96 - REFLECTIONS ABOUT THE PEDAGOGICAL TREATMENT OF PHYSICAL EDUCATION IN HIGH SCHOOLS: A FOCUS ON CONTENT AND OBJECTIVES.

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INTRODUCTION

This article seeks to understand how the Brazilian school teaching meets the requirements and contents of the the National Curriculum and the Law of Guidelines and Bases of National Education. I approached this study through my experience as a high school teacher in Feira de Santana (BA). From this context, I felt the need to investigate issues relating to the content and pedagogical treatment of Physical Education classes in the Brazilian scenario.

MATERIALS E METHODS

This study was conducted through a literature research with the idea of investigative action. I decided to classify it according to its goals as a descriptive research which according to Gil (2007) is to describe the characteristics of certain populations or phenomena.

Thus, I had as an objective the identification of information and data of the researched material, establishing relationships between the research and the proposed problem. Besides, I analyzed the information that is disseminated by the authors. For this research was performed using the following descriptors: physical education, high school, reflections. The first reading was done in an exploratory way to see if in fact the information contained in the texts was interesting to the research in question. Then, I did a selective reading with the primary objective of determining whether the material analyzed brings significant contributions to the research or not. This reading is not the final however, it was done more profound than exploratory. Later, it was necessary to do an analytical reading in order to sort and summarize the information contained in the sources. The last step in this process was an interpretative reading in order to establish the relationship between the author's opinion and the problem at hand, which was a more complex reading of the selected material.

REVISION OF LITERATURE

Physical Education as a curriculum component has defied time, trying to show its value gradually, has pursued its space within the school, with a wealth of knowledge which is essential for the establishment of a new citizen, the prospect of forming an individual more aware of his role in society in which he belongs. Thus, one should consider Physical Education as part of the school and can give his contribution in developing the human being from the proposed contents and objectives of Physical Education.

Verderi (1998) stresses the importance of Physical Education at all school levels indicating that it should promote socialization and inclusion of all students in bodily practices, which can contribute to value, appreciate and enjoy the benefits provided by the culture of the body movement. In order to perceive and understand the influence of sports in society through theoretical and methodological approaches so students can enjoy free time for leisure while improving the health and quality of life, enhancing, through knowledge about the body, forming healthy habits, developing content so that high school students can understand and critically analyze social values as standards of aesthetics, gender relations and prejudices. This will engage everybody in the school activities.

According to (apud Daolio MATTOS & NEIRA, 2000, p.94), Physical Education in High Schools needs to be a way to make adolescents understand and know theis body as a whole, not just as a set of bones and muscles to be trained, but as the totality of the individual expressed through movement, feelings and actions in the world.

REFLECTIONS ABOUT PHYSICAL EDUCATION IN HIGH SCHOOLS

It is well known that the discussion about "Physical Education in high schools" in the contemporary world is not an easy task, because young people are much more demanding, they are smarter, creative and inventive, are full of energy and with a great thirst of curiosity and initiatives. They are seeking to be given opportunities to grow and transform. Regarding Physical Education, it must meet the needs of the students according to the goals that are established in high schools.

The problems encountered during several decades in Physical Education is a situation that cannot be neglected and has to be debated, discussed and brought to the attention of society in order to legitimize Physical Education as a required curricular component. It must be clear that the discussion is feasible, it has its quirks and serves the interests of practitioners within the physical, social, cultural and intellectual field.

On the other hand, we are aware that Physical Education is still among the secondary school subjects, marking a crisis that seems constant (BRACHT, 2003; OLIVEIRA, 1999). This is a situation that interferes a lot in the growth and appreciation of the subject. Another situation that is worth analyzing, which brings us to another dilemma, is that the subject is still holding up just to meet the curriculum (BASSANI; TORRI; VAZ 2003; ALBINO et al., 2008) and the general chaos that is established is the constant dismissal of students from the classes (SOUZA JR; Darido, 2009).

Education is a process that operates in the formation of man, which is present in all human societies and is inherent to man as a social and historical being. Its existence is based on the need to train younger generations, giving them their knowledge, values and beliefs by giving them opportunities for new achievements. The very concept of Education is subject to an evolving history, according to the way of being and thinking of different eras (Gonçalves, 1997).

