77 - PHYSICAL EDUCATION STUDENTS OF THE PERSPECTIVE OF YOUTH AND ADULTS IN THE MUNICIPALITY OF RIO POMBA-MG

KÉLVIA SIQUEIRA SILVA[1]
DANIELA DA SILVA LIMA[1]
MAX OLIVEIRA MADEIRA[1,2,3]
Faculdade Governador Ozanan Coelho, Ubá – Minas Gerais – Brasil[1]
Faculdade de Minas, Muriaé – Minas Gerais – Brasil[2]
Universidade Federal de Juiz de Fora, Juiz de Fora – Minas Gerais – Brasil[3]
kellvynha@hotmail.com

INTRODUCTION

The education for youth and adults (EJA) is characterized as a teaching modality focused to those that didn't completed the regular teaching on the right age, those students return to school in order to get knowledge that was interrupted, and the EJA is a possible way of education that can significantly change a person's life, allowing the person to rewrite the life's history. To Lopes e Souza (2005) the teaching role is very important on the process of the student's reentry in the EJA's classes. Therefore the teacher of EJA must, too, be a special teacher, able to identify the potential of each student.

The insertion of P.E on EJA means the possibility to the students be in contact with the culture of body movement. According to Pires Et Al. (2002) the access of this universe of information, experiences and values is understood here as a citizen right, perspective of construction and enjoyment of tools in order to promote health, use creatively the free time and show affect and feelings in different situations of experiences.

Barbosa (2011) says that the practice of physical activities is an indispensable factor to improve the health's quality, it's necessary the encouragement and adequation of activities for students of EJA, encouraging all the student in order to try and experience different physical stimuli, on this modality the students are older than, the ordinary students, and they aren't obligated to do the subject, but otherwise if the student aren't encouraged by the teacher and the activities, they are going to enjoy the optional to join the won't to theirs right, because they don't think that different activities are important to their lives.

To understand this relation this research sought to examine students entered in the form EJA (The education of youth and adults) in the city of Rio Pomba /MG through questionnaires about the participation or not in the P.E classes, highlighting their knowledge about the discipline, if they know about the law that protect them on active participation or not in classes, this participation is optional under the LDB/96. Trying to examine and understand the relation teacher-student, how the classes are taught by the P.E teachers, based on the description of the students.

THE EDUCATION FOR YOUTH AND ADULTS IN BRAZIL

According to Lopes e Souza (2005) at the beginning to the settlers the alphabetization of adults, aimed to equip the population, teaching them how to read and write, this conceptions was adopted in order to the settlers could read and follow the orders and instructions from the court and the Indians could be catechized later, so that the workers were able to fulfill the tasks required by the state.

To Saldanha (2009) in the 30's the basic education of adults started establish its place through the education history in Brazil, because in this period the society was going through big changings, where the system of teaching and education started to take hold. In 1940 there were changes in adults' education, great policy initiatives and pedagogical, the launch of CEAA – Education Campaign for Teenagers and Adults, in Which there was a great concern with the development of didactic materials for adults, and the realization of two events were fundamentals for the area, with in order to make the education open possibility of a better teaching. The end of Vargas dictatorship, in 1945 Brazil began to live a big boiling policy and critics about the illiterate adults. According to Friedrich Et Al (2010) the illiteracy index in this year were 50% of the population.

This entire nuisance in fighting for an education for everybody, made the education for adults be highlight in the society. According to Saldanha (2009) launched in 1947, the national campaign of the people that aimed in a first moment an extensive action that provided literacy in three months, then follow with a step of action, focused on professional training and the community development. In the 1950's, was made the national campaign to eradicate the illiteracy (CNEA), that marked a new stage on discussions about adults education. In 1958 many states were called by the president Getúlio Vargas to relate the experiences on the International Congress of Adults. After the 50's, according Gomes et al.(2009) the education has a gain through the pedagogical proposal of Paulo Freire, To Saldanha (2009) highlight, in the 70's, the MOBRAL has grown throughout the national territory, varying its performance. Some program that appeared was from the literacy program, being the most important of PEI – Total Education Program, that corresponded to a condensation of the old primary course. From 80's and 90's, the education ceased to be a teaching oriented traditionalism, causing the teachers seek new proposals for education. The 90's, the government didn't supported the adults education due to the lack of political, coming to contribute to closing the education foundation. According yet to Saldanha (2009) Failure moments and criticism had on youth education as the pursuit of a quality education, where the students can have the right of a more dignified life, with the prospect of building a Brazil with positive change. During Lula's government, was created the extraordinary secretariat of eradicate illiteracy, to meet the goal of eradicating the illiteracy, was launched the program Brazil Literacy, through MEC that will contribute with local and state agencies, institutions of higher education and nonprofit organizations to develop actions of literacy. (SALDANHA 2009). In Dilma's government, the president promises to continue to the project of Lula's government and launches with Fernando Haddad the minister of education the PRONATEC (National Program of access to the Technical education and employment). The program intend until 2014, 200 news technical schools. The aim of expand, democratize and internalize the provision of courses and professional technicians of average level, and the courses of initial formation and continued for workers.

As schools census 2010 data shows, the concern is about the numbers of enrollment in EJA. From 2009 to 2010, a fall of 5,0 % was realized a reduction of 374,096 thousands students. According to Pnad/IBGE 2009, Brazil has a population of 57,7 millions of people with more than 18 years old that don't frequent school and don't have completed the elementary and middle school.

THE PHYSICAL EDUCATION AND THE EJA

The EJA is highlight on LDB – Act guidelines and bases, on article 37º and its paragraphs as provided here:

> Art. 37º The education for youth and adults will be intended for those who didn't have access or continuity of studies at the middle and high school in the property age. § 1° The teaching system will guarantee for free to youth and adults that, couldn't study at the property age, property educations opportunity, considering the characteristic of the students, their aims, life and work conditions, through courses and exams. § 2° The government will enable and encourage the access and the permanency of worker at school, trough actions that integrate and complement to each other. § 3° The Youth and Adults Education should, preferable, with the professional education, in the regulations way (BRASIL, 1996).

In the same law when P.E. classes are cited in its article 26º § 3º It's clear that this subject "Is an obligatory curriculum component in regular education", although it's optional to practice this subject in these situations below:

> I – The student that work six hour or more than this;
> II – more than thirty years old;
> III – That is in the military service initial or, in the same situation, that is required the practice of physical education;
> IV – supported by ordinance nº 1.044,1969, October 21º;
> V – (vetoed);
> VI – that has offspring (BRASIL, 1996).

Pires et al. (2002) believes that P.E should cooperate in a way that the students could find out the benefits of a regular practice of physical activity and build methodologies of teaching that propitiate the experiences with delight activities, in such way that they will wish them out of the school too. Hopes that the EJA's students be aware of the importance and be able to assume an active role in the practice of physical activities.

About the purpose said Pires et al. (2002), they comment that:

> It's necessary recognize that arrived the to look at this segment of Brazilian society and find out new ways of enable its access to this knowledge. It's about adjust the teaching Proposal to the interests and possibilities of the students from EJA, from approaches that address the diversity of objectives, contents and processes of teaching and learning that compose the physical education at school nowadays (p.195).

D'arce e Coletti (2012) believes that this perspective, the person's formation, the development of values necessary to fruitful the relationship between the individual and the collective project of society, should be connected in a Strong transformation, that involving one or several areas of human knowledge. This way according to the authors, the P.E. and its contents based on the body culture must be analyzed and understood:

> [...] beyond the biological skills, emphasizing the importance of reasons of the area in its relation with the knowledge of human areas, with anthropology, philosophy, sociology e psychology. Thus, founded on an Physical Education that rescue the popular cultural of sports values historically built its bases in human movements related to a moment in the past of the life. (D'ARCE e COLETTI, 2 012, p.4)

The changed in pedagogical practices of P.E. shouldn't justify just the absence of pedagogical proposal by teachers, but it must be analyzed as provided in this curriculum space for discipline to be developed in a efficient way , to make difference on the student's life, for example, the workers that come to the school, most of times, tired of work, must, then, do an activity that encourage them to "want participate", develop the critical side of the student to understand the world which they belong. (SAUCEDO E SILVA, 2012, p.6)

THE LDB's CHANGE FOR THE PHYSICAL EDUCATION.

In the first Act guidelines and bases of national education, promulgated in December 1961, the P.E. was already considerate mandatory on primary and middle course until the age of 18 (DARIDO e RANGELL, 2005).

With education reform took place in 1971, there were some changes, where the main was the concerning about the extension of P.E. mandatory at all levels and branches of school, and the participation in these classes was optional for some specifics cases.

This option now optional reinforces the intentions of the government of the season that the P.E. was just an instrument of workers preparation. Besides all that, this season the P.E was considered a mere extracurricular activity, what made with it was saw for a long time, especially after the 80's, as an element without educational compromising (DARIDO e RANGEL, 2005).

From the promulgation law n.°9.394/96 (Act guidelines and bases of national education), P.E. status changed, and be considered a curricular component like any other. Then, the P.E. integrated to a pedagogical propose of the school, it become a mandatory curricular component of de basic education adjusting to the ages and conditions of the school population (BRASIL, 1996).

> This expansion brought benefits and comfort to professionals of the area. Although the still persistent optional of P.E. in the evening classes, it's not justified, because we believe that P.E. is not focused on just repetitive exercises and strenuous, but there is a demand of options and contents that can be done with the subject on EJA, in a relaxed, pleasant and useful way for this audience (FARIAS et al.,2012, p.4)

Darido and Rangel (2005) believe that any way the current LDB brought great advances for school P.E. One of this aspects is the fact that the same de faced as a curricular component and, maybe most important, and It should be connected to the pedagogical project of the school, giving the possibility that P.E. is integrated to the daily school and show its importance.

For the collective authors (1992) a political-pedagogical project represents:

> [...] an intention, deliberate action, strategy. It's political because it expresses an intention in a certain direction and it's pedagogical because it performs a reflection about men's actions in the reality explaining their determinations (p.23).

Mascarenhas e Silva (2005), say that in EJA, in order to reach its aim in an efficient way, promotes a restructuring in its pedagogical matrices, supporting an update and a better serve to the schools need and defines a challenge because, the construction of a pedagogical propose for a "different" demand with specifics needs and expectations, required time for the population knowledge, planning and continuous reformulation, in order to serve and fulfill all requirements.

METODOLOGY

The research was developed through a qualitative descriptive that for Gil (2008) has as characteristic most significant the user of standardized techniques data collection, such as, questionnaire and the systemic observation. The study aims to discuss the P.E. at EJA, but specifically around the vision of the students, using an specific questionnaire (ANEXO I) for the asked group, this questionnaire was made by Barbosa et. al. (2011) and changed to fulfill the aims of this research. The result will be presented through graphics (ANEXO III). Participated of the research 76 student from Escola Estadual Professor José Borges de Morais and more 25 students from Escola Municipal São José, counting a total of 101 students from Middle and high school at the modality of EJA, in the city of Rio Pomba/MG.

After the authorization from the direction of these school to do the research, was presenting a term of informed consent free and clear (ANEXO II) to then, the students answer the questionnaire.

RESULT AND DISCUSSIONS

IBGE's data 2007, shows the prevalence of women enrolled in EJA than men, in this research it wasn't different, the confirmation is 55% of women and 45% of men. Between these students there are a variety of ages among 15 to 75 years old, but most representation of the demand is from 19 to 25 years old with 25% of the total.

The P.E. in the evening classes, in the EJA, is a mandatory subject, although optional for students that fit the profile of the law. When asked about this mandatory of P.E in EJA 68% of the students answered yes, while 32% answered that they don't know about this mandatory.

When asked if they believe P.E. is important to their formation in EJA, 71% said yes, and 29% of the students don't believe in its importance for their formation. To Farias (2012), the P.E. is a part of the others knowledge, and its inclusion in EJA represents the possibility of the student instigating the creativity, become subject in the contact with the movement body cultural, in an intention of enjoy the instruments for the promotion of the healthy and intend to create healthy habits and practice of physics' exercises for the hole life.

About the P.E classes frequency (43%) said that they “sometimes” participate of the P.E. classes and fit the justification, 52% said they are tired of their daily jobs, while 34% said that depends which activities and 14% represents those who participate when they arrive at school in time, because sometimes they arrive late from their jobs. From the students that answered “yes” (39%), that participate the P.E. classes, 54% believe in the importance and benefits of the physics exercises, 18% of the students participate because of the sports one of this is court soccer that was said several times in the male demand, 13% said that the teacher encourage them and this motivate them to participate the classes, 10% of the students believes that the subject is important to their formation inside and continue outside the school. And just 5% participate of the class in order to get present e don't get absent. The students that answered “no” (18%) participate the P.E. classes, 50% said they are tired and they aren't willin to participate the classes, followed by 22% that highlight the classes schedule that aren't the same they arrive school, or it's the last class and they want to go home early, 17% said they really don't like and 11% represents women that said they don't participate the classes because they are pregnant. About the students that answered they don't participate the P.E. classes, we believe in a possibility to change this situation would be in the P.E teacher's skill in encourage then to practice and try to do motivated and innovation classes, thus, winning their confidence and attract students for an active participation.

When asked about: “how should be the P.E. classes like?” most of them, 58%, answered that they believe in P.E. classes as practical and theoretical. And 31% said that they prefer just practical classes and the minority, 11% prefer just theoretical classes. When asked “how are the P.E. classes like?” 39% of the students answered that the teachers do classes in a practical way, following of 34% that said: the classes are divided in practical and theoretical and 27% answered they have theoretical classes.

According to Araújo (2008), the P.E. class is an area of knowledge that is different from the others by dealing its study's aim: the body in movement. Then, this subject is responsible for a process of teaching-learning of body cultural that covers the games, dances, sports, gymnastics, fights, physical activities, healthy and others. When asked about the content more taught by the teacher, the sports shows in first place with 34% of the total followed by the body knowledge that represents 29% of the answers and 23% games and plays, cited too with a minor representation, dance 10% and others 4% that fits on speech and discussions. The content fight didn't show up in none of the questionnaires.

When asked if the teacher question then which activities they would like to practice during the years, 56% said “no” and 44% said “yes”. To Freire (2002) “know how to teach isn't transfer knowledge, but create possibilities for its own production and construction”. It's important that the student participate the classes but not just with the programmed but the teacher have to create situations for them develop their autonomy and critics inside a topic, of a subject, where they can change knowledge.

When asked if the teacher is creative most of the students that represents 44% answered “sometimes”, 42% answered “yes” and just 14% said “no”. when the question is about the activities done until today in the P.E. classes, the question is: “how do you evaluate your teacher and his lessons?” 39% said: It's good, 28% said: It's excellent, 20% said: It's very good, 12% said: It's regular and just 1% said: It's awful. In this section, we could highlight the concern of the P.E. teachers must have to encourage the students for this practice in order to make this classes motivated and innovated, win the trust and attract the students every day for an effective participation during class.

CONCLUSION

We can conclude based on data that the EJA's students believe in a mandatory of the P.E. discipline and its importance on their formation in this process that seeks the knowledge and values. They prefer the classes that are shared in theoretical and practical ways, where the fatigue of the service and the schedules that they are taught is quoted as an impediment to practice the lessons. According to the students, the sport content, followed by knowledge about body are the contents more taught by the teachers. About the teacher, the student said that they are creative, what maybe explain the evaluation of the same and the classes had reach Good from the students. That's why we agree with Pires et al. when they show the paths taken in EJA, but there are many others open to be trodden.

