72 - THE CONTENTS SELECTION IN SCHOOL PHYSICAL EDUCATION.

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INTRODUCTION

The impression one gets, is that lots of physical education teachers are worried about teaching with objectives pointed to the development of psychomotor skills, improving of physical capacities and sportsmanship. This, in certain way, takes the physical education course to a kind of miniaturization of the high performance sports training.

The scholastic physical education can´t be seen or treated only with the objectives and finalities written above, because it is more embracing and it has essential importance in the education and socialization process of the individual. Soares, Taffarel and Escobar defend the physical education not as having a concern with "the upgrading and the developing of several abilities themselves, but yes with concrete activities of the body culture" (2011, p. 218). The authors continue "the concern must be the critical apprehension of the body expression while being a language by the knowledge of body culture themes such as the game, the dance, the sport, the gymnastics, etc." (p.218).

A similar, not less important, opinion is given by Darido and Souza Jr.:

> […] the Physical Education must be understood as a required course that introduces and integrates the student into the body culture, educating the citizen that is going to produce it, reproduce it and change it, instrumentalizing him/her to enjoy games, sports, dances, fights and gymnastics as a benefit of the critical exercise of citizenship and improvement of the quality of life (apud BETTI, 2010, P.14)

This idea of the class in school would surpass the motivation to teach the motor gesture in a correct way or train physical capacities. As an ideal of the physic education in schools, it has been said that it is a responsibility of the class teacher, along with the students, problematize, interpret, relate and analyze the large manifestations of the body culture, in such way that it would be understood the senses and meanings into body practices.

The physical education has being very discusseed nowadays under a cultural perspective. It constitutes a field of knowledge that studies and acts on a series of practices related to the body and movement, created by the human being along the history (SANTOS; MATOS, 2003). Thereby, the physical education would have with the body movement both a way and an end to reach the educational goal. The movement could be understood as an activity, in the body case, that is expressed thru several kinds of games, sports, dances, fights, plays or even thru gymnastics (RANGEL; BETTI, 1995).

Soares, Taffarel and Escobar treat the knowledge as "one of the world's appropriation ways by mankind, appropriation that is only possible by human activity" (2011, p.212). The knowledge can be understood as a way of reality reproduction in the conscious of the individual and it has a direct relation with the thematic that will be approached and the way that it is going to conclude.

When we treat of which thematic will be taught by physical education at schools, we report to what Betti describes:

> […] first, the term physical education designates, in restrict sense, those pedagogical activities that, in the scope of the educational institution, have as a theme the body movement; in the broad sense, it designates all the expressions connected to the human motricity but it could be treated by terms such as body culture or movement culture (2005, p. 186)

In this perspective, the PCN's "bring a proposal that aims to democratize, humanize and diversify the pedagogical practice in the field, seeking to expand, from an only biological vision, to a work that incorporates the affective, cognitive and sociocultural dimensions of the students" (BRASIL, 1998, P. 15). The implementation of the physical education course must consider some essential principles. Authors from this field point and exemplify each of the principles, which the most quoted and propagated is the inclusion principle, the diversity principle and the content category principle.

The use of the term "body culture of the movement" is being constantly used nowadays to designate the themes that must be worked in the scholastic physical education, but this term provides a considerable amplitude of understandings, interpretations and meanings. Therefore, the objective is to delimit the scope of the term within the field and the school. Thereunto, we describe an important reference of the PCN's that indicates:

> Inside this universe of productions of the body culture of movement, some were incorporated by physical education as action and reflection objects: the games and plays, the sports, the dances, the gymnastics and the fights, which have in common the body representation of several aspects from human culture. These activities reframe de body culture using playful or pragmatic and objective intention (BRASIL, 1998, p. 29).

However, the scholastic physical education, in many contexts, still works as a breeder of the alienation and consumerism inside the pedagogical approach and taught subjects, excluding students of the teaching and learning process by not solving basic points on how to allow everybody to have the experience of participating and practicing and how to enable everyone to try and experience any kind of movement. Any theoretical reasoning and rational, even the most elaborated ones, has the capacity of replacing the practical experience and the body exercise. The movement is something real, not virtual. The gesture is the sensation, the emotion, the reflection, the possibility of communication and satisfaction. Every forms of the body culture of movement, being sport modalities, dances or gymnastics, have an existence as they are exercised by people. It can sounds obvious, but the body culture exists as it is promoted, developed or practiced (BRASIL, 1998).

