physical Education and Pedagogical Approaches that detect based teachers use in their practices and in school.

Developmental Approach

The pedagogical ideas are explained Developmental Approach in Brazil, in the work of Go Tani and colleagues (1988) and Manuel (1994), the most representative work of this approach is the book: Physical Education: Foundations for a Developmental Approach. The proposal is a targeted approach for children aged four to fourteen, search processes of learning and development a foundation for Physical Education. According to them is an attempt to characterize the progression of normal physical growth, development physiological, motor, cognitive and social-emotional, motor learning, and function of these characteristics, suggesting aspects or elements relevant to the structuring of physical education. According Darido (2003) for this approach to physical education should provide students with conditions for their motor behavior is developed through interaction between increasing diversity and complexity of movements. Thus, the main objective of physical education is to provide movement experiences appropriate to their level of growth and development, so that the learning of motor skills is achieved.

Constructivist Approach, Interactionist

This approach has as a collaborator Professor João BatistaFreire, his book Education Full Length (1989), had role in disseminating ideas Constructivist Physical Education. It is a proposal that presents as a methodological option, as opposed to previous lines of physical education in school, specifically the mechanistic proposal, having derived its theoretical psychology of learning and development that has the master Jean Piaget.

To Darido (2003) the main advantage of this approach is that it allows for greater integration with a broad and integrated pedagogical physical education in the early years of formal education.

According Daolio (2004), João BatistaFreireinsists that physical education should be valued in the school dynamics and should not be used to supplement or aid to other disciplines, the objective area would promote activities that could assist or facilitate child development, both in their school life, both in his life after school. The student builds their knowledge from interaction with the environment, solving problems (Darido, 2003).

Critical Approach overmastering

Its defenders: Carmen Smith, CeliTaffarel, Elisabeth Varjal, LinoCastellani, Michele Escobar and ValterBracht, also known as Group of Authors, the most important work is the book Methodology of Teaching Physical Education, published in 1992. Based primarily on pedagogy History - criticizes DemervalSaviani and Jose Libâneo.

This perception is important in that it would enable comprehension by the student, that the production of mankind expresses a particular phase and that they have changed over time. This approach presents content with social relevance, its contemporaneity and its suitability to the socio cognitive. The curriculum emphasizes the organization to make the student confront their knowledge of common sense scientific knowledge, to expand its collection of knowledge. Systems Approach

Proposal by Mauro Betti in his book Physical Education and Society. His idea is supported by the theories of systems and Bertalanffy Koestler, having as basis the areas of sociology and philosophy. Betti (1994) understands the Physical Education as a hierarchical system is influenced opened because society as a whole and at the same time the influence. There is concern to ensure specificity, in that it considers the binomial and body movement as middle and end of physical education. The range of specificity is through the purpose of physical education in school, which according to Betti (1992), "integrate and introduce the student of 1st and 2nd degree in the world of physical culture, forming the citizen who will enjoy sharing, produce, reproduce and transform the cultural forms of physical activity."

Critical-emancipatory approach

Based on the phenomenological analysis of motion proposed by Merleau-Ponty also influenced by critical pedagogy of Paulo Freire, arises Critical-Emancipatory Approach, the main author Professor Kunz Elenor, with his book Transformation Didactic-Pedagogical Sport (2001). You approach considers physical education as part of a larger system, socio-educational and

socio-political and economic. Specifically how to teach the limits of transparency presupposes three phases. The first students discover, by experience manipulative ways and means for successful participation in movement activities and games. They must also demonstrate, through language or scenic representation, what they experienced and what they learned in a form of exposure, and finally, students must learn to ask and inquire about their learning and discoveries, in order to understand the cultural significance of learning.

Culture Approach

According Daolio (2004), "culture" is the main concept for Physical Education, because all the events are generated in the human body dynamic culture since the dawn of evolution today, expressing itself with diversified and own meanings in the context of groups cultural contexts. The Physical Education professional does not act on the body or the movement itself, does not work with the sport itself, does not deal with the club itself. He treats the human being in its culture manifestations related to body and human movement is historically defined as gambling, sports, dancing, wrestling and gymnastics. Hence the transformative practice is possible only through an understanding of the universe of meanings the teacher reinforces the starting point of Physical Education is the repertoire that still student body has when it comes to school, since the entire body technique is a cultural technique, and there is no better or more correct technique.

