103 - REPRESENTATIONS OF PHYSICAL EDUCATION CLASSES UNDER THE VIEWPOINT OF PUPILS IFAL PALMEIRA DOS ÍNDIOS

MAURÍCIO RICARDY BATISTA RAMOS
KAROLLYNE MARQUES DE LIMA
Instituto Federal de Alagoas, Campus Palmeira dos Índios
Palmeira dos Índios, Alagoas, Brasil
mauricio.ricardy@ifal.edu.br

1. INTRODUCTION

Human behavior is the subject of study of social psychology, researching how the man outside his thoughts, laughs, cries, acts, feels pain. The social sciences interfere in these studies showing that man is an active being and not merely the result of mere observations. Information passed from generation to generation, in addition to private or collective experiences will cause the man to analyze situations and gain knowledge, thus rising social representations, which are nothing more than common sense knowledge from the knowledge and experiential.

Physical Education is compulsory curricular component of basic education. Initially, his performance in schools was just as a form of hygiene, working good habits in students. With Brazil's participation in World War II classes were directed to specific physical training. The did undergo changes seventies discipline did undergo changes as the Brazilian football was champion of the World Cup and there was great euphoria of the population. The sports, aiming results and excluding the less skilled, have become the main content of the classes according Darido (2005). The same author says that many professionals follow the design aiming recreationist participation of all students in an active, placing the teacher as a professional support in the pedagogical context, as these students begin to suggest activities for classes and the sport becomes a content omnipresent. All mentioned changes make the Physical Education is represented as a discipline without purpose.

The Physical Education classes at the Federal Institute of Alagoas - Campus Palmeira dos Indios happen in the first two years of the three courses integrated average: electrical, informatic and edification. In the 2011 school year there was a big drop in lessons of discipline, which led to the construction of this study. In this context, we sought to know how the high school students of the Instituto Federal de Alagoas - Campus Palmeira dos Indios represent the physical education classes, in order to implement a curriculum built through the same feelings. In addition to identifying and interpreting representations of students seeking to verify similarities and differences in representations between genders.

2. MATERIAL AND METHODS

This research intended understand how students represent Physical Education classes for from so improve the ideas, constructing a suggestion to program that classes, and for that use search exploratory and descriptive. According Gil (2007, p.45), “the search exploratory have as main objective improve ideas, being your planning very flexible, so that it enables investigation of various aspects relatives to fact studied”. Triviños (1987) says the main focus of the search descriptive resides in desire of know the comunity and yours characteristics, citing that is very common in education.

This research is qualitative, since was deepened in the world of meanings of action and human relationships (ALÉSSIO; SANTOS, 2005). Triviños (1987) define qualitative search how the one understand activities of investigation which can be denominated especifics or those which are characterized by common features, making them a generic expression.

The research participants were students of the first and second years high school integrated courses of Edification, Electronic and Informatic in Instituto Federal de Alagoas-Campus Palmeira dos Índios, characterizing this research as a case study, which according Triviños (1987), is a research category whose objective is a unit thas is analysed in detail, verifying the comprehensiveness and the nature this unit, having a theorist support how orientation for the researcher.

The study group was formed by twenty-six students (thirteen males and thirteen females), selected as follows: the student representative of the class and the student older each of the seven classes of the first year and the six classes of second. The student representative was interviewed because he was chosen by class democratically and the older student because he have more maturity for answer the questions proposed. To be crafted the gender question, in each class was selected older student of opposite gender of representative student.

The procedure for data collection was as follow: all students were informed about realization of search and about the criteria for choosing to participate. The instrument of collection used for this research was the semi-structured interview, which according Triviños (1987, p. 146): "(...) is that part of certain basic questions, supported by theories and hypotheses that are of interest to the research, and then offers a wide sphere of interrogatives, result of new hypotheses that arise as they receive responses of the informant. "

All interviews were perfomed at room of Physical Education in Campus Palmeira dos Índios, were present only the interviewed, interviewer and supervisor research. The interviews were recorded on a Music Player in MP3 format and subsequently transcribed. Data were distributed in categories a posteriori, elected based on the theoretical reference, and conducted an thorough analysis of representations submitted by students. The research followed the resolution 196/96 of the Conselho Nacional de Saúde (CNS), where students research received all information necessary about the the study, staying aware that participation happened according to his will, and when they wished they could give up.