Specifically in schools, the context of the culture of movement is imagined thru traditional sports like soccer, volleyball, handball, indoor soccer, basketball and athletics; more, activities related to manifestations of gymnastics, dances, games and fights. However, we cannot ignore that nowadays the body culture of movement put together other forms of manifestations that are less widespread in the school environment and some social classes, like, mostly, the sports that are practiced in nature, such as mountaineering, rappel, rafting, diving, exploration, and others, plus urban activities as skating, cycling, roller skating and others (BRASIL, 1998). Logically, the scholastic physical education not always may act in all these ways, but for sure the field

cannot ignore, for example, all the different kinds of movement manifestations exposed.

Thereby, with physical education teachers from public schools in urban areas of Erechim, RS, we try to verify which subjects/thematic are mainly approached for developing the physical education classes.

METHOD

Physical education teachers from public schools of Erechim, RS, that work with the final years of the elementary school, participated of this study. 100% of the teachers answered the questionnaire, totalizing fifty instruments. The research was defined as quantitative and qualitative.

Data were obtained by applying the questionnaire with 11 multiple choice questions, that allowed us to create a widespread profile of the teaching practice. After obtaining data with the questionnaire, an interview (semi-structured, recorded and transcribed) was applied to get qualitative data. The interviews were conceded by 8 physical education teachers, four from municipal schools and four from state schools.

Data obtained with the interviews were analyzed thru the content analysis technique and treated in this way: a) registration units clearly delimited and easy to detect; b) context units, that provide the interpretative mark; c) coding, to count and list the registered units together to extract some meaning; d) categorization, that consists on abstracting significant similarities and differences of the registered units; e) focus on the semantic level, meaning that, in the text, we can see the footprints that the individual will leave on the textual surface, allowing the interference of own characteristics (NAVARRO; DÍAZ, 1994).

THEMATIC OR KNOWLEDGE IN PHYSICAL EDUCATION AT SCHOOL

About the theme, Darido and Rangel define that the acquirements that will be part of teaching process and learning at school must be organized as of

> [...] a selection of cultural forms and acquirements, concepts, explanations, logic, skills, languages, personal values, beliefs, feelings, attitudes, interests, role models, etc. whose assimilation is considered essential to generate development and appropriate socialization in the student (2008, p.64).

Yet, by thematic and knowledge we can understand as everything there is to learn to achieve certain goals, that not only covers cognitive abilities from the students, but also other capacities. This way, the acquirements that will be part of the teaching process and learning don't reduce only to the contributions of the traditional areas. Therefore, acquirements of learning will also be those ones that generate development of the motor capacities, affective capacities, interpersonal relation and social inclusion (NEIRA, 2009).

In this aspect, it is crucial to register the teacher's and the school's autonomy in the selection of the themes to be discussed. To introduce the discussion in this issue, we quote the PCNs, which talk about autonomy:

> [...] this autonomy must presuppose the teacher's and the school's valorization, creating concrete and objective conditions to the productive exercise of this responsibility, because the construction possibility must generate a progress leading to citizenship, confirming to all the students the access to knowledge of the cultural movement of the body. In the other hand, politic and economic interests can, from a wrong interpretation […] legitimize the mischaracterization of the school's physical education, turning it a simple recreative or technique area, without a role in the educational process (BRASIL, 1998, p. 26 e 27).

About the contents or acquirements issue, a significative number of teachers, represented by 90% of the totality, work with the called “traditional sports, and only 10% use as a first knowledge option the games and fun games. We observe that the totality of teachers that use games and fun games as key knowledge to their classes act in the 5th (fifth) year of study in the basic school, step where it is still very present the psychomotor side of the physical education.

It is not a surprise, because a big quantity of existing documents in literatures hows that exist an exaggeration of school's physical education. But,

> [...] the physical education teacher must know that, because of his/her subject, he/she has a specific contribution to give [...] and this contribution will be more efficient, as long as the teacher is able to understand the practical with the global practical (BARBOSA, 2001, p. 105).

We don't want people to think we're against sports inside the school; on the contrary, we know its educative power concerning the social changes. What we are discussing about is the way they are done inside the educational space, or why they are inserted, taught and learnt. We studied the second option used by physical education teachers. The obtained results are represented by the following numbers: games and fun games are used by 68%, and 12% use gymnastics as a second knowledge. This way, the outside sports and the traditional sports are used equally by 8% of the total amount. Dance has 2% of the preference as a second knowledge for school's physical education. Yet, 2% answered that work only with traditional sports. From the available options, the adventure sports, wrestling and the option “others” were not mentioned as a first or second option worked at school.