For Pistrak (2000), the primary goal of the school would be the study of the reality in which social subjects are included, but in our society it is not enough merely to study reality, the school must still educate according to the current reality, causing the students to imbue with the recent facts and come to study phenomena in their relations and reciprocal dynamic actions.

Hence, when the choice of content to be developed in the schools takes place, the selection criteria should be established within a plan of social life. In order to affect positively the critical-participatory development of the student that will spend three years in high school.

It is noteciable today that Physical Education, especially in high schools, is a component that is most of the times

marginalized, discriminated, neglected, and sometimes excluded from the political projects of some pedagogical schools. For Santin (1987, p.46), Physical Education was not always considered of paramount importance, even by some of its practitioners, because it is not taken as part of the education system, but only as a support for sports activities, ending up being a useless subject.

Currently Physical Education begins to fight for its legitimacy, meaning thereby to gain a place of respect among the other curriculum components. Physical Education is looking for its fundamental principles, questioning what its goals are, its content, its methodologies in order to establish its importance along with the other school knowledge.

Thus, Physical Education is struggling to be understood as part of the school culture, that is, as a component that develops students' expressive activities such as games, gymnastics, dance, sports games, fighting. Finally, as a component that aim at the production of the student's culture.

Darido (2004), based on PCNEM (Brazil / 1999), adds that the contextualized treatment provides a meaningful learning for the student, because it establishes a reciprocal relationship between him and the content.

We agree with the idea that students should be offered skills that enable them to critically analyze all the figures provided in the content of the subject, and that it is the responsibility of the teacher to adapt the content by connecting them to their human and social significance. We affirm that the approach of the contents should be related to the social status, especially of public school students. Teachers should treat other contents as complementary elements or diversified options for training when they decide to change their practice.

It is necessary that Physical Education professionals have a critical mentality in the school along with their students in order to collaborate with the transformation of the established social order.

The main fight of Physical Education professionals in school is to make Physical Education a curricular component of extreme relevance for the students, where the students can perceive the world around them and their role in building a new society, fairer and equitable through the contents worked.

FINAL CONSIDERATIONS

We can see that with the new institution LDB, Physical Education professionals had to rethink their role in the schools, especially in high schools. New conceptions of Physical Education are emerging in order to legitimize, through more contemporary pedagogical practices, exposing the importance of this subject along with the others for the integral formation of the students who attend the school. In other words, the importance of reavaluating its contents and objectives.

Thus, one can conclude that if the high school Physical Education teachers were open to dialogue with students, asking what content they would like to practice during classes or just give them the option of choosing between some activities and have a discussion of the benefits, meanings and importance of these activities, the level of motivation in the classroom would be increased because students could choose some activities according to their preferences. They would have more knowledge and information about the activities and therefore would be pleased to participate.

It is necessary for professionals in Physical Education to have along with their students a critical mindset within the School environment, seeking a transformation of the established social order.

The main fight of Physical Education in school is to make it an extremely important curriculum component for adolescents, where the adolescents can see through the world around them what their role in building a new and fair society is.

In conclusion, Physical Education should not be regarded as a subject apart from the curriculum of the schools, because its contents are of extreme importance for the integral formation of the students.

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REFLECTIONS ABOUT THE PEDAGOGICAL TREATMENT OF PHYSICAL EDUCATION IN HIGH SCHOOLS: A FOCUS ON CONTENT AND OBJECTIVES.

ABSTRACT

The present study investigates the pedagogical treatment of Physical Education as well as the objectives and the content that drive the performance of teachers. The method used was a literature research to understand the pedagogical approach, the contents and applied objectives, seeking references and authors who discuss such issues in high schools. It was observed that in schools, the content taught in Physical Education classes is not always suggested by the National Curriculum and the Law of Guidelines and Bases of National Education, showing that, in most cases, teachers use more sports content than bodily activities such as games, gymnastics, wrestling and dancing. I realized the need for a reorganization of proposed plans, enabling better approaches and contents to be developed in high school. I believe that Physical Education collaborates in the training of the students and their active participation in society.