FRAME 1 - STUDY GROUP

Students	Sex	Age	City	Students	Sex	Age	City
Student 1	♀	15	Palmeira dos Índios	Student 14	♂	19	Palmeira dos Índios
Student 2	♂	17	Palmeira dos Índios	Student 15	♂	17	Palmeira dos Índios
Student 3	♀	22	Palmeira dos Índios	Student 16	♂	18	Palmeira dos Índios
Student 4	♂	15	Bom Conselho	Student 17	♂	18	Palmeira dos Índios
Student 5	♂	39	Cacimbinhas	Student 18	♂	17	Palmeira dos Índios
Student 6	♂	17	Palmeira dos Índios	Student 19	♀	15	Anadia
Student 7	♀	15	Palmeira dos Índios	Student 20	♀	15	Palmeira dos Índios
Student 8	♀	17	Igaci	Student 21	♂	17	Dois Riachos
Student 9	♀	16	Coité do Nóia	Student 22	♂	25	Cacimbinhas
Student 10	♀	23	Palmeira dos Índios	Student 23	♂	20	Palmeira dos Índios
Student 11	♀	18	Estrela de Alagoas	Student 24	♂	30	Arapiraca
Student 12	♀	21	Igaci	Student 25	♀	19	Igaci
Student 13	♀	19	Lagoa do Caldeirão	Student 26	♀	16	Palmeira dos Índios

3. RESULTS AND DISCUSSION

The social representations are commonsense knowledge coming. For Moscovici apud Alexander (2004, p.132) the "social representation is a preparation for action, both for driving behavior, such as modify and reconstruct the elements of the environment that the behavior must take place." To exist representation is "necessary condition a subject and an object," according to Adams (2005, p.88). The theory of social representations is the form found by his followers and supporters to make knowledge arising from common sense accepted in the scientific community. Two concepts are very important in this theory: "objectification is contact with something unknown, making it familiar" and "anchor is to use the new knowledge gained on previously learned concepts." (SANTOS, 2005, p.20). In summary, for representation there is no need to contact someone with something unknown, to take ownership of their knowledge and use it to pass in your life.

As society undergoes changes over time, the the Physical Education is in the same process. It is necessary to examine what is really your role within the school program design and what the students have about the classes and how they are taught. Work and research indicate that physical education as a discipline has been based on exclusionary practice and often turns to the formation of sports teams representing schools and is seen by students as a recreational practice to break time teaching intellectual.

According to the National Curricular Parameters - NCP's - (BRASIL, 1998), the school should be taught the content focused on the culture of body movement, including sports, dances, wrestling, gymnastics and games. For secondary schools there is an indication of depth of content in all disciplines, which causes a problem for Physical Education, with a view to deepening would be teaming. The form found by some teachers is the work of cross-cutting themes, health and quality of life, seeking to raise awareness for the practice of regular physical activity.

In this study, initially the students were asked about physical education classes in elementary school: what they mean by physical education classes and how these happened. Men reported liaison with: sports, health, quality of life, socialization, nutrition, recreation, wellness, fitness. The women cited the first four items and added that it should be an optional subject.

The contents seen in elementary school were little remembered, however, students elencaram important content to be studied in school physical education, they are: blood pressure, sports, nutrition, physical activity, body, and history of the discipline of sports, health , physical well being, correct ways to practice the various exercises, health, physical training, dance, karate, body mass index and stretching.

Regarding the methodology used for classes in elementary school, we present four categories:

Inexistent - the lessons did not happen due to lack of physical structure of schools.

Exclusively theoretical - the students also reported that the choice was due to lack of physical structure and materials in schools. Silva et al (2007) support the lectures, claiming that there will be a rise in the status of this discipline in the hierarchy of knowledge, becoming more valued and respected. However, the NCP's (BRASIL, 1998, p.46) make the following statement: "In physical education classes, the procedural aspects are more easily observable, such as learning content is necessarily linked to practical experience", highlighting the need of practical lessons for understanding the discipline.

Exclusively practices - Darido & Souza Júnior (2007) use the term "roll-ball" for teachers that guide their classes only with the delivery of a ball for students to play the sport they want, excluding the less able and allowing multiple them go through school without understanding the culture of body movement. It was seen that most of the students went through this kind of methodology, linked to phase desportivizante Physical Education, widely used from the seventies. "Who has not sat participated, giving presence and ready," said the student 4 (♂, 15). Others also explained how the classes were happening, "few lessons were fleeing from reality and from school and the contents had no connection with our experience" (Student 6, ♂, 17); "class football was only for men. Women were left out, the teacher did not care about them "(student 14, ♂, 19);" who had participated only skill with the ball "(student 16, ♂, 18);" who want to play, play. Who does not want, sit there and wait to finish school "(Student 18, ♂, 17) referring to the speech of their teacher.

Theoretical and practical – some students reported that the teachers make every effort to give lessons without even having structure or material. The topic studied was always some sport, but first they researched something theoretical about the theme and then searched for a way to get practical lesson, as says student 9 (♀, 16) “the lessons were like here (sic), but the school was not equipped, so we improvised and played”. About participation in the lessons, the pupil 26 (♀, 16) was emphatic: “when were in same time, all participate, when were in contrary schedule, not”.

About the lessons of Physical Education in Instituto Federal de Alagoas-Campus Palmeira dos Índios, the students were questioned on some aspects: first if they knew of the way that the topics studied were chosen and how the evaluations were accomplished. Only two students reported not having knowledge, and identified that those are not attending lessons of discipline. With regard the interconnection of the topics learned on theoretical and practical lessons, all students said that it exists, although some complain about the small number of practical lessons.

Learn, improve physical conditioning, do enjoyable activities, entertainment, leisure and conquer the notes were assigned objectives by students for participation in lessons of Physical Education. In preference for theoretical class or practice, it was seen that there are different opinions: some like the theory because they say learn more; others practice to improving physical fitness and finally, many said like both because there is a complementation between them.

Motivation, participation and satisfaction with the lessons were terms well accepted by the students. Some have reported that many of his colleagues look for ways to not attend classes. A large amount of theoretical lessons was remembered by several students of a course, saying they are good, but they miss the practical lessons.

To end the interview was requested students to indicate ways to improve the lessons. Most said he likes the way the classes are happening and did comparisons of the methodology they saw in elementary school and now they see in IFAL. They says too that structure and materials that were problems in the past. They praised the professors and the way they encourage students and leave the lessons enjoyable.

Releasing the ball near the end of class for games, small schools futsal mount outside the hours of physical education classes, to have more days and times to discipline and have a valuation of it were listed as a way to improve.

Besides these, some students had interesting reports: "More interactivity with the room, not be alone in that theory - explaining, explaining ..." (student 2, ♂, 17); "I think if had more dance would be better" (student 9, ♀, 16); "Have more practical lessons" (Student 8, ♂, 17). Students mentioned are all of the same course and ask the teacher to merge more classes, dividing time between meetings theoretical and practical.

The maturity was very present in pupil 17 (♂, 18) when he says: “More seriousness of the group”, referring to some colleagues who use class time just to play, forgetting the commitment of the student, not talking with the teacher and other colleagues, and do not meet the required activities, whether or not evaluative.

The more divergent opinion came from two students who do not attend classes. According to article 24, section VI of

the Law of Guidelines and Bases of National Education LDBEN (Brazil, 1996), "the frequency control is the responsibility of the school, as provided in his regiment and the rules of their education system, the required minimum rate of seventy-five percent of the total teaching hours for approval", so no student is rejected by faults only ceases to be present in a discipline. On the question of verification of learning, the class council approves the student failed in only one subject. In the case of Physical Education, many students do not attend lessons and are approved by the Council of Class at the end of the school year, this atrocity that seeks to correct. "I suggest that the class is optional," the student pointed 10 (♀, 23). The suggestion of student escapes the responsibilities of teachers and educational coordinators, since LDBEN (Brazil, 1996) says that "the Physical Education curriculum component is obligatory Basic Education."

4. CONCLUSIONS

Physical Education is represented by the students of IFAL-Campus Palmeira dos Indios as a way to achieve health, wellness and quality of life through a healthy practice of physical activity, as well as keep fit, get socializing with fun. On the issue of gender was seen that men have a more comprehensive view that women regarding the diversification of the content of the discipline.

Regarding classes of elementary school, the representations are worrying, since most only had practical lessons without a defined content and without any methodology. Therefore, students understand that discipline brought little or no contribution to their lives.

The curriculum of Physical Education in IFAL was built at the beginning of the school year 2012, the three professors of this crowded campus. For this construction took into consideration some lines with students who had not seen any content in elementary school. Thus, the proposal includes some sports, gymnastics, dances, fights, games and transversal themes.

For the first year the content chosen were: GENERAL BASIS OF PHYSICAL EDUCATION (Conceptions Hygienist, Warlord, Esportivista physical education and recreation; Basics Approach Psychomotricity, Developmental, constructivist-interactionist, overmastering, and Emancipatory Renewed Health); GAMES aND jOKES (fun and games at school; cooperative games x games competitively, the practice of cooperative games and competitive games); gYM (concepts and meanings of bodily practices related to gymnastics at school; historical context gymnastics; practice elements of gymnastics , gymnastics and inclusion); PLANNING PHYSICAL ACTIVITY (maximum heart rate limits for weight loss and cardio training; blood pressure (default values, hypertension, cardio - walking and running); ATHLETICS (history of the sport; races; heels - height , distance and stick with -; releases - shot put, throwing disc, javelin); VOLLEYBALL (history; fundamentals - reception, lift and strike; positions and game systems); cAPOEIRA (history, capoeira Angola and capoeira regional - Master Bimba and Pastinha; instruments used in capoeira) HANDBALL (history; fundamentals - passing, receiving, progression and completion; resources - feint and dribble -; major rules, positions and offensive and defensive systems).

For the second year content lected are: DANCE (history and evolution of dance; regional dances, modern dances); FUTSAL (history; fundamentals - passing, receiving, progression and completion heading the ball; resources - feint and dribble; positions and game systems); iSSUES CROSS (nutrition and physical activity, use of anabolic steroids, body worship, cultural plurality); fIGHTS (concepts, importance and historical and philosophical aspects of the fights, judo, karate, tae-kwon-do); BASKETBALL (history; fundamentals - passing, receiving, progression and completion (pitch); resources - feint and dribble; positions and game systems); PLANNING PHYSICAL ACTIVITY (maximum heart rate limits for weight loss and cardio training; blood pressure (default values, hypertension); aerobic exercise - walking and running); PRACTICAL ALTERNATIVES BODY (massage, breathing and flexologia, global postural reeducation; gymnastics).

There were no reported observations of students in relation to changes in the content of the lessons for improvement, so the proposal is prepared by the same teachers of the discipline. The suggestion the students is that there is a change in the methodology used by the teacher of a course, adding practical classes along the existing theoretical, seeking to boost the learning of content and thus have an advancement of teaching-learning process.

To the observed results and the diversity of students' places of residence (Table 1) suggest the creation of a study group of physical education teachers in public schools and IFAL of Palmeira dos Indios and the surrounding municipalities in order to streamline the discussion about the contents to be experienced in elementary school and the methodologies to be used. The work performed in this way will cause students to discover in advance all the benefits from participation in lessons of discipline, and consequently changing their conceptions of family, work on improving IFAL and subsequently modifying people's opinions about the Physical Education building up new social representations.

6.REFERENCES

ALMEIDA, A. A era da cognição social. In: SANTOS, M.; ALMEIDA, L. Diálogos com a teoria das representações sociais. Recife: Ed.Universitária da UFPE, 2005a. p.99-116.

ALMEIDA, A. A pesquisa em representações sociais: proposições teórico-metodológicas. In: SANTOS, M.; ALMEIDA, L. Diálogos com a teoria das representações sociais. Recife: Ed.Universitária da UFPE, 2005b. p.117-160.

ALMEIDA, A.; CUNHA, G. Representações sociais do desenvolvimento humano. Psicol. Reflex. Crit., 2003, vol.16, no.1, p.147-155.

DARIDO, S. et alli. Educação física no ensino médio: reflexões e ações. Revista Motriz – Vol. 5, nº 2, dezembro/1999.

GUERRA, I. Pesquisa qualitativa e análise de conteúdo – sentidos e formas de uso. Portugal: Princípia, 2006.

LOPES, G. Representações da disciplina educação física no ensino secundário. Portugal: Instituto Superior da Maia, 2009.

RAMOS, M & SANTIAGO L. As representações das aulas teóricas de educação física sob o ponto de vista dos alunos do ensino médio. Maceió: Universidade Federal de Alagoas, 2010.

mauricio.ricardy@ifal.edu.br
Avenida Antônio Lisboa de Amorim, 1419 – Bl. C – Aptº 103 – Benedito Bentes
Maceió – AL – CEP 57.085-160

REPRESENTATIONS OF PHYSICAL EDUCATION CLASSES UNDER THE VIEWPOINT OF PUPILS IFAL PALMEIRA DOS ÍNDIOS

ABSