75 - THE COMPONENTS OF CORPORAL CULTURE OF MOVIMENT AS SEEN FROM THE POINT OF VIEW OF FUNDAMENTAL GRADE STUDENTS

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INTRODUCTION

Ever since their origin the human being have produced culture and everything the man does comes from a context where culture is made and remade from the standpoint of his knowledge. According to the necessity of each era in which this were inserted into society, he searched the superation of his weakness with creations that could bring to his movements efficiency and satisfaction, searching to develop several possibilities in the use of his body aiming to the solution of a variety of needs. Being these gestural creations with a utility character or not, they aimed, in its own way, to combine the increase of efficiency of body movements with the search of both, satisfaction and pleasure in its execution. According to National Curriculum Parameters (NCP).

> Derives from that, knowledge and representations that change along the time. acquiring a new meaning, its intentionality, forms of expression and systematization constitute what one can call corporal culture of movement. Inside this universe of productions of body movement culture, some of them were incorporated by the Physical Education as objects of action and thought: the games and plays, the sports, dancing, gymnastics and fights, which have in common the body representation of several aspects of human culture.
> They are activities which bring with them new signs to the human corporal culture and make its using both as an intention nearer the ludic character or nearer the pragmatism and objectivity (BRASIL, 1988, p. 28).

We must underscore that the insertion of this universe of productions in the space of school give privilege to the understanding of this practices as having cultural meaning and that new forms of experimentation, confronting the traditional ones, will give the student the possibility of to give meaning to his own gesture field and the perception of himself as an agent.

According to Gonçalves (1994) the Physical Education as an educative praxis –which considers the personal development and the social question – has as objective the formation of the student personality, through physical activity, “working with the body and the movement integrated in the totality of human being”, so the Physical Education, would act in the most profound levels of human persnality, “ where come to the existence the interests, the inclinations, the aspirations and thoughts” (pg. 104). To this, the corporal culture of movement, which needs to be understood here as the sum of body actions produced inside society during its history, and having capacity of representation or symbolism”(Gonçalves, 2006, pg. 129) and viewing that the central object of that is throughout of make, understand, and feeling with the body, which is of great value to the human formation.

Starting from this premise Gonçalves (2006) underscores that owns to the teacher the verification, in each one of the corporal productions, the physiological and psychological benefits and its possibilities of utilization as instruments of communication, expression, leisure, e culture and, from that standpoint formulate the proposals to the Physical Education in School (PES), having in mind that is notably:

> Beyond the immediate benefits that can be attributed to the realization of adequate physical efforts in childhood and youth, there are evidences leading to the fact that positive experiences associated with the practice of physical activities lived in these ages has got as characteristic important attributes in the development of attitudes, skills and habits that can help in the future in the adoption of a life style physically active in the adulthood (GUEDES; GUEDES, 1997, p.49).

To Chagas et al (2012) the content must be articulated with life, in this way existing a real meaning to the things that are learnt in the classroom. In this way, to make it easy to the students to adhere to the body practice, would be important to diversify the things lived in classroom, beyond the conventional sports (soccer, volley, handball, or basketball). Castellani Filho (1993) referring to the sport as an element of Physical Education, considers it “as a social practice, as a result of a historical construction which, given the meaning with which establish its presence in the contemporary world, is characterized as one of its relevant social and cultural phenomenology” (p. 13) but not the only one.

Lovisolo (1995) Still arguments, supported by a large public opinion survey that the community understands Physical Education in the school from just these two social phenomenon: the sport and the gymnastics. A result of his work, which draws attention to the difficulties to make contents changes, refers to the fact that the majority of the people responsible for the school (54%), do not observe the difference between Physical Education and sports; and only 12,8 % of students can distinguish the two areas. In the same way, Rangel; Betti (1995) observed that, analyzing the speech of students of Physical Education in the fundamental level, they claim for more diverse contents.

The inclusion and the possibility of experiencing gymnastics, games, plays, fights, dances, can turn it easy to the students to adhere to them in the measure that it increases the odds of a possible identification of students with the proposed content. It is important also to underscores that PES must include as much as possible all the students in the contents that it proposes, adopting to this the right strategies.

Catunda (2012), underscores that is of paramount importance to the formation of children and youth, that we consider the plurality and necessities of students and that the objectives of the subject that makes part of its planning be a guide to the diversity of practice.

