123 - PHYSICAL EDUCATION SCHOOL OF EDUCATION LEARNING

ANTÔNIO ELTON COSTA DE MELO[1]
ACCÁCIO CORDEIRO DE ARAUJO[1]
CARLOS ANDRÉ LIMA DE MELO[1]
CASSIO HARTMANN[2]
EDISON FRANCISCO VALENTE[3]
1 - ESPECIALISTA – UNIVERSIDADE CÂNDIDO MENDES/ALAGOAS/BRASIL; 2 - DOCENTE DO IFAL/INSTITUTO FEDERAL DE ALAGOAS – CAMPUS MARAGOGI E PROGRAMA EURO-AMERICANO DE PÓS-GRADUAÇÃO STRICTO SENSU EM SAÚDE – MEDICINA DO ESPORTE – UNIVERSIDADE CATÓLICA NUESTRA SEÑORA DE LA ASUNCIÓN – UC
eltoncosta10@hotmail.com

PHYSICAL EDUCATION SCHOOL

> When we live the authenticity required by the practice of teaching-learning participated in a total experience, policy, political, ideological, epistemological, pedagogical, aesthetic and ethical, where the prettiness should find himself holding hands with decency and serenity. (Freire, 1996 Pg. 13).

In this sense, the pedagogical practice in Physical Education is expected to expand to new horizons, try to imagine new situations that can truly build an autonomous education, making imaginations diversified, attractive to both the student and teacher, mediated a release focused on breaking existing paradigms still in school.

> Thus, as in education generally realized that the focus of education is no longer only the development of logical reasoning or memorizing formulas and information in Physical Education changes of viewpoint also happen, proving the dynamic area. We cite as an example the fact that many professionals think about the negative aspects of overvaluation of competitive sport (Tubino, 1992).

Relegated to the background, physical education practiced in schools needs further reflection. The teacher usually has restricted its activities to develop physical fitness and to teach students the fundamentals of technical and tactical sports (OLIVEIRA, 1986). It is debatable the fact that these activities are the responsibility of the Physical Education teacher, however, that in his professional pedagogical action must find that paths to discovery of broader values to be inserted in planning the objectives of Physical Education. The contradictions in the existing educational system result in large part, due to the distance that exists between theory and practice.

As Medina (1983), teachers have difficulty in judging the relative importance of the process of reflection in communion with our actions. Thus, this study aims to contribute with a brief review of the literature, combining hope and love as purpose impeller for educators in the area of Physical Education for their teaching practice in ways that lead them to seek the possibilities for better understanding and significant changes in their teaching and learning, always looking to share and enhance knowledge through philosophy. Physical Education and Teaching denotes the Aurélio dictionary: Transmission of knowledge, information or clarifications useful or indispensable to education (2) or for a specific purpose; statement: public education, technical education, religious education. So to distinguish this teaching, we will support for education, even why. "While individual process Physical Education develops human potential.

Whilst social phenomenon help this man to establish relations with the group to which it belongs" (OLIVEIRA, 1986, p.105). This same author says that: "Physical Education is education, so their space is the Centers for Humanities and Social Sciences of universities to which they belong."

So if the physical education needs to recognize its strength in education transformation. Brandão (1993, p 11) states that:

> “ Education helps to think of types of men, more than that, it helps create them pass through each other knowing that constitutes and legitimates. Produces the set of beliefs and ideas, skills and specialties that involve the exchange of symbols, goods and powers that together construct types of societies”.

The same author in his book which is education, states that "when the teacher thinks the education he believes that among men, it is what gives shape and polish" (p.25).

In a parallel educational Freire (2001, p. 19) comments "Physical Education is not, it is being built at every moment, and still good."With this, they could lengthen search this research contribute. Santin (1987, p.28) shows that:

> "Physical Education will have greater identity and greater autonomy when they get closer to the man and less of anthropology, when no longer tool or function to be art, when moving away from the technique and mechanics and develop critically. Physical Education should be creative gesture.

"That is, the need suck teacher free to generate, create, produce and promote their own transcendence of human knowledge. Hence the disquiet try, seek, seek to develop ways of teaching that can truly transform not only the school, but also outside its social and need to turn this perspective primarily of hope, Humility, Love and Solidarity, the principles of which Paulo Freire your thoughts on a relevant guided us:

> (...) We know that without certain qualities or virtues as lovingness, respect for others, tolerance, humility, love of joy, zest for life, the new openness, readiness to change, persistence in the fight, refusing to fatalism (. ..) opening to justice, you can not practice pedagogical-progressive, which is not only science and technology (Freire, 1996, p. 136).

SCHOOL PHYSICAL EDUCATION AND LEARNING

Learning denotes the Aurélio dictionary: learning. Effect is to learn. If we need to learn together teachers and students, we also frees up a system of pedagogy manipulative, who commands, commands that make donations. Learning should be reflection, action and also a philosophy that shares knowledge, which is on dialogue and love elements to strengthen learning.