In search for more answers, we discussed more things about acquirements, to verify which would be the third option worked in physical education classes. From the 50 interviewed teachers, 92% informed that they use more than two themes. The results found were: 45,6% use sports connected to environment; 32,6% use gymnastics; 10,9% work with dancing; 8,7% prefer games and fun games and only 2,2% use wrestling as a third option.

All the interviewed teachers avoid the practice of sports in the class development as a first or second option. It's not that it won't have positive points at school, but other experiences of the cultural body movement are being ignored in the moment that occur an “exacerbated sportivization” of the school environment.

This affirmative can be better understood with the citation of the teachers' interviews transcript:

> We work with the sports: volleyball, indoor soccer and handball. Dancing, games and recreation: we work some things (ENTREVISTADO 8).
>
> Focused on the practice of indoor soccer exercises, handball, volleyball and athletics. In these sports we have recreative activities, games and some plays, but focused on the sports practice that is being worked (ENTREVISTADO 1).

About the types of knowledge and thematic that are being worked at schools, Costa and Nascimento (2006), in a study performed with public schools and private schools in the city of Maringá, PR, showed that 95,2% of the interviewed teachers use in their classes the knowledge referring to the games, institutionalized sports and alternative sports. This study agrees with the results found in our study, that showed that 90% of the teachers use the traditional sports, which are similar to institutionalized sports from the study presented by Costa and Nascimento.

Referring to the work of school sport, we searched for Darido and Rangel:

> The conception of sport as an element of the cultural body and the inclusion of the student in this universe tell us about the necessity of a didactic and pedagogic treatment. The school environment, between other social institutions, is characterized as an important space for debates and oriented to for this end (2008, p. 185).

We reaffirm that in any moment we are against sport in school environment, but we agree to pedagogic intentionality, the same way as the authors said above. Therefore, it would be necessary to think the way they are approached inside school. And what we affirm goes with Medina description, that sport, "instead of being a dynamic agent of health approximation, free education or of a body-sportive culture that could promote the comprehension and the solidarity between people, seems to go the opposite direction" (2011, p. 145).

About acquirements, we wanted to identify what were the criteria adopted by teachers to determine themes that will be approached during classes. Searching founds in the PCNs we identified that such document suggests some criteria to the theme definition that will be presented by the physical education subject at school: social relevance, students characteristics and specificity in the area knowledge (BRASIL, 1998).

During the study performance, we questioned this. Two points got highlighted: taste and preference by the students; and the physical and material space.

> I check with the students this. I think it's important that they choose. We can't escape too much, from the sport practice, the gymnastics, the physical exercises, but I look for their collaboration and talk to them a lot to know their needs (ENTREVISTADO 3).
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> Since my graduation, over 20 years ago, I work with sport practice: handball, volleyball, basketball, athletics, indoor soccer and soccer. And these kind of sports motivate the students because they like them (ENTREVISTADO 7).
>
> First, the availability of physical and material space. After, we select the kinds of sports that we can work with, trying to develop all the possible with the spaces, so that the student can live the biggest number of motor abilities (ENTREVISTADO 4).
>
> The criteria is related to what the school has to work with, the physical and material space. We always ask for the purchase of some materials, but if it is not traditional, there's lack of material (ENTREVISTADO 5).

We can't judge the adopted ways to determine the acquirements and say that they are right or wrong, but, if we consider the suggested orientations by the PCNs, we realize that such criteria wouldn't be totally inside the context suggested for the work of school's physical education.

In some ways, the presented and analyzed data until now could in some way justify the problems related to the possible "delay" of erechinense physical education when compared to other educational areas and of the society. The acquirements or themes in this study, as presented, are still not the same used decades ago, or, the traditional sports. Besides, the restriction of some knowledge considered key and recommended by the PCNs and other literatures, like dancing, gymnastics and wrestling, to name a few, many times taken away from classes in an unconscious way, stop students from the contact with other forms of cultural manifestation and useful of its social and cultural possibilities.

During the interviews the issue "theory" came out. We know that physical education is a subject that students really like, as of its characteristics of practical activities, ludic, challenging and stimulating, that differ from the most normal subjects in classrooms, that use blackboards, notebooks, desks, books, to name a few. It's not that the physical education can't be developed in this context, but it alone needs a bigger space and different material varieties to explore its movements' multiculturalism. Although, to get to the practice involving cultural body movement, or even problem solving of different contexts, we need theory support to the comprehension of such acquirements.

Let's base on the teachers' interviews to know the opinion and useful forms of theory in the physical education context in public schools in Erechim:

> I don't work with theory in the classroom. I take the material that I have the theory to the gym, and as we talk, I demonstrate the sport, because you are already inside the work environment, and you end up interacting the theory with the practice and it's more comprehensible for them (ENTREVISTADO 3).
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> Sometimes we have to stay with them in the classroom until they're calm. There are some classes that I have to explore the theory until they get calmer, to stop fighting, and then they can go to the gym. I show them how it works, the rules in theory and then the practice (ENTREVISTADO 5).

About the discussion involving theory in physical education, a research did by Tokuyochi et al. (2008) with teachers from state schools of São Paulo showed that, as it comes to knowledge of theory in physical education classes was verified that 97% of the interviewed people teach this things and only 3% don't. Yet, the research pointed the frequency that this tool is used and the results found were the following: 48% affirm they use it sometimes; 45% told that many times they used it; 5% said that rarely use it in their classes; 1% said that never did it and 1% didn't answer to the question.

Still about the acquirements, authors point that they should be taught, explored and developed in schools within 3 perspectives or dimensions: concept, procedure and attitude (BRASIL, 1998; NEIRA, 2009; DARIDO; RANGEL, 2008). According to this characterization, acquirements in theory would be included in concepts dimension.

It is sub intended from the interviewed people that theory is used more frequently to historical orientation, rules, theory and techniques, and tactic organization, instead of having a problem with the social function of sport, between other possibilities. This could be deep developed, but in this moment we lack subsidies for that.

FINAL CONSIDERATIONS

During the process of this study we had the opportunity to dialogue with a series of authors, all defending and fighting for scholastic physical education. However, in certain way, the majority agrees that the physical education in schools is passing thru an identity crisis. We found some studies that point to the same direction, in several places of the country, in different states, including different times, the problems are very similar to those found on this study, and a worry we have is that this problem has been happening thru years.

The acquirements mainly used by physical education teachers that work in the final years of elementary education in public schools of Erechim suggest that the field is developing in the scholastic context something similar to what schools specialized in sports initialization. In this case, we have the impression that the intention of physical education in schools is to find out potential future athletes and initialize their preparation in the scholastic context.

In times where society is moved by uncontrolled consumerism, in which the media sells each day a new stereotype of human being (that is far from humans), and there are worries about standards of body beauty established by a society that believes that external beauty and financial status are some of the things that really matter, we need to present an opposite way for the actual generation of students.

The teacher has as a main function to discuss the controversial issues that, for several times, are dictated by the media and by society, and teenagers, thinking that those standards are right, follow it like a religion or an absolute truth.

We are not proposing to transform the physical education into a merely theoretical component, but to mix theory and practice – theory not only to teach the rules and history of sports, but to discuss the social problems that can be solved thru sports, among other possibilities of the body culture of movement, e show those possibilities during the practice activities.

We conclude this study paraphrasing Fensterseifer, saying that "the watchword is: the physical education must get out of the crisis" (2001, p. 31-32). So, who are the most indicated professional at this moment to finish with physical education crisis? We took the freedom to question and answer: the teachers, nonetheless. For sure, this paper should not be about only teacher´s responsibility, but we believe in education and, mostly, in teachers – and in the need to establish multithematic supporting networks -, that are the rationale and the main reason of evolution and growth of a country, despite all the problems that are faced to exercise their profession with dignity.

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THE CONTENTS SELECTION IN SCHOOL PHYSICAL EDUCATION.

ABSTRACT

This study has as a central purpose, identify the main contents that are used by teachers in physical education classes in the final years of elementary education in public schools from Erechim, RS. It has both quantitative and qualitative character and it aimed to collect data that allowed us to map the contents and criteria that are being included in the course program in schools from Erechim. 100% of the teachers that work with physical education in the final years of elementary schools were interviewed. Data points that we are developing a physical education that has strong tendencies to sports, since 90% of the teachers use mainly traditional sports to evolve the course in the scholastic context. The study pointed that teachers determine which contents are taught based on student's preference or materials' availability and school's space. Moreover, we noticed that physical education's theory is underutilized and when it happens to be used, it basically approaches to issues such as history, rules, specific techniques and tactics of sports, leaving aside issues such as contextualization and problematization of sports' social function, its relation with health, and other possibilities.