Besides the diversification of contents to grants a learning that turns possible to the student to live several possibilities of physical expression, we need to deepens the knowledge, that is, treat them in its three dimensions (procedure, attitude, concept), treating the different aspects that makes its meanings. Although we know about the impossibility of offer all the knowledge related to the corporal culture of movement in the PES, can be understood that some of them need to be developed and, preferably, in the transversal and spiraled forms.

A proper application of the contents is just in the balance and in the importance that must be given equally to the three

dimensions, even so the subject apparent to be more linked with to one of them.

From this comes the concern with the deepening of the contents. That would be an ideal form leading to the reaching of the general objectives of learning, as they aim the full formation of the individual (Rosario e Darido, 2005).

Taking into account the possibility of reaching these objectives, the role of PES goes beyond the teaching of sports, gymnastics, dance, games, rhythm activities, expressive ones e knowledge about the body, in its foundations and techniques (dimensional procedure), but includes also its embedded values, that is, which attitudes the students must possess in / to the body activities (attitude dimension) and also, to search to grant the student right to know why he is making this or that movement, that is, which concepts are linked to those procedures (concept dimension) (DARIDO et al 2001).

According to Ferraz (1996) the dimensions of the contents can be understood as follows:

> The procedure dimension tell us about the know how (…). In the scope of the attitude dimension, it refers to a learning that implies in the utilization of movement to reach an end, but this end not necessarily relates itself to an increasing in the capacity of moving effectively. In this sense, the movement is a way to the student learns about his potential and limitations (…). The conceptual dimension] (…) means the acquisition of a body of objective knowledge, from the nutritional aspects till social and cultural aspects like violence in the sport or the human body itself as a commercial stuff in the scope of sports contracts (p.17).

So, more than to teach how to do, its important that PES has got as an objective that the students acquire a contextualization of information as well as learn the relationship with classmates, recognizing which values are behind such practices. In this way, it is not enough to the PES teaches to the student movement techniques, the basic skills, but it needs to go further, and teaches the context in which the skills it teaches appear, integrating the student in the scope of his corporal culture of movement.

Nevertheless, as warns us Betti (1944) this do not mean the proposition of the PES becoming a discourse about corporal culture of movement, but an pedagogical action linked with it. The author arguments that the language must help the student to understand and feels his body, his relationship with others and with social institutions of human body practices. It is indispensable to avoid the inertial aspect of knowledge, leading the student to acquiring a position in which can transform the knowledge in a meaningful thing to himself and to society.

As in any area of knowledge, the PES has specific traits and embraces a cultural production which translates itself into knowledge and, more specifically, into contents organized in pedagogical form inside school.

The presentation of a resume, which includes a conjunct of systematization principles, a logical order of contents diverse and deepen, would bring several benefits to teachers and students in the classroom. Just to enumerate some of them: the possibility to think about the own practice; to facilitate the students transference from one school to another; a better planning of activities; implementation of a greater number of contents; better conditions of learning (ROSARIO E DARIDO, 2005).

Kunz (1944), understand that the elaboration of a least program could solve the " internal mess" of our discipline, a program of contents based in the complexity and with objectives defined to each learning grade. Such a program could brings options to the teacher who, for example, could implement an identical content, with the same complexity level.

Darido (2001) based on others authors, understands that the contents is a selection of forms and cultural knowledge, concepts, explanations, reasoning, skills, languages, values, beliefs, feelings, attitudes, interests, models of conduct, etc., whose learning and assimilation are fundamental to the development of an adequate socialization of the student in the school.

So, the objective that can be drawn from this research is to analyze the pedagogical practice of teachers in Visconde do Rio Branco-MG verified by students about the contents ministered in classroom, analyzing how they lived them considering the contents of corporal culture of movement (the games and plays, sports, dances, gymnastics and fights).

METHODOLOGY

The subject is an exploratory research described by Severino (2007). As a research whose aim is to bring us information about a given subject, encompassing in this way a field of work, mapping thus the conditions of manifestation of that subject. To the realization of the study was utilized the descriptive qualitative method, which according to Gil (2002) has as paramount objective the description of characteristics of a given population " surveys that aim to know the opinions of a population ".As instrument of data gathering was utilized a mix questionnaire applied personally and in a orieted way. The sample was composed by 270 students enrolled in 8th and 9th grade, of both sexes and coming fron distinct social classes in a school belonging to the educational public net of Visconte do Rio Branco/MG.