Being reasoned dialogue, love is also dialogue. Because it is an act of courage, not of fear, love is commitment to the men. Wherever they are, the oppressed, the act of love is to commit to their cause. The cause of his release. But this compromise because it is loving, is dialogical. If you do not love the world, if not love life, if not love men, I can not dialogue. (Freire, 1987, p 92).

> How can I dialogue if alienate ignorance, that is, if I always see the other, never in me? How can I dialogue if I admit as a different man, virtuous by inheritance, on the other, mere "this" in whom I do not recognize the other? How can I dialogue if I am participating in a ghetto of pure men, owners of truth and knowledge, to whom all those outside are "those people" or are "inferior natives"? How can I dialogue if I close the contribution of others, who never acknowledge, and even feel offended by it? How can I dialogue if overcoming fear and, just

> thinking about it, and suffer definho? Self-sufficiency is incompatible with dialogue. Men who have no humility or lose, can not get closer to the people. There may be fellow pronunciation of the world. If someone is not able to feel and know themselves as man and others, is that you lack even that much walking, to get to the meeting place with them. In this meeting place, no absolute ignorant nor wise absolute: there are men who, in communion, seek to be more. (Freire, 1987, p. 93).

This is why, Learning is an act of knowledge of reality, ie, the real situation experienced by the student, and only makes sense if it results from a critical approach that reality. What is learned is not due to an imposition or memorization, but the critical level of knowledge, which can be reached through the process of comprehension, reflection and criticism. Freire (2003), in his book "Education as the Practice Body" indicates several points that through reflection on the methodology in physical education, eventually becoming clearer and objectives for the teacher and student. The authors report a philosophical approach that guides the reflective educator for a conscious practice: "take the child to learn to be citizens of a new world, in which the collective is not overwhelmed by the individual "(Freire and Scaglia, 2003, p.32).

Hence a large challenge for supremacy transfigure egocentric existing school. But, armed with courage we know that the human being, theoretically the teacher, the teacher, the educator, the mediator is, so to speak, able to tread any path. So courage is the quality most evident in major heroes, they are epic protagonists, are dramatic It is an issue about which many philosophers have addressed, among them Aristotle, who considered the courage of the ethical virtues.

However, this philosophy is natural and necessary to the exercise of learning. Which Tomelin (2003) warns us that: philosophical reflection can be clearer about which path to take in our position on ethical and political knowledge, to contribute to building human values in education.

> And this is the origin of Greek Philosophy: philos = friends; Sophia = wisdom. To be a friend of the philosopher is to know and not its owner. Knowing that teaching philosophy is to teach to question, doubt, wonder, conceptualize implies an attitude of openness in everything that involves the space of pedagogical action (Tomelin, 2003, p.56).

Acknowledging this, just know there is the invention in reinvention, seeking restless, impatient, continuing, that men do in the world, with the world and with others. Search also hopeful (Freire, 1987, p.67). It is with a feeling of absolute dedication of a being to another being and affection (CHALITA, 2003, Pg. 88) in his book Pedagogy of love gives us the true value of the hope that both look to education as a source of new days .

> Hope is seen as one of the essential emotions of the human spirit. It is she who keeps alight the most fundamental beliefs that allow the individual to develop, execute and enhance their gifts and talents toward the realization of their dreams and ideals. Thus, it is possible to consider it a solid foundation on which they were, are and will be structured large buildings, spiritual and material, designed by man throughout his history. Hope is an essential component in both the mundane daily struggles as impressive battles in which the human being hangs in the course of its existence. It is thus a valuable antidote that dignifies, invigorates, strengthens and prepares to face new challenges.

Thus, we humans have experienced learning experiences in various sectors: at home, in the street, church and school. We live these experiences and go through experiences like: to learn, to teach, to learn-and-teach. To learn, to do, to be and to live. Every day life mixed with education.

BACKGROUND

The Physical Education requires a commitment mainly of teachers, where they can act so pure, conscious of their actions, so that put into practice actions aimed at living life.

Teaching and learning should oportunizar effective means of interaction between teachers and students, students and students and human beings and human beings, especially with regard to the collective in society, because we know that these days the school aspires to a love that has the power to restore, restore what was lost in the history of each, which is the dignity and caring neighbor.

Thus, this study is concerned with transcending imagination in school, especially after the decision of the teacher to exercise, sowing seeds, watering a teaching and learning converted to the common good in education, however, this research can not be seen as mere propaganda, but it can be an encouragement to our testimony of faith in people, showing that it is possible to be equal, because life without love is meaningless.

OBJECTIVES

GENERAL PURPOSE

Provide a Physical Education and human philosophical through teaching and learning.

SPECIFIC OBJECTIVES

Introduced through literature review, reflections on the PE teacher at the school.

Exposing Reviews and principles to be understood by teachers as essential to the conversion of physical education pedagogy.

METHODOLOGY

Our work was conducted through the Library Research, which second, Fachin (2006, p.125):

> "(...) Concerns the whole of human knowledge gathered in the works. Its cornerstone lead the reader to a particular matter and the production, collection, storage, reproduction, use and communication of information collected for research performance."

Our research were the source of technical books, journals and electronic texts. For Gil (2002 p.44):

> "The reference books, also known reference books are those that aim to enable the rapid collection of information required, or else the location that contains the works."

Our basic studies and analysis was built from the concepts and theoretical discussions of Paulo Freire, John the Baptist and Gabriel Chalita Freire. Even for Gil (2002, p.44):

> "The main advantage of literature lies in the fact allow the researcher to cover a range of phenomena much broader than that which could search directly."

The research that underpins this article is the dialectical method as the lens guiding the whole process of research and analysis conducted.

> the dialectical method by lead researchers to work always considering the contradiction and conflict, the

'becoming'; historical movement; wholeness and unity of opposites; beyond grasp, throughout the course of research, the philosophical dimensions, material / concrete and politics surrounding its subject matter (Iane, 1988).

CONCLUSION

Understand the process of teaching and learning, whether in gym class or school as a whole is something unfinished, because as reflective teachers, we do not find ready answers and unique, we seek, discover, interact and mediate processes of reflection the personal and professional knowledge that led us to be teachers, which led us to believe that this profession on the path that took contemporary society, eventually discredited and devalued by many, but it is increasingly necessary to avoid being consumed by alienation proposes that this capitalist and authoritarian education. No matter what age group to work with the teacher or educator. "Ours is a work with people, girl, young or adult, but we constantly search process."(Freire, 1997, Pg.91). And this thought that Physical Education can resemble so you can build an effective education of values and principles relevant to educational need.

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Rua: José Cabral nº 44
Bairro: Centro
CEP: 57770 000
Cajueiro - AL
Email: eltoncosta10@hotmail.com

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ABSTRACT

Believing that needs to build a humanistic educational practice, conscious, guided by reflection, by critics and by building a shared knowledge are increasingly evident if we think in overcoming apriorisms determinants of educational activity developed in physical education classes, we aim with this, discuss with bibliographic procedure, the principles and core values Education and Physical Education, philosophy understood the real meaning of teaching and learning with hope and love.

KEYWORDS: Physical Education, Teaching and Learning, Philosophy.

ÉCOLE D'ÉDUCATION PHYSIQUE DE L'APPRENTISSAGE EDUCATION

RÉSUMÉ

Estimant que les besoins pour construire une pratique humaniste éducatif, conscient, guidé par la réflexion, par la critique et par la construction d'une connaissance partagée sont de plus en plus évident si l'on pense à surmonter les déterminants de l'activité éducative apriorismes développés dans les classes d'éducation physique, nous visons avec cela, discuter avec la procédure bibliographique, les principes et les valeurs fondamentales de l'éducation et de l'éducation physique, la philosophie a compris la signification réelle de l'enseignement et de l'apprentissage avec l'espoir et l'amour.

MOTS-CLÉS: éducation physique, enseignement et l'apprentissage, la philosophie.

ESCUELA DE EDUCACIÓN FÍSICA DE APRENDIZAJE DE EDUCACIÓN

RESUMEN

Creyendo que las necesidades de construir una práctica educativa humanista, consciente, guiada por la reflexión, por la crítica y por la construcción de un conocimiento compartido son cada vez más evidente si pensamos en la superación de los factores determinantes de apriorismos de la actividad educativa desarrollados en las clases de educación física, nuestro objetivo es con esto, discutir con el procedimiento bibliográfico, los principios y valores de la educación básica y la educación física, la filosofía comprendido el verdadero significado de la enseñanza y el aprendizaje con la esperanza y el amor.

PALABRAS CLAVE: Educación Física de Enseñanza y Aprendizaje, Filosofía.

EDUCAÇÃO FÍSICA ESCOLAR DO ENSINO A APRENDIZAGEM

RESUMO

Acreditando que as necessidades de se construir uma prática educativa humanista, consciente, pautada pela reflexão, pela crítica e pela construção de um conhecimento compartilhado são cada vez mais evidentes se pensarmos na superação dos apriorismos determinantes da ação educativa desenvolvida nas aulas de Educação Física, objetivamos com o presente, discutir com procedimento bibliográfico, os princípios e valores essenciais a Educação e Educação Física, compreendida pela filosofia o real sentido do ensinar e aprender com esperança e amor.

PALAVRAS-CHAVE: Educação Física Escolar, Ensino-Aprendizagem, Filosofia.