As a suggestion, we thought that inside this modality, must exist more studies in order to create new methodological proposes, didactics orientation, experiences' related that enabling the future professionals indicative and subsides for a consistent practice with the main issues that students are facing or looking for.

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PHYSICAL EDUCATION STUDENTS OF THE PERSPECTIVE OF YOUTH AND ADULTS IN THE MUNICIPALITY OF RIO POMBA-MG

ABSTRACT

The Education of Youth and Adults is a teaching method designed for those who have not completed in regular time, the Elementary and Secondary Education. The Youth and Adult encompasses an audience of varying ages, bringing together different lifestyles: religion, culture and knowledge, thus forming a very heterogeneous group of people who are in search of new knowledge. Objective: Having the discipline of physical education as mandatory, optional on the other hand most students of the night class, where the Education of Youth and Adults, this study aims to find out if students are aware of this support and how they behave in front of classes taught teachers, such as teacher-student relationship by describing the students. Methodology: The study included 101 students of Education Youth and Adult education elementary and middle schools in two of the city of Rio Pomba / MG. Participants answered a semi-structured questionnaire with ten questions. The percentile analysis was employed to verify the data. Conclusion: Students believe in the obligation and the importance of Physical Education for training them. There is also a preference for classes where you have to practice and theory, the more they say the practice is prevalent in physical education classes. The content is worked over the sport. On participation in physical education classes, most attend classes. Of those who answered no, there is reason most often cited as the tiredness. The classes and teachers were evaluated by students as "good." There should be more studies to enable future professionals indicative and allowances for a practice consistent with the main issues that students are seeking / experiencing.

KEYWORDS: Physical Education, Youth and Adult Education (EJA), Vision of the students

ÉTUDIANTS EN ÉDUCATION PHYSIQUE DE LA PERSPECTIVE DE LA JEUNESSE ET DES ADULTES DANS LA MUNICIPALITÉ DE LA RIO POMBA-MG

RÉSUMÉ

L'éducation des jeunes et des adultes est une méthode d'enseignement conçu pour ceux qui n'ont pas terminé dans le temps réglementaire, l'enseignement primaire et secondaire. L'jeunes et des adultes englobe un public d'âges différents, réunissant des modes de vie différents: la religion, la culture et la connaissance, formant ainsi un groupe très hétérogène de personnes qui sont à la recherche de nouvelles connaissances. Objectif: Avoir la discipline de l'éducation physique obligatoire, facultative, d'autre part la plupart des élèves de la classe de nuit, où l'éducation des jeunes et des adultes, cette étude vise à déterminer si les élèves sont conscients de ce soutien et la façon dont ils se comportent en face de cours enseignés enseignants, comme relation enseignant-élève en décrivant les étudiants. Méthodologie: L'étude a porté sur 101 élèves de l'éducation des jeunes et des écoles d'éducation des adultes primaires et secondaires en deux de la ville de Rio Pomba / MG. Les participants ont répondu à un questionnaire semi-structuré avec dix questions. L'analyse percentile a été utilisé pour vérifier les données. Conclusion: Les étudiants croient en l'obligation et l'importance de l'éducation physique pour les former. Il ya aussi une préférence pour les classes où il faut de la pratique et la théorie, plus ils disent que la pratique est très répandue dans les classes d'éducation physique. Le contenu est travaillé sur le sport. Sur la participation aux cours d'éducation physique, la plupart suivent des cours. Parmi ceux qui ont répondu par la négative, il ya des raisons les plus souvent citées comme la fatigue. Les classes et les enseignants ont été évalués par les élèves comme «bonne». Il devrait y avoir davantage d'études afin de permettre aux futurs professionnels à titre indicatif et allocations pour une pratique conforme aux principales questions que les étudiants sont à la recherche pour / contre.

MOTS-CLÉS: éducation physique, éducation de la jeunesse et des adultes (EJA), Vision des étudiants.