Approach Psychomotricity

This concept opens a new phase of concerns for the physical education teacher who goes beyond the limits and biological yield body to include and value the knowledge of psychological origin. Its main author is Jean Le Bouch, whose main work is the book by Education Movement (1992), with its area of psychology based and intended for the education and psychomotor reeducation through content such as body awareness, coordination and laterality . Importantly, the Psychomotricity is indicated not only in the area of Physical Education, as well as psychologists, psychiatrists, counselors, teachers and other professionals who work with children.

For Le Bouch (1992) defends the Psychomotricity an educational activity that must occur from the child's spontaneous movements and postures, favoring the genesis of body image, core personality. The psychomotor education in the opinion of the author refers to basic training essential to every child, be it normal or with problems, and answers a double purpose: it ensures the functional development taking into account the possibility of the child to work its affectivity expand and balance yourself through exchange with the human environment.

Addressing Cooperative games

The Cooperative Game Approach is advocated mainly by Brotto (1995), the main promoter of these ideas in the country, based on anthropological studies of Margaret Mead says that the social structure determines whether members of certain companies will compete or cooperate. Brotto publish the book in 1995 titled Cooperative Games: Compete is Important If the Partner is Fundamental. Inspired by the ideas of Terry Orlick suggests that cooperative games are used as an alternative force to the competitive games that are fun for everyone and everyone has the feeling of victory.

Brown (1994) apud Darido (2003), author of the book translated into Portuguese Cooperative Games. Theory and Practice, states that the starting point in this regard is the game, your message, possibility of pleasure, nurture communication and an important space for new alternative living, a contribution to the building of a new society based on solidarity and justice. . Renewed Approach to Health

Its main authors Nahas and Guedes&Guedes.Seeking awareness of the school population to research showing the benefits of physical activity. Considers the adoption of pedagogical teachers assume a new role with the educational structure, trying to adopt in their classes, no longer solely a posture of sports, but achieving goals in terms of health promotion, through the selection, organization and development of experiences that can lead to the learners, not just situations that make children and youth more physically active, but especially that lead them to opt for an active lifestyle as well as adults (GUEDES &Guedes, 1993).

Considers it of critical importance to the practice of pleasurable activities to provide them with an improvement of the functional areas of organic or cardiovascular endurance, flexibility, muscular endurance and body composition as contributing factors in the quest for a better quality of life through health.Even as Guedes&Guedes (1993), physical fitness health home those aspects of physiological function, which offers some protection to organic disorders caused by a sedentary lifestyle. Nahas (1989) states that: in the context of industrialized societies and developing countries, the lifestyle, and in particular, physical activity, has played a factor in quality of life as related to the health of people of all ages and conditions socioeconomic, being associated with greater physical work capacity and mental health, more enthusiasm for life and sense of well-being, lower health spending, lower risk of chronic degenerative diseases and premature mortality.

Addressing the National Curriculum

The Ministry of Education and Sport, through the Secretary, Elementary Education, inspired by the Spanish educational model, mobilized in 1994 a group of researchers and professors to draft the National Curriculum Parameters (BRAZIL, 1998). Were launched respectively for the 1st and 2nd cycles, in 1997, for the 3rd and 4th cycles in 1998; PCNs High School in 1999. The proposal presented relevant aspects of PCNs to be achieved by the Physical Education as attitudinal dimensions, conceptual and procedural contents, cross-cutting issues (health, environment, ethics, cultural diversity, sexual labor and consumption) and the principle of inclusion.

Consideration and classification of three dimensions of the contents of the Physical Education proposed by PCNs seems very appropriate and very important to their teaching. According Darido (2004), the role of physical education teaching goes beyond sports, gymnastics, dance ...] (procedural dimension) and also includes its underlying values: attitudes that students must have (attitudinal dimension) [...] and the right to know why you made this or that movement. (Conceptual dimension).