RESULTS AND DISCUSSIONS

To learn how to move implies planning, experiment, evaluation, to opt between alternatives, to coordinate one body actions with objects displayed in time and space, interact with other people, an last but not least, a series of cognitive procedures that must be favored and considered in the process of teach and learning in the field of PES […] It is paramount that the situations of teach and learning encompass register instruments, thought and discussion about the corporal experiences, strategies and from groups that the practices of corporal culture of movement offer to the student (BRASIL, 2008 p. 27). Considering the importance of these features in the development of student, and being the same linked with the proposition of PES were considered important points of investigation.

Relatively to the dialogue between students and teachers about the planning and organization of contents to be developed, when 249 (92%) declared that such a dialogue do not exist, and so, they cannot make option about the planning of the class contents, 17 (6,5%) told that it happens sporadically, and 4 (1,5 %), told it happens frequently.

About the development of classes, 237 (88%) told that PES classes are ministered in a free way, that they choose the activities, demonstrating thus the absence of planning; the students choose what they want to do; 11 (4%) told to be in a participative way, where they and the teacher constructs together, step by step, the levels of class contents and 22 (8%), affirm that class contents are totally instructed according to the teacher`s model.

About the moments of reflection (talking, speech about the content developed) between students and teachers, during the class duration, 232 (86%) told that during the class duration there was no reflection moment, 24 (9%) told there was such moments sporadically, and 14 (5%) affirm that it happens frequently. According to Gonçalves (1944) when the motor activities are realized by students only when the teacher order and define them, according to schedules elaborated by him, without the participation of students – he is not allowed to thought about the activities, question them; so, to him, became impossible the formation of a critic conscience, capable of transfer that reflection and questioning of rules and of his own body movement to the social reality, in which he is embedded, looking for its transformation. That critical conscience – the base of social transformation- became possible when the teacher in his classes, allows an active participation of students, referring to the

elaboration of objectives, contents and organization of the classes.

In the question of the teacher utilize or comment in his classes about another disciplines, 240 (89%) students told there is no such a relation between disciplines, 26 (9,5%) told it exists sporadically, and 4 (1,5%) told it be frequent. Fortes (2009) presents the interdisciplinary as a way of working in the classroom, in which is proposed a theme with approach into different disciplines. It is comprehend, understand the links between different areas of knowledge, uniting them to go beyond, to something innovative, to open wises, ransom possibilities e go beyond the fragmented way of thought. It is the constant search of investigation, trying the overcoming the knowledge.

With relation to the contents developed into the classroom and the association between that content and the experiences lived by students, they told do not have it from the teacher. Talking about games and plays that they know, totaling 250 (92,5%), others 18 (6,5%) told that there are questioning sporadically and 2 (1%) assert that there are frequently.

Talking about contents, the option sports appeared in the questionnaire of 221 students (70,5%), fights 1 (0,5%), gymnastics 1 (0,5%), dance and activities of expression and knowledge about the human body 0% , others 90 (28,5%), being among these cited the "burning" activity (a popular play among Brazilian youths) which represented 58 (64%) and the not making activities in class of Physical Education appeared in 32 questionnaires (36%). The movement is utilized by Physical Education as a mean and as an end to reach in the school context its educational objective and this can be understood as an activity, in the case, a corporal one, which manifests itself through game, sport, dance, or gymnastics. The school assumed the sport teaching, practically as the only strategy. Since there are possibility to brings opportunity to knowledge in other practices and the individual can opt, there is no mistake in this, but in can happens that even the students perceive the existence of other possibilities, but those ondes are not conveyed inside school. About the didactic exposition of the content made by the teacher, be it made with resouces or not, 250 (92,5%) affirm that there is not from the part of the teacher, during classroom, explanation about de subjects in written form, be it through videos or verbally, 18 (6,5%) answered that seldom it happens, and 2 (1%) affirm the frequency of this fact.

Relatively to the association between theorist approach of content and practice 248 (92%) told not to have relation between the practical activities and the contents explained in classroom, 20 (7%) told that this relation exists sporadically, and 2 (1%) affirm there is relation between contents and practice frequently

According to Galvão (1955) School Education is where the individuals interact (between themselves, with society – with the world, with their world) looking for something beyond the knowledge, called, intellectual. The school is without doubt, the more important social institution when the subject is the implementation of changes of behavior of the individuals. The Physical Education introduced in the school environment is, above all, Education. The values – end of Education generally speaking, as so as its objectives communicate totally to Physical Education which, " as an educative act, is oriented to the human formation, both in the social and personal dimension" (Gonçalves, 1944), that is, the development.

When questioned about the values inherent to the social relations during classroom time 139 (52%) did not identifies in the classroom attitudes of respect, union, solidarity, equalitarianism and others. 87 (32%) identify this attitude sporadically e 44 (16%) identify with frequency.

When questioned about if they consider the classes always the same, 216 (80%) affirm to consider the classes always the same since 6th year / 5th grade, 31 (11,5%) the classes sporadically always the same and 23 (8,5%) told the classes are not always the same. Although the PES do not have as sole objective to offer a educational formation directed to health promotion, the fact of the students have access to a universe of information and experiences that are going to permit the independence as practice alongside de length of life, it characterizes itself as an important consequence of the quality and success of its teaching programs. From that fact derives the importance of diversify not only the practices as well as the forms of application of the contents, so the student can have an more intense experiment of the diversity of contents that forms the Physical Education.

FINAL CONSIDERATIONS

The PES as a pedagogical practice must be based on the communication dynamics, full of intentionality and values, in which interact the teacher and the student, and the possibilities of the corporal culture of movement, through several languages having in this way a re-signification as a form to assume its role as an agent of transformation of the individual. As have been seen in this research, still exists a distance between what is expected from the Physical Education as pedagogical proposition that approximate the body of practices, corporal culture of movement, to the reality of students. Although this can be a body of knowledge diverse and full of richness, exist the possibility of transmit it in school, but it is not what can be observed in the vast majority of schools.

As well as one can observe that there is not a concern about how to include the students in the planning process of the contents, there is not a discussion about the experiences the students lived, and there is no participation in the construction of classes teachings. This gap in the student participation – it is not permitted to them to thought about the activities, question them; so, it is impossible to him, in this way, the formation of a critical conscience, capable of transfer this reflective questioning of the rules and his corporal movement to the social reality, in which he is inserted, searching for its transformation. These data evokes concern because they demonstrate that Physical Education have been, in this case, incapable of assume its role as formation of a critical human being capable of thought about his activities.

As the data is verified, it points to a "freedom" given to the student to practice what he pleases, that the vast majority points to sports contents as the most utilized and that was even described, the lack of application of contents during the classes time, we are near what would be the product of an orientation to an competitive environment at considering as the sole finality of sport and the activities that take part in a Physical Education program. In its turn, the sportive practice oriented to learning relates itself with the motivation of its players, have elected the education as a constant process aiming the development of the individual as well as the social commitment of the people involved.

We must underscores that the teacher must verify, in each one of the corporal productions and in the diversity of productions of the corporal culture of movement, which was incorporated by the Physical Education, the psychological and physiological benefits and its possibilities of utilization as instrument of communication and expression, leisure and culture, as objects of action e thought and, from that standpoint to formulate its proposals. These diversification of the contents turn possible to the student a diversification of experiences which increases the odds of a possible identification with the contents and the inclination to the practice of physical activities outside the school and even in the adulthood adopting an active lifestyle.

It is in this sense that Physical Education, in the context of school, needs to be constantly thought, always in a dynamic which translates itself in changes and professional commitment towards its area. The acquisition of knowledge considered of necessity has in the school its classical space. It is indispensable that the re- elaboration of knowledge promotes the human emancipation, which as the survey shows, in fact not always happens.

The education, in an emancipator view, can turn possible the moments in which the student recognizes values,

experience responsibility, cooperation, respect, solidarity, among others, contributing to his participation in the social organization in which he lives, from the learning of knowledge that put in first place a better life inside its social core.

With relation to the progression and the match of contents, where the students indicated us an “pedagogical stagnation” since 6th Year / 5th grade, would be necessary more surveys that points out why this fact occurs, that can be, a teachers fault or even an big or small resistance in the part of students in given moments in the relation of insertion of new contents, and also that could be verified what possibilities of approximation with other school disciplines.

The possibility of treat the same content more times is possible, but they must be treated in different moments of school time and in several manners, to proportionate the amplification of knowledge both in extension and deep of knowledge as in methodological terms. In other words, repeating a same content, at several grades, we must aggregate new elements, concepts, techniques, values and discussion about the modality. We must consider also that there is no necessity that a same sequence be implemented from 6th to 9th grades, even because the variety of contents in Physical Education is very extended, and utilize the same sequence, can impossibilities the scope of a greater quantity of experiences and knowledge.

