95 - NON-PARTICIPATION OF HIGH SCHOOL STUDENTS INPHYSICAL EDUCATION CLASSES

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1 INTRODUCTION

Currently, we can see the growing need for motivation of bodily practices with a leisure content, which can significantly attract children earlier and earlier in playful and sports activities, structured and framed indifferent types of institutions, such as schools, clubs and local community centers. On the other hand, it can be seen that there are few students who demonstrate minimal skills and abilities which enable them to participate indifferent sports and leisure activities in elementary school, causing them to abandon recreational sports spaces in adolescence, reserving for them an unhealthy and sedentary future in adulthood.

Physical Education (PE) has revealed a worrying scenario in the marked non-participation of students in high school classes, showing a lack of interest and motivation toward the proposed activities for this level of their schooling, given the students expectations with this area of knowledge.

The decreasing participation of high school students has been the subject of concern for teachers and researchers interested in this phenomenon, trying to understand this non-participation in class in order to reverse this situation, thus contributing to the improvement of the PE teaching and learning process at school.

This study aimed at analyzing the non-participation in high school PE classes, investigating the possible causes and reasons that influence this non-participation in the 2nd and 3rd years of high school, daytime classes. Thus, with the intention of reflecting on this situation and seeking to answer questions formulated, this study was characterized as a qualitative research, based on the analysis of the responses obtained from the research topic.

The observation of certain facts in everyday school activity has allowed us to identify some aspects that influence the PE educator in the construction and development of his/her pedagogical action, among which are: the physical space, the materials and the time available for such activities; how the PE classes are organized, the interpersonal relationship between those involved in the teaching-learning process and the contents proposed by teachers.

2 PHYSICAL EDUCATION IN HIGH SCHOOL

PE is a dynamic activity that contributes to the broad educational process of individuals and uses the specificities of expression of human movement in order to insert them autonomously in the living social space.

This broad educational process is exposed in the National Curriculum Parameters (PCNs) for Physical Education (Brazil, 1998, p. 26), where the document considers the area of PE this way:

> Physical Education is understood as an area that deals with a kind of knowledge called body culture of movement, whose themes are games, gymnastics, sports, dance, capoeira and other topics that relate to the major problems of this body culture of movement and the socio-historical context of the students.

Thus, the work developed in PE shall be directed to the construction of citizenship in the individuals, shaping critical and participatory citizens in the environment in which they live. Its main objective should be that the student "acquires the socio-historic-cultural qualification necessary to promote the development of critical, autonomous and participatory rationality." (BARROS 1992).

Contributing to the above exposed, Saviani (1991, p. 79) states that:

> School PE legitimizes itself when its identity is formalized, that is, when the pedagogical practice thematizes elements of body culture/movement. And also, when the contents covered are placed in a historical and social context. It would then be the great "boom" to transform elaborate knowledge in to school knowledge.

The studies on the teaching and learning processes in PE, starting from an approach that understands PE as being in close association with the environment in which individuals live and develop themselves, has pointed to the significance of considering that these processes require a special attention in the sense that traditional conceptions that had been exposed until then, no longer meet all the requirements that are imposed by the context in which the individuals are developed and where they must be able to act in different situations.(ANASTASIOU, 2003).

According to Nahas (2001), school PE serves to a variety of purposes, but has structural conditions and time much below the ideal to attain them. Therefore, concern for physical development along with other areas of human growth and development contributes to a unique action scope for PE, because no other area deals with the total development of the human being, with the exception of Education in its broadest possible sense.

Since the promulgation of the National Education Guidelines and Framework Law (Law 9.394/96), PE has become a curricular component like any other, bringing about a number of changes relating to the didactic structure and autonomy given to schools and educational systems, and also to the focus on the individual citizen development. The Law establishes, in its article 26, paragraph 3, that:

> (...) §3º PE, integrated to the school pedagogical project, is a curricular component of Basic Education and should adjust itself to the age level and conditions of the school population, being optional in night courses.(BRASIL, 1998, p.13)

With respect to high school, the greatest contribution of the current National Education Law 9.394/96was to give the school the identity of Basic Education, making it clear that itis the final part of this educational period(BRAZIL, 1998).