KEYWORDS: physical education, high school, reflections.

RÉFLEXIONS DE LE TRACT PÊDAGOGIQUE DE LA ÉDUCATION PHIYSIQUE AU LYCEE: REGARD SUR LE CONTENU ET OBJECTIFS.

RÉSUMÉ

Cette étude a analysé le tract pédagogique de la Éducation Physique, les objectifs e les contenus en délimitant de l'actuation des professeurs. Le méthode utilisé a été la recherche bibliographique pour identifier la compréhension du tract pédagogique, les contenus appliqués et objectifs proposés, en recherche des références et des auteurs qui discutent ces questions au Lycée. On a observé que dans la réalité scolaire, le contenus enseignés dans les classes d'Éducation Physique au Lycée ne sont toujours ce que se sugèrent les Paramètres Curriculaires Nationales et la Loi de Directrices et Bases de la Éducation National, en démontrant que, dans la plupart du temps, les professeurs utilisent plus les contenus sportifs que les activités corporels comme les jeux, la gymnastique, les luttes et les danses. On se remarque la nécessité d'une réorganisation des planifications proposés pour viabiliser une meilleur adéquation et approche des ses objectifs et contenus pour être développés au Lycée, avec la perspective que l'Éducation Physique collabore dans la formation complète des élèves et ses participations actives dans la société.

MOTS- CLÉS: Éducation Physique, lycée, reflexions

REFLEXIONES DE LAS VÍAS DE LA EDUCACIÓN FÍSICA EN LA ENSEÑANZA SECUNDARIA: UN ENFOQUE EN CONTENIDO Y OBJETIVOS.

RESUMEN

El presente estudio investiga el tratamiento pedagógico de la Educación Física, los objetivos y el contenido que impulsan el desempeño de los docentes. El método utilizado fue una búsqueda bibliográfica para identificar la comprensión del tratamiento pedagógico, los contenidos y objetivos propuestos, buscando referencias y autores que discuten estos temas en la escuela secundaria. Se observó que en la realidad de la escuela, los contenidos impartidos en las clases de educación física en la escuela secundaria no son siempre lo que indican los Parámetros Curriculares Nacionales y la Ley de Directrices y Bases de la Educación Nacional, que muestra que, en la mayoría de los casos, los maestros usan más el contenido deportivo que las actividades corporales, tales como juegos, gimnástica, lucha y danzas. Se da cuenta de la necesidad de una reorganización de las planificaciones propuestos que permiten una mejor adecuación y aproximación de sus objetivos y contenidos que se desarrollarán en la escuela secundaria, a fin de que la educación física colabore en la formación integral de los estudiantes y su participación activa en la sociedad.

PALABRAS CLAVE: Educación Física, la escuela secundaria, reflexiones.

REFLEXÕES DO TRATO PEDAGÓGICO DA EDUCAÇÃO FÍSICA NO ENSINO MÉDIO: UM ENFOQUE NOS CONTEÚDOS E OBJETIVOS.

RESUMO

O presente estudo buscou analisar o trato pedagógico da Educação Física, os objetivos e conteúdos que balizam a atuação dos professores. O método utilizado foi a pesquisa bibliográfica para identificar o entendimento do trato pedagógico, os conteúdos aplicados e objetivos propostos, buscando referenciais e autores que discutem tais questões no Ensino Médio. Observou-se que na realidade escolar, os conteúdos ministrados nas aulas de Educação Física no Ensino Médio nem sempre são o que sugerem os Parâmetros Curriculares Nacionais e a Lei de Diretrizes e Bases da Educação Nacional, demonstrando que, na maioria das vezes, os professores utilizam mais os conteúdos esportivos do que as atividades corporais como os jogos, ginástica, lutas e danças. Percebe-se a necessidade de uma reorganização dos planejamentos propostos viabilizando uma melhor adequação e aproximação dos seus objetivos e conteúdos a serem desenvolvidos no Ensino Médio, na perspectiva que a Educação Física colabore na formação integral dos alunos e de sua participação ativa na sociedade.

PALAVRAS CHAVE: Educação Física, ensino médio, reflexões.