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THE COMPONENTS OF CORPORAL CULTURE OF MOVIMENT AS SEEN FROM THE POINT OF VIEW OF FUNDAMENTAL GRADE STUDENTS

ABSTRACT

The objective of the Physical Education in the School (PES) is to transmit to the students a contextualization of the information given to them as well as lead them to learn how to interact with their classmates, recognizing in this way which values support the universe of the culture of corporal movement productions (the games, plays, sports, dancing, gymnastics and fighting, which have in common the body representation of several aspects of the human culture), these productions in the scope of the school environment privilege the understanding of these practices as having cultural meaning and also that new forms of experimentation, opposing the traditional ones, will bring to the student the possibility of give sense to the his or her own gestural field and so, bringing to them a perception of themselves as agents.So, it is not enough to the PES to teach to the students the technicalities of movements, the basic skills or even, the physical capabilities, but it need to go beyond, and teach them the context in which the skills it teaches will appear, integrating in this way, the student in the scope of his or her own body culture movement. Objective: The objective that can be drawn from this research is to analyze the pedagogical practice of teachers at Visconde do Rio Branco – MG, as seeing by students, about the contents given to them in the classroom, analyzing their experience considering the contents of movement body culture. Methodology: This work is an exploratory research, in which the method used is the descriptive qualitative.270 students of 8th grade and 9th grade have participated in this research, of both sexes and coming from distinct social classes, from a municipal school belonging to the public net of the city of Visconde do Rio Branco MG. Conclusion: Thus we conclude that although the SPE is a body of knowledge with diversity and at the same time, richness, there is the possibility of its very transmission in the school room, but this is not what we observe in the vast majority of physical education classes. It is urgent that the remade of the body of knowledge promote the human emancipation, which as the research show us, as a matter of fact, seldom happens.

KEYWORDS: Physical Education in the School (PES), Body Culture Movement, Content.

COMPOSANTS DE MOUVEMENT DU CORPS DE CULTURE DE VUE DU POINT DE VUE DES ETUDIANTS DE L'ENSEIGNEMENT PRIMAIRE

RÉSUMÉ

l'éducation physique (EPE) se veut que les étudiants d'obtenir une contextualisation de l'information, mais aussi apprendre à communiquer avec ses collègues, tout en reconnaissant les valeurs qui sous-tendent les productions de l'univers de la culture du mouvement du corps (jeux et blagues , sports, danses, gymnastique et de luttes, qui ont en commun la représentation du corps des divers aspects de la culture humaine), ces productions de l'école accent sur la compréhension que ces pratiques ont une signification culturelle et que de nouvelles formes d'expérimentation, par rapport à traditionnel, permettra à l'élève de donner un sens à leur propre domaine et gestuelle percevoir le monde comme un agent. Ainsi, ce n'est pas suffisant pour enseigner aux élèves l'art du mouvement, les compétences de base ou même les capacités physiques, mais nous devons aller plus loin, et d'enseigner le contexte dans lequel mettre en place les compétences enseignées, l'intégration de l'étudiant dans le domaine de votre mouvement de la culture du corps. Objectif: L'objectif de cette recherche qui vise à analyser la pratique pédagogique des enseignants dans le vicomte de Rio Branco-MG vérifiée par les étudiants sur le contenu enseigné en classe, l'analyse de l'expérience de ces lorsque l'on considère le contenu du mouvement de la culture physique. Méthodologie: Il s'agit d'une recherche exploratoire, où nous avons utilisé la méthode descriptive qualitative. L'étude a inclus 270 élèves de 8e année et 9e FED, des deux sexes et des différentes classes sociales dans une école publique de la population dans la ville de vicomte de Rio Branco / MG. Conclusion: Nous concluons que, malgré cela, il est un ensemble de connaissances riche et varié, il ya la possibilité de le transmettre à l'école, mais ce n'est pas ce qui est observé dans la plupart des classes d'éducation physique. Il est impératif que le remaniement de connaissances favorise l'émancipation humaine, que la recherche montre que, en fait, pas toujours le cas.