The teacher and teaching trends

Content and methodological actions are interdependent, they need each other and require competence and responsibility of all who engage in the learning process.

In view Bracht (1999) pedagogical proposals in Physical Education are faced with various challenges, such as those relating to its implementation, how to make are incorporated by teaching practice in schools, its epistemological basis and still earn their legitimacy in pedagogical field. These challenges are not easy to overcome, given that accompany Physical Education since its inclusion in the school field.

To Kunz (2001) not simply select the content and the means of education shall determine the methodology for

decision-making, according to the conceptions of teaching, pupil, physical education, sport of every teacher.

METHODOLOGY

That research was descriptive in nature, cross-sectional approach with qualitative and quantitative. The sample consisted of randomly by 32 (thirty-two) of the universe of 79 teachers of Physical Education of the Municipal, according to the Department of Education of Campina Grande, Paraíba.

Was used as inclusion criteria belong to the same headcount, volunteering to answer the questionnaire and attend on the day of the survey.

As a measuring tool, we used a questionnaire composed of six subjective and objective questions, which were answered after signing the Authorization for teachers in meeting monthly in Management of Physical Education of the municipality.

RESULT

According to the findings related to age highlight that 34% of teachers are aged 26-39 years, 56% are between 40 and 47 years and 15% of 50 to 56 years. Being eighteen (18) males and 14 (fourteen) females. Teachers participating in the research, 21 (twenty one) of them graduated in the Twentieth Century: being 01 (a) teacher in 70's, plus seven (07) teachers in the 80's, and thirteen (13) teachers in the 90 and yet, nine (09) teachers completed in the XXI Century, between 2000 and 2008. Regarding Graduate 28 (twenty eight) teachers have Specialization, 01 (a) Masters and 03 (three) have not Graduate. With regard to the time of practice in physical education, one can observe that the teachers investigated 09 (nine) have up to 10 years, eleven (11) teachers from 12 to 20 years and twelve (12) teachers 21-29 years of professional performance.

TABLE 1.Pedagogicalapproachescited byPhysical Educationteachers

pedagogical approaches	Quantities ofcitations
Constructivist-Interactionist	19
Critical-surpassing	12
developmental	10
Psychomotricity	06
Critical-Emancipatory	06
Renewedhealth	03
PCNs	02
Open Classes	02
culture	02
Cooperative Games	01
humanist	01
phenomenological	01

Pedagogicalapproacheswere citedin the areaofeducation, such asLiberalCriticforSocialContent,Liberal, Progressive, Traditional andTechnicist. We also highlightapproachesto unknown ornonexistent: Critical constructivist, interdisciplinary, Partner emancipator,Brainstorm, Critical AnalysisandOpen Education. AlsocitedL.D.B.(Law of Guidelines and Basisof Education), Educational Psychology, the title of thebook by ProfessorJoão BatistaFreire, Physical EducationWhole-BodyasPedagogicalapproaches.

TABLE 2.Pedagogicalapproachesused byphysical educationteachers

pedagogical approaches	Quantities ofcitations
constructivist	11
Critical-surpassing	07
developmental	03
Psychomotricity	03
PCNs	03
ural Physical Education	01
Open Classes	01
Critical-Emancipatory	01
Renewedhealth	01
humanist	01
Cooperative Games	01

In analyzing the responses, we find that 65% of teachers base their teaching practice approaches in the area.

DISCUSSION

After analyzing the data presented inferred that the 32 (thirty two) teachers surveyed, 28 (twenty eight) of them know the Pedagogical Approaches of Physical Education.

Thus it is evident that our group surveyed teachers possess theoretical knowledge should base their teaching practice.

With these results, we investigated that teachers know most of the approaches in a total of 09 nine highlighted in this work and more 03 (three) other approaches. The best known are: Constructivist-Interactionist 19 citations; Critic surpassing 12 citations; Developmental 10 citations; Psychomotricity and Critical Emancipatory 06 citations each; Renewed Health 03 citations; PCNs, Cultural 02 citations each; Cooperative Games 01 citation. Besides the Open Classes Humanist Approaches and Phenomenological 01 each citation.

An important point to be noted is that only two (02) cited NCPs, even this, being inserted into the Law of Guidelines and Bases of National Education No. 9.396/96 and striking considering a proposal in the area of Physical Education, as this presents aspects relevant to the education of the student (Darido et al, 2001).

It should be noted that some teachers cited Approaches to Education (Liberal Critic for Social Content, Liberal, Progressive, Traditional and Technicist), name of book (Full Body Physical Education), LDB (Law of Guidelines and Basis of Education) and Educational Psychology . Besides approaches unknown and / or nonexistent Critical constructivist, interdisciplinary, Partner emancipatory Storm Ideas, Analysis and Critique Open Education.

FINAL THOUGHTS

We believe it is necessary that teachers understand and know how to put into practice the various pedagogical approaches of physical education because they are references and choose the one or ones that best suit the need of the school reality.

Some issues were raised with this study, the first is that it is necessary that a study to compare the knowledge about the approaches used by teachers with the practical reality of classes in school. The second issue that is pointed on the definition

of one or more approaches to support the practice of the teacher in the school. A third issue is related to our study which showed that teachers know the approaches, but in the study group 18% do not know and therefore do not use the approaches in their practices, and without the knowledge of the real possibilities of teaching and their pedagogical intent, practice that happens during class? We question where does this failure, initial training or lack of training or continuing disinterest of the teacher himself.

BIBLIOGRAPHIC REFERENCE

BETTI, M. Ensino de primeiro e segundo graus: educação física para quê? Revista Brasileira de Ciências do esporte, Maringá, vol.13, n. 2.1992.

_____, O que a semiótica inspira ao ensino da educação física. Discorpo, São Paulo, n.3, 1994.

BRACHT, V. A constituição das teorias pedagógicas da educação física. Cadernos Cedes, ano XIX, nº 48, Agosto/99.

BRASIL. Secretaria de educação fundamental. Parâmetros Curriculares Nacionais: Educação Física/ Secretaria de Educação Fundamental. Brasília: MEC / SEF, 1998.

BROTTO, F. Otuzi. Jogos Cooperativos: se o importante é competir, o fundamental é cooperar. São Paulo: Cepeusp, 1995.

COLETIVO DE AUTORES. Metodologia do Ensino da educação física, Cortez Editora, São Paulo, 1992.

DAOLIO, J. A cultura da/na educação física. Campinas. Tese de livre docência. Universidade Estadual de Campinas – UNICAMP. 2002.

_____, Educação Física e o conceito de cultura. Campinas – SP: Autores Associados 2004.

DARIDO, Suraya C.; RANGEL-BETTI, I. C.; RAMOS, G.N.; GALVÃO, Z.; FERREIRA, L. A.; MOTA E SILVA, E. V. et al. A Educação Física, a Formação do Cidadão e os parâmetros Curriculares nacionais. Revista Paulista de educação Física, São Paulo, v.1. n.15, jan./jun. 2001.

_____, Educação Física na Escola: questão e reflexões. Araras: Topázio, 2003.

_____, Educação física escolar: o conteúdo e suas dimensões. In: DARIDO, S.C.: MAITINO, E. M. Pedagogia cidadão: cadernos de formação: educação Física. São Paulo: UNESP, Pró-reitoria de graduação, 2004.

FREIRE, J. B. Educação de corpo inteiro: teoria e prática da educação física. São Paulo: Scipione, 1989.

GUEDES, D. P. & GUEDES, J. E. R. P. Subsídios para implementação de programas direcionados à promoção da saúde através da Educação Física Escolar. Revista da Associação de professores de educação física de Londrina. v.8, n.15, 1993.

KUNZ, E. Ensino e mudanças, Ijuí: Unijuí, 2001.

LE BOULCH, J. O desenvolvimento psicomotor: do nascimento até 6 anos. Porto Alegre: Artes Médicas, 1992.

MANOEL, E. J. Desenvolvimento motor: implicações para educação física escolar I. Revista Paulista de Educação Física, n.8, v. 1, 1994.