KEYWORDS: Body culture of movement. Acquirements. Sports.

LE CHOIX DU CONTENU DE L'ÉDUCATION PHYSIQUE

RESUME

Cette étude vise identifier les principaux contenus utilisés par les enseignants dans les classes d'éducation physique dans les dernières années du collège dans les écoles publiques d'Erechim, RS. Le même est de caractère quanti- qualitatif et Il a cherché à recueillir des données qui ont permis savoir quels sont et les critères de comme sont inclus dans le programme de la discipline des écoles erechinenses. On a interrogé 100% des enseignants qui travaillent avec l'éducation physique dans les dernières années du collège. Les données indiquent que nous développons une éducation physique avec fortes tendances deportives, vu que 90% des enseignants en utilisant principalement les sports traditionnels pour développer la discipline dans le contexte scolaire. L'étude a révélé que les enseignants déterminent quels contenus seront donnés à partir du goût et de la préférence des étudiants ou de la disponibilité des matériaux et de l'espace physique de l'école où ils travaillent. Aussi, nous nous

rendons compte que la théorie de l'éducation physique est rarement utilisé et quand elle est , elle aborde essentiellement des questions d'histoire, des règles, des techniques et des tactiques spécifiques de sport, en laissant de côté les questions de contextualisation et de problématisation du rôle social du sport, et de sa relation avec la santé, entre autres possibilités.

MOTS-CLÉS: Culture du mouvement du corps. Connaissances. Sports.

LA SELECCIÓN DE CONTENIDOS EN LA EDUCACIÓN FÍSICA EN LA ESCUELA.

RESUMEN

Este estudio tiene como objetivo central identificar los principales contenidos utilizados pelos profesores en las clases de educación física en los años finales del nivel fundamental de enseñanza en las escuelas públicas de Erechim, RS. Lo mismo es de carácter cuantié-cualitativo y procuro levantar datos que permitirán trazar un perfil de cuales son y los criterios como san incluidos en lo programa da disciplina en las escuelas erechinenses. Fueron entrevistados 100% dos profesores que actúan con la educación física en los años finales del nivel fundamental de enseñanza. Los datos apuntan que estamos desarrollando una educación física con fuertes tendencias deportivistas, haya vista que 90% de los profesores del área utilizan preferencialmente los deportes dichos como tradicionales para desarrollar la disciplina en el contexto de la escuela. El estudio apuntó que los profesores determinan cuales contenidos serán abordados con base en el gusto y preferencia de les estudiantes o pela disponibilidad de materiales y espacio físico da escuela donde trabajan. Aún, percibimos que la teoría en la educación física es poco utilizada y cuando es, aborda básicamente cuestiones de historia, reglas, técnica y táctica especifica de los deportes, dejando de lado cuestiones como la contextualización y problematización de la función social des deporte, de su relación con la salud, de entre otras posibilidades.

PALABRAS CLAVE: Cultura corporal de movimiento. Conocimientos. Deportes.

A SELEÇÃO DE CONTEÚDOS NA EDUCAÇÃO FÍSICA ESCOLAR

RESUMO

Este estudo tem como objetivo central identificar os principais conteúdos utilizados pelos professores nas aulas de educação física nos anos finais do ensino fundamental nas escolas públicas de Erechim, RS. O mesmo é de caráter quanti-qualitativo e procurou levantar dados que permitiram traçar um mapeamento de quais são os conteúdos e os critérios como são incluídos no programa da disciplina nas escolas erechinenses. Foram entrevistados 100% dos professores que atuam com a educação física nos anos finais do ensino fundamental. Os dados apontam que estamos desenvolvendo uma educação física com fortes tendências desportivistas, haja vista que 90% dos professores da área utilizam preferencialmente os esportes tidos como tradicionais para desenvolver a disciplina no contexto escolar. O estudo apontou que os professores determinam quais conteúdos serão abordados com base no gosto e preferência dos estudantes ou pela disponibilidade de materiais e espaço físico da escola onde trabalham. Ainda, percebemos que a teoria na educação física é pouco utilizada e quando é, aborda basicamente questões de história, regras, técnica e tática específica dos esportes, deixando de lado questões como contextualização e problematização da função social do esporte, de sua relação com a saúde, dentre outras possibilidades

PALAVRAS-CHAVE: Cultura corporal de movimento. Conhecimentos. Esportes.