MOTS-CLÉS: Éducation Physique (EFE), Le Mouvement De La Culture Du Corps, Contenu

COMPONENTES DEL MOVIMIENTO DEL CUERPO DE CULTURA VER LA PERSPECTIVA DE LOS ESTUDIANTES DE EDUCACIÓN PRIMARIA

RESUMEN

Introducción: La Educación Física (EFE) tiene como objetivo que los estudiantes obtengan una contextualización de la información, sino también aprender a relacionarse con sus colegas, reconociendo los valores que subyacen a las producciones universales de la cultura del movimiento del cuerpo (juegos y bromas , deportes, bailes, gimnasia y luchas, que tienen en común la representación del cuerpo de los diversos aspectos de la cultura humana), estas producciones en la escuela hincapié en el entendimiento de que estas prácticas tienen un significado cultural y que las nuevas formas de experimentación, en comparación con los tradicionales, permitirá al estudiante para dar sentido a su propio campo y gestual percibir el mundo como un agente. Por lo tanto, esto no es suficiente para enseñar a los estudiantes el arte del movimiento, las competencias básicas o incluso de las capacidades físicas, pero hay que ir más allá, y enseñar el contexto en el que se introducen las habilidades enseñadas, la integración del estudiante en el ámbito de la Su cuerpo movimiento de la cultura. Objetivo: El objetivo de esta investigación que tiene por objeto analizar la práctica pedagógica de los docentes en el Vizconde de Río Branco-MG verificado por los alumnos sobre los contenidos impartidos en clase, el análisis de la experiencia de éstos al considerar el contenido del movimiento de cultura física. Metodología: Se trata de una investigación exploratoria, donde se utilizó el método cualitativo descriptivo. En el estudio participaron 270 estudiantes de grado 8 y 9, de ambos sexos y de diferentes clases sociales en una escuela pública de la opinión pública en la ciudad de Vizconde de Río Branco / MG. Conclusión: Se concluye que a pesar de esto, es un conjunto de conocimientos rica y diversa, existe la posibilidad de pasarlo en la escuela, pero no es lo que se observa en la mayoría de las clases de educación física. Es imperativo que la reelaboración de conocimientos promueve la emancipación humana, la investigación muestra que, de hecho, no siempre es así.

PALABRAS CLAVE: Educación Física (EFE), Movimiento Corporal Cultura, contenido.

OS COMPONENTES DA CULTURA CORPORAL DO MOVIMENTO VISTA SOB A ÓTICA DOS ALUNOS DO ENSINO FUNDAMENTAL

RESUMO

Introdução: A Educação Física Escolar (EFE) tem como objetivo que os alunos obtenham uma contextualização das informações como também aprendam a se relacionar com os colegas, reconhecendo quais valores estão por trás do universo de produções da cultura corporal de movimento (os jogos e brincadeiras, os esportes, as danças, as ginásticas e as lutas, que têm em comum a representação corporal de diversos aspectos da cultura humana), essas produções no espaço escolar privilegiam o entendimento de que estas práticas têm significado cultural e que novas formas de experimentação, em confronto com as tradicionais, poderão possibilitar que o aluno dê sentido próprio ao seu campo gestual e se perceba no mundo como agente. Deste modo, não basta a esta ensinar aos alunos a técnica dos movimentos, as habilidades básicas ou, mesmo, as capacidades físicas, mas é preciso ir além, e ensinar o contexto em que se apresentam as habilidades ensinadas, integrando o aluno na esfera da sua cultura corporal do movimento. Objetivo: O objetivo que se desenha desta pesquisa é analisar a prática pedagógica dos docentes na cidade de Visconde do Rio Branco-MG verificada pelos alunos sobre os conteúdos ministrados em aula, analisando a vivência dos mesmos ao considerar os conteúdos da cultura corporal do movimento. Metodologia: Trata-se de uma pesquisa exploratória, onde foi utilizado o método descritivo qualitativo. Participaram deste estudo 270 alunos do 8º e 9º ano, de ambos os sexos e de classes sociais distintas, de uma escola municipal da rede pública na cidade de Visconde do Rio Branco/MG. Conclusão: Concluímos que apesar deste se tratar de um conjunto de saberes diversificado e riquíssimo, existe a possibilidade de transmiti-lo na escola, porém não é o que se observa na maioria das aulas de EF. É imprescindível que a reelaboração dos conhecimentos promova a emancipação humana, que como mostra a pesquisa, de fato nem sempre acontece.

PALAVRAS-CHAVE: Educação Física Escolar (EFE), Cultura Corporal do Movimento, Conteúdo.