ESTUDIANTES DE EDUCACIÓN FÍSICA DE LA PERSPECTIVA DE LOS JÓVENES Y ADULTOS EN EL MUNICIPIO DE RIO POMBA-MG

RESUMEN

La Educación de Jóvenes y Adultos es un método de enseñanza diseñado para aquellos que no han completado en el tiempo regular, la Educación Primaria y Secundaria. Los jóvenes y adultos comprende un público de diferentes edades, que reúne a diferentes estilos de vida: la religión, la cultura y el conocimiento, formando así un grupo muy heterogéneo de personas que están en busca de nuevos conocimientos. Objetivo: Tener la disciplina de la educación física como optativa obligatoria, por otra parte la mayoría de los estudiantes de la clase nocturna, donde la Educación de Jóvenes y Adultos, este estudio pretende averiguar si los estudiantes son conscientes de este apoyo y cómo se comportan frente a clases que se imparten maestros, tales como la relación profesor-alumno mediante la descripción de los alumnos. Metodología: El estudio incluyó a 101 estudiantes de Educación de Jóvenes y escuelas de educación de adultos primaria y secundaria en dos de la ciudad de Rio Pomba / MG. Los participantes respondieron un cuestionario semi-estructurado con diez preguntas. El análisis porcentual fue empleado para verificar los datos. Conclusión: Los estudiantes que creen en la obligación y la importancia de la Educación Física para la formación de ellos. También hay una preferencia por clases en las que tienen a la práctica y la teoría, más que dicen que la práctica es frecuente en las clases de educación física. El contenido se trabajó sobre el deporte. Sobre la participación en las clases de educación física, la mayoría de asistir a clases. De los que respondieron que no, hay razones más a menudo citado como el cansancio. Las clases y los profesores fueron evaluados por los estudiantes como "bueno". No debe haber más estudios que permitan a los futuros profesionales indicativo y provisiones para una práctica coherente con los principales temas que los estudiantes están buscando / en contra.

PALABRAS-CLAVE: Educación física, Educación de Jóvenes y Adultos (EJA), Visión de los estudiantes.

A EDUCAÇÃO FÍSICA SOB A ÓTICA DOS ALUNOS DA EDUCAÇÃO DE JOVENS E ADULTOS NO MUNICIPIO DE RIO POMBA-MG

RESUMO

A Educação de Jovens e Adultos é uma modalidade de ensino destinada àqueles que não concluíram, em tempo regular, o Ensino Fundamental e Médio. A Educação de Jovens e Adultos abrange um publico com idades variadas, reunindo diferentes estilos de vida: religião, cultura e conhecimento, formando assim um grupo bem heterogêneo de pessoas que estão em busca de um novo saber. Objetivo: Tendo a disciplina de Educação Física como obrigatória, mais por outro lado facultativa aos alunos do curso noturno, no caso a Educação de Jovens e Adultos, esse estudo objetiva saber se os alunos estão cientes desse amparo e como se comportam diante das aulas lecionadas pelos professores, como é essa relação professor-aluno através da descrição dos alunos. Metodologia: Participaram deste estudo 101 alunos da Educação de Jovens e Adultos do ensino fundamental e médio de duas escolas da cidade de Rio Pomba/MG. Os participantes responderam a um questionário semi-estruturado com dez perguntas. A análise percentual foi utilizada para verificação dos dados. Conclusão: Os alunos acreditam na obrigatoriedade assim como a importância da disciplina Educação Física para formação deles. Verifica-se também a preferência por aulas onde tem a prática e teoria, mais segundo eles a pratica prevalece nas aulas de Educação Física. O conteúdo mais trabalhado é o esporte. Sobre a participação nas aulas de Educação Física, a maioria frequentam as aulas. Dos que responderam não, nota-se como motivo mais citado o cansaço. As aulas e os professores foram avaliados pelos alunos como “bom”. Devem-se haver mais estudos que permitam aos futuros profissionais indicativos e subsídios para uma prática condizente com as principais questões que os alunos estejam buscando/enfrentando.

PALAVRAS-CHAVE: Educação Física; Educação de Jovens e Adultos (EJA), Visão dos alunos.