NAHAS, M.S. Atividade física, Aptidão física & Saúde. Florianópolis, SC: Material Didático, 1989.

OLIVEIRA, A. A. B. Metodologias Emergentes no Ensino da Educação Física. Revista de Educação Física/UEM/ Universidade Estadual de Maringá, Departamento de Educação Física, v.8, n.1, 1997.

TANI, G. et al. Educação Física escolar: fundamentos de uma abordagem desenvolvimentista. São Paulo: EDUSP, 1988.

Address: Rua Aprígio Nepomuceno, 33, jardim Paulistano
Campina Grande-PB
CEP: 58415-310
E-mail: prof.alvaro.def@ccbs.uepb.edu.br

KNOWLEDGE OF PHYSICAL EDUCATION TEACHER SCHOOL ON EDUCATIONAL APPROACHES THE AREA

ABSTRACT

Currently the Physical Education has been the scene of numerous discussions and reflections by academic and professional community in this area, particularly on the pedagogical practice of teachers in school. Therefore this study aimed to identify which Pedagogical Approach Physical Education are known and used by teachers for teaching this subject at school. The sample consisted of thirty-two physical education teachers who work in public schools located in Campina Grande, PB. We used to collect information a questionnaire with objective and subjective. The data were interpreted by content analysis. The results show that 28 (twenty eight) teachers claim to know the Pedagogical Approaches of Physical Education and 06 (six) know them. We identified that among the Physical Education Pedagogical approaches that teachers use in their daily practice, the most cited were: Constructivist, surpassing the Critic, PCNs, Psychomotricity, Developmental, Physical Education Plural, Open Classes, Critical emancipatory, Health, Humanist, Games Cooperative. Some issues were raised with this study, the first is that it is necessary that a study to compare the knowledge about the approaches used by teachers with the practical reality of classes in school. The second issue that is pointed on the definition of one or more approaches to support the practice of the teacher in the school. A third issue is related to our study which showed that teachers know the approaches, but in the study group 18% do not know and therefore do not use the approaches in their practices.

KEYWORDS: Physical Education, Pedagogical Approaches, Knowledge and Pedagogical Practice.

CONNAISSANCE DE L'ECOLE DE FORMATION DES ENSEIGNANTS POUR L'ÉDUCATION PHYSIQUE SUR LES APPROCHES DE LA ZONE

RÉSUMÉ

Actuellement, l'éducation physique a été le théâtre de nombreuses discussions et réflexions de la communauté académique et professionnelle dans ce domaine, en particulier sur la pratique pédagogique des enseignants à l'école. Par conséquent, cette étude visait à identifier l'éducation physique Approche pédagogique sont connus et utilisés par les enseignants pour l'enseignement de cette matière à l'école. L'échantillon était composé de 32 professeurs d'éducation physique qui travaillent dans les écoles publiques situées à Campina Grande, PB. Nous avons utilisé pour collecter des informations d'un questionnaire à l'objectif et subjectif. Les données ont été interprétées par l'analyse de contenu. Les résultats montrent que 28 (28) enseignants affirment connaître les approches pédagogiques de l'éducation physique et 06 (six) les connaître. Nous avons déterminé que parmi les approches d'éducation physique pédagogiques que les enseignants utilisent dans leur pratique quotidienne, les plus cités sont: constructivistes, dépassant le porte-parole, les PCN, psychomoteur, développement, pluriel éducation physique, classes ouvertes, critique émancipatrice, de la santé, humaniste, Jeux Coopérative. Certaines questions ont été soulevées à cette étude, la première est qu'il est nécessaire qu'une étude visant à comparer les connaissances sur les

méthodes utilisées par les enseignants avec la réalité pratique des classes à l'école. La deuxième question qui est pointé sur la définition d'un ou plusieurs approches pour soutenir la pratique de l'enseignant dans l'école. Un troisième problème est lié à notre étude qui a montré que les enseignants connaissent les approches, mais dans le groupe d'étude de 18% ne savent pas et donc ne pas utiliser les approches dans leurs pratiques.

MOTS-CLÉS: éducation physique, les approches pédagogiques, les connaissances et la pratique pédagogique.

CONOCIMIENTO DE LA ESCUELA DE EDUCACIÓN FÍSICA PROFESOR DE EDUCACIÓN SE ACERCA A LA ZONA

RESUMEN

Actualmente, la Educación Física ha sido escenario de numerosos debates y reflexiones de la comunidad académica y profesional en este campo, sobre todo en la práctica pedagógica de los docentes en la escuela. Por tanto, este estudio tuvo como objetivo identificar qué Educación Física Enfoque Pedagógico son conocidos y utilizados por los docentes para la enseñanza de esta materia en la escuela. La muestra estuvo constituida por treinta y dos profesores de educación física que trabajan en escuelas públicas ubicadas en Campina Grande, PB. Se utilizó para recopilar la información de un cuestionario con el objetivo y subjetivo. Los datos se interpretaron por análisis de contenido. Los resultados muestran que 28 (veintiocho) profesores dicen conocer los planteamientos pedagógicos de la Educación Física y 06 (seis) los conocemos. Se identificó que entre los enfoques pedagógicos de educación física que los profesores utilizan en su práctica diaria, los más citados fueron: constructivistas, superando la Crítica, PCN, psicomotor, Plural Desarrollo, Educación Física, clases abiertas, crítico Salud emancipación, Humanista, Juegos Cooperativa. Algunas cuestiones se plantearon con este estudio, el primero es que es necesario que un estudio para comparar el conocimiento sobre los métodos utilizados por los docentes con la realidad práctica de las clases en la escuela. La segunda cuestión que se señala en la definición de uno o más enfoques para apoyar la práctica del maestro en la escuela. La tercera cuestión está relacionada con nuestro estudio que mostró que los profesores conozcan los enfoques, pero en el grupo de estudio el 18% no sabe y por lo tanto no utilizar los enfoques en sus prácticas.

PALABRAS-CLAVE: Educación Física, enfoques pedagógicos, los conocimientos y la práctica pedagógica.

CONHECIMENTO DOS PROFESSORES DE EDUCAÇÃO FÍSICA ESCOLARSOBRE AS ABORDAGENS PEDAGÓGICAS DA ÁREA

RESUMO

Atualmente a Educação Física Escolar vem sendo palco de inúmeras discussões e reflexões pela comunidade acadêmica e profissional desta área, em especial sobre a prática pedagógica dos professores na escola. Sendo assim esse estudo teve o objetivo identificar qual Abordagem Pedagógica da Educação Física são conhecidas e utilizadas pelos professores, para o ensino desta disciplina na escola. A amostra foi composta por trinta e dois professores de Educação Física que atuam nas escolas municipais localizadas em Campina Grande, PB. Utilizou-se para a coleta de informações um questionário com perguntas objetivas e subjetivas. Os dados foram interpretados através da analise de conteúdo. Os resultados encontrados demonstram que 28 (vinte e oito) professores afirmam conhecer as Abordagens Pedagógicas da Educação Física e 06 (seis) as desconhecem. Identificamos que dentre as Abordagens Pedagógicas da Educação Física que os professores utilizam na sua prática diária, as mais citadas foram: Construtivista, a Crítico Superadora, PCNs, Psicomotricista, Desenvolvimentista, Educação Física Plural, Aulas Abertas, Crítico emancipatória, Saúde, Humanista, Jogos Cooperativos. Algumas questões foram levantadas com este estudo, a primeira é que se faz necessário um estudo que possa comparar o conhecimento a cerca das Abordagens utilizadas pelos professores com a realidade prática das aulas na escola. A segunda questão que apontamos é sobre a definição de uma ou várias abordagens para fundamentar a prática do professor na escola. Uma terceira questão está relacionada ao nosso estudo que demonstrou que os professores conhecem as abordagens, mas, no grupo estudado 18% desconhecem e consequentemente não utilizam as Abordagens em suas práticas.

PALAVRAS-CHAVE: Educação Física escolar, Abordagens Pedagógicas, Nível de conhecimento e Prática pedagógica.