Besides the National Education Law, another document that governs, guides and supports education and its areas of knowledge, are the National Curriculum Parameters (PCNs). The PCNs were elaborated by taking in to account the cultural, social and economic developments in Brazil.

Regarding PE in high school, the PCNs indicate some proposals for its development, guiding practitioners in an objective manner into this subject, so they can work both in a playful and educational way, allowing the student to learn different contents within the body movement culture thus becoming a citizen who is able to solve different problems in everyday life.

To this end, PE taught in school, according to the PCN's, also allows students access to practical and conceptual

knowledge from the systematization of teaching and learning situations. For that to happen, however, it is essential to shift the emphasis on physical fitness and standardized performance, which characterized physical education before to a broader conception, which can include all the dimensions involved in bodily practices. (BRAZIL,1998).

School PE should provide all students with situations in which they can develop their potential, in a democratic and non-selective way, seeking their improvement as human beings. (BRAZIL, 1998).

Such objectives are to be achieved from the use of diverse strategies which address from sports teaching and practice to experimentation with languages such as games, dance and circus, among others. This means that the moments of this practice must reach all students, respecting their differences and their potential, regardless of their performance level.

During PE classes, the students emotions and movements should be observed, as they can provide different messages sent through bodily expression. However, some teachers often do not watch or notice these movements as they do not seem to be as significant to them.

As pointed out by the PCN´s:

> "Right" or "wrong" body movements are socially determined, indicating the proper behavior. The establishment of cultural patterns of movement happens as if it were a natural phenomenon. The way you walk, the posture, the way of gesturing, looking, listening, ultimately motor be have our appears as a purely biological action. (...) These tools will shape the internal and external actions of the individual and will therefore influence the relationships among persons. (BRAZIL, 1998, p. 162)

Thus, the individual learns to make use of bodily expressions according to the environment in which he develops as a person, showing that the entire movement has a meaning in accordance to the context where the person lives.

2.1 THE PROPOSED CURRICULUM FOR PHYSICAL EDUCATION IN HIGH SCHOOL

While a curricular component, PE must assume then another task: to introduce and integrate the student into the body culture of movement, forming a citizen who will produce, reproduce and transform, equipping him/her to enjoy games, sports, rhythmic activities and dance, gymnastics and fitness practices for the benefit of improving his/her quality of life. In this regard, Betti (2002 p. 45) comments that "the integration which will enable the enjoyment of the body culture movement has to be full – it is emotional, social, cognitive and motor. That is, it is the integration of his/her personality."

According to Nahas (2001 p.131), the curriculum developed by the school PE "is the part of the formal educational program designed to lead learners into achieving specific goals in the subject and, consequently, in to achieving educational and health goals, in a broader way."

The PCNs present the subject of PE with various contents of body culture of human movement, citing, among them, the game, the sport, dance, gymnastics, fights, expressive activities and other manifestations of playful content.(BRAZIL, 1998).

The PCNs guidelines state that these content blocks are articulated and are subsidies for the teacher's task of achieving the overall objectives of the course, whose contents will be distributed in a balanced and appropriate form. The focus of the area, therefore, should not be related only to the skills and abilities for the sport, but also to the expansion of contents within body culture concerning conceptual, procedural and attitudinal dimensions. Such content will enable the development of students in cognitive, affective, ethical, body, aesthetic aspects as well as in interpersonal relationships and social inclusion, in a conscious, critical and democratic form. (BRAZIL,1998).

Zabala (1998, p. 62), clarifies about the teaching contents and their nature, exposing the domain of "learning to know" as being the appropriation of the conceptual content, the attitude of "learning to do" as evidence of procedural content, and the posture of "learning to be" as a description of attitudinal contents.

As Lorenz and Tibeau (2003) have stated, in the school environment, particularly with respect to PE, technicist contents are usually developed, which are traditional in this field, to the detriment of other contents of educational character for the student´s life, which require greater understanding and applicability for their assimilation, when the learner´s complete education is to be achieved.

Given the above exposed, it is delegated to the school and its teaching staff responsibility to fulfill its educational role, not only in devising the Pedagogical Political Project (PPP) and the programmatic content, but specially in organizing their teaching actions so that students acquire and develop skills and abilities, referenced by these contents, contributing the most to the integral learning process of these young people.

The teacher's role is directly related to the goals and mission of the institution. PE shall be inserted in this context, not only setting goals for student achievement, but also motivating the teacher to seek new methods to approach his/her teaching tasks, thus valuing teaching practice.

By discussing the insertion of PE in the school context, we are also making everyone aware about the relevance of this subject which must prepare individuals included in school to social living at the same time they develop individual physical skills.

Even after several years of its inclusion as a component in the school curriculum, PE is yet to establish its identity, that is, its exact role in students' education. Thus, some authors began to direct the focus of their work to reflect and analyze aspects which are influencing this scenario.

Among them, the studies of Barros (1992), Frey (2007), Kunz (1991), Piccolo (1995), Paiano (1998), Possebon and Cauduro (2001) should be mentioned as they have analyzed PE classes in high school, and have concluded that they have become just an optional period of recreation and leisure, devoid of educational goals.

Such references do note that this subject has not established itself in the school curriculum as it should. Both the school and the professionals in the area cannot implement it as a school subject with goals, objectives, contents and effective methods to contribute to the complete education of individuals who are attending school.

It seems that in the pedagogical practices exercised by most teachers in this area, there is a lack of commitment in enhancing and updating programmatic contents required for the student´s education. But it also should be understood that this is a reality experienced by many schools which do not have the necessary equipment or motivated teachers to do the work, being the latter situation influenced by several factors. Therefore, when addressing pedagogical practice, it is important not to hold the professional entirely responsible, but to be aware of the other aspects that have an influence on this context.

According to Paiano (1998) and Piccolo (1995) as cited in Frey (2007), in schools PE is undervalued both by school management and by teachers of other subjects as they think it does not contribute significantly to the acquisition of knowledge and education of students. For the authors, the lack of identity of PE in school is characterized by few studies addressing this area in an interdisciplinary dimension.

For most people, this school subject only serves the purpose for the students "to play ball" and have fun. However, the PE class should be the time in which the student has contact with various manifestations of body culture, relating them to other meaningful knowledge for life. Professionals in this area have the task of interacting and creating new intervention proposals so

that the reality of teaching and learning in school education curriculum is transformed.

PE, along with its features, should seek ways to give students not only the expertise of human movement, but al so the forms of social relationships and interaction that enable citizens as a cooperative and supportive beings, who can make positive interventions in society. (PAIANO, 1998, apud FREY, 2007).

When discussing the identity of PE, Frey (2007) mentions Possebon and Cauduro(2001), stating that these authors seem to be aware of the legitimacy of PE at school. The authors referred to by Frey, understand that this subject has a key role in student education and should provide for activities that consolidate in the best possible way, the development of motor skills and their applicability in complex situations present in various everyday activities proposed by the teachers of this area within the school context.

3. ASPECTS OF NON-PARTICIPATION IN PHYSICAL EDUCATION CLASSES

Among the authors who care about the aspects that influence the non-participation in PE classes is important to highlight the research conducted by Vianna et. al. (2009, p. 01), in which the authors reveal that:

> Although the National Curriculum Parameters(PCNs)put as a priority in high school the general education of the learner, in order to stimulate research, search, analysis and selection of information, so that the individual can take an active role in the practice of physical activities, by developing his/her awareness on the importance of an active and healthy life in the full exercise of citizenship (Brasil, 2006), in recent years, it has been observed that the number of students who request to be exempt from participation in PE classes has increased, thus characterizing a visible lack of interest in the subject.

It can be seen then, that the non-participation in PE classes in high school can compromise the educational purposes of the area, considering the perspectives of learning and student involvement in the educational process.

According to Nahas (2001), the lack of a logical progression or of a sequence in the school experiences in terms of physical activity is often perceived. This lack of adequate planning, including assessment procedures not always justifiable, has been one of the vulnerabilities in PE programs.

Regarding the game as a predominant activity, Rangel-Betti (2003) says that students prefer to learn the sports fundaments before applying them in real game situations, rather than simply "grabbing" a ball to go play, thus having the possibility of learning and / or improving new movements and then combining and applying them in a real game situation. However, many teachers ignore this fact and have the habit of giving a ball to the students and allowing themto take over the class responsibilities, which should be the teacher´s task, organizing and presenting the sports fundaments.

Regarding the un motivation for classes, Darido (2004) as cited in Frey (2007) states that one of the possible scenarios for the small number of adherents to the practice of physical activity may reside in some previous experiences in regular physical education classes. Many students end up not finding pleasure and knowledge in PE classes and move away from the practice in adulthood.

Paiano (1998) cited by Frey (2007) points out as a reason for discouragement, the conflict of interest generated by the emphasis on competition that occurs when the teacher assumes the attitude of coach or trainer, demanding his/her students to have an athletic posture and high performance what is often inadequate and does not correspond to their motor development and to the objectives of school PE, thus making students lower their interest to participate in a class which may become dull and demotivating, rather than enjoyable.

Other important aspect concerns the forms of personal relationship, as Salles (1998) believes that the relationship maintained between students and their classmates is fundamental at this stage of life, because according to research, students' preference concentrates in being with friends. This can also be observed in PE classes, because when students organize groups for carrying out activities, it can be observed that their group of friends remains together.

For Rangel-Betti (2003, p. 38), "The PE content does not change, it is included in the game, sport, dance, gymnastics and wrestling. What changes are the ways to conceive it and teach it, but these [ways] are hardly known to the teachers."In this context, finding ways to develop, organize and deliver these contents is the great challenge presented to those responsible for guiding this area of knowledge, promoting learning and student growth.

4 CONCLUSION

Upon completion of this study, it was found that high school students enjoy PE classes, but do not consider them to be an important curriculum component because they do not see meaning in PE classes, that is, there is a lack of contextualization of the contents transmitted with the expectations and needs of students, given the possibilities of enhanced fitness, health, beauty and leisure for a better quality of life.

In order to emphasize the conclusions reached at the end of this study, it is necessary to use the considerations in the study of Frey (2007, p. 01) who states:

> So, it is evident that physical education needs to change. The objectives, program content and methodologies need to be revised and reformulated in order to enhance the importance of this subject in the school environment and to be meaningful to the students

It appears then, that this change will only occur from the moment that we, professionals in this area, elaborate and construct a suitable curriculum for the subject, with well-structured goals and meaningful programmatic contents that have as guideline the PE theoretical framework and also take into account the research and studies that record the perceptions that students reveal about the reality of PE classes and the topics covered in them. Such impressions must be analyzed and reflected allowing the teacher to restructure his/her planning, paying attention to the real needs and perspectives of students.

Another factor for non-participation is the repetitive content covered in class, as the fact that PE is most of the time reduced to the practice of sports, students who do not like sports feel unmotivated to participate. That way, students feel dissatisfied and saturated, with no possibility for diversifying and trying out other motor experiences.

It should be emphasized that, for developing a PE program, it is not enough for the teacher to know the class planning topics and follow them, but it is important to be aware about the student's problems, his/her difficulties, for subsequent application of motivational concepts which can improve learning opportunities and foster the development of positive attitudes from students about bodily practices.

Many teachers are not concerned about motivating students, so they do not plan their lessons, do not have a pre-determined goal or purpose for their class and merely throw the ball so that students play football or whatever they please.

During the study, the lack of teacher´s perception to analyze the reasons for non-participation emerges as another reason for the withdrawal from PE classes. Faced with this situation, it is suggested that the teacher should always be alert to

student behavior, knowing their interests, checking the reasons for with draw al from classes and respecting limitations. The teacher should increasingly develop his didactic sensitivity, so as to arouse interest in activities that may be proposed to cover as many students as possible.

High school teachers have to recognize and establish that PE is part of the education as a whole, not just being considered a side curricular component, but rather a curricular component that has a common responsibility to the other components which is to provide the cognitive, physical and psychosocial development of the students.

At this grade level, students can differentiate a qualified and motivated teacher with other teachers that even with more experience and practice time, are unmotivated, not realizing the need for reflection, research and development of new lesson plans.

The students' attitude establishes itself as constructive criticism to the PE teaching, as they demand a change in behavior and methodology from teachers through reflection and reorganization of this curricular component, seeking greater personal and social growth through it. Otherwise, students can not only show to be unmotivated for school PE classes, but also lack interest in other body practices outside the school environment, what would reflect on their health and quality of life for the rest of their lives.

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NON-PARTICIPATION OF HIGH SCHOOL STUDENTS IN PHYSICAL EDUCATION CLASSES

ABSTRACT

This article presents some of the key aspects that influence the non-participation of students in Physical Education classes in high school, reflected through the perception of the actors in this process. The theoretical principles feature Physical Education in high school, exposing cutouts of legislation that regulate the inclusion of this subject in basic education and discuss the prospects of a curriculum for this area, bringing the perception of some authors about the lack of motivation participation in the Physical Education activities. The study has a qualitative character and used as are search instrument, a semi-structured questionnaire, applied to students who do not usually participate in physical education classes in schools of two counties in Região do Médio Alto Uruguai, in the state of Rio Grande do Sul. Through content analysis, the data collected outline categories of analysis that reflect the class methodology and content, the planning and evaluation of activities, incentive and motivation of both teachers and students, interpersonal relationships and appreciation for this subject in the educational space. From the exposed reflections it is possible to point out that the non-participation in class is due to students lack of motivation concerning repetitive sport-related contents de contextualized from their perspectives; lack of planning and evaluation of diversified activities; teacher´s unawareness about the lack of motivation in the classes and the need for professional interventions that value and legitimize this area of knowledge in school.

KEYWORDS: Physical Education, motivation, non-participation.

LA NON-PARTICIPATION AUX CLASSES D'ÉDUCATION PHYSIQUE ET SPORTIVE DE LA PART DESÉLÈVES DU PREMIER CYCLE DE L'ENSEIGNEMENT SECONDAIRE

RÉSUMÉ

Cet article présente quelques principaux aspects qui ont de l'influence sur la non-participation des élèves en classes d'éducation physique et sportive (EPS)dansle premier cycle de l'enseignement secondaire, vus à travers la perception des acteurs dans ce processus. Le référentiel théorique caractérise l'EPS dans l'enseignement secondaire en exposant des découpages de la législation qui établit des normespour son insertion dans l'espace de l'éducation primaire et aborde des perspectives d'une proposition d'études pour ce champ, en apportant une perception de quelques acteurs sur les démotivations à propos de la participation dans les activités offertes par l'EPS. L'étude, de caractère qualitatif, a utilisé comme instrument de recherche un questionnaire semi-structuréappliqué aux élèves qui n'ont pas l'habitude de participer aux classes d'EPS dans des écoles représentatives de deux municipes de la région du Médio Alto Uruguai, dans l'Etat du Rio Grande do Sul. A travers l'analyse du contenu, les données collectées ont configuré des catégories d'analyse qui réfléchissent la méthodologie et le contenu des classes, le plan et l'évaluation des activités, la stimulation et la motivation des professeurs et des élèves, les relations inter personnelles et la valorisation du champ dans l'espace éducationnel. Les réflexionsqui en résultent permettent de registrer que la non-participation aux classes est due à la démotivation des élèves face aux contenus sportivistes, répétitifs et décontextualisés des expectatives des élèves ; au manque de plan et l'évaluation des activités ; à la non-perception de la démotivation pour les classes ; et démontre aussiqu'il existe la nécessité d'interventionsprofessionnelles qui légitiment ce champ de la connaissance dans le milieu scolaire.

MOTS-CLEFS : Éducation physique et sportive ; Motivation ; Non-participation.

LA NO PARTICIPACIÓN EN LAS CLASES DE EDUCACIÓN FÍSICA POR LOS ALUMNOS DEL ENSEÑANZA MEDIO.

RESUMEN

Este artículo presenta algunos de los principales aspectos que influéncian la no participación de los alumnos en las clases de Educación Física del enseñanza medio, reflejados a través de la percepción de los actores de este proceso. El referencial teórico caracteriza la Educación Física del enseñanza medio, exponiendo recortes de la legislación que normativiza la inserción de la misma en el espacio de la educación básica y discurre sobre las perspectivas de una propuesta curricular para esa área, trayendo la percepción de algunos autores sobre las desmotivaciones para la participación en las actividades ofertadas por la Educación Física. El estudio, de carácter cualitativo, utilizó como instrumento de investigación un cuestionario semi-estructurado, aplicado a alumnos que no suelen participar de las clases de Educación Física, en escuelas representativas de dos municipios de la Región del Medio Alto Uruguay, en el Río grande del Sur. A través del análisis del contenido, los datos recolectados configuraron categorías de análisis que reflejan la metodología y el contenido de las clases, la planificación y evaluación de las actividades, el incentivo y motivación de profesores y alumnos, las relaciones interpersonales y la valorización del área en el espacio educativo. Las reflexiones originadas permiten registrar que la no participación en las clases se debe la desmotivación de los alumnos delante de los contenidos esportivistas, repetitivos y descontextualizados de las expectativas de los alumnos; a la falta de planificación y evaluación de las actividades; la no percepción de la desmotivación para las clases; y que existe la necesidad de intervenciones profesionales que legitimen esta área del conocimiento en el espacio escolar.

PALABRAS CLAVE: Educación Física; Motivación; No participación.

A NÃO PARTICIPAÇÃO NAS AULAS DE EDUCAÇÃO FÍSICA PELOS ALUNOS DO ENSINO MÉDIO

RESUMO

Este artigo apresenta alguns dos principais aspectos que influenciam a não participação dos alunos nas aulas de Educação Física do Ensino Médio, refletidos através da percepção dos atores deste processo. O referencial teórico caracteriza a Educação Física no Ensino Médio, expondo recortes da legislação que normatiza a inserção da mesma no espaço da educação básica e discorre sobre as perspectivas de uma proposta curricular para essa área, trazendo a percepção de alguns autores sobre as desmotivações para a participação nas atividades ofertadas pela Educação Física. O estudo, de caráter qualitativo, utilizou como instrumento de pesquisa um questionário semi-estruturado, aplicado a alunos que não costumam participar das aulas de Educação Física, em escolas representativas de dois municípios da Região do Médio Alto Uruguai, no Rio grande do Sul. Através da análise do conteúdo, os dados coletados configuram categorias de análise que refletem a metodologia e o conteúdo das aulas, o planejamento e avaliação das atividades, o incentivo e motivação de professores e alunos, as relações interpessoais e a valorização da área no espaço educacional. As reflexões originadas permitem registrar que a não participação nas aulas se deve à desmotivação dos alunos diante dos conteúdos esportivistas, repetitivos e descontextualizados das perspectivas dos alunos; à falta de planejamento e avaliação de atividades diversificadas; a não percepção docente sobre a desmotivação para as aulas; e a necessidade de que ocorram intervenções profissionais que valorizem e legitimem esta área do conhecimento no espaço escolar.

PALAVRAS CHAVE: Educação Física; Motivação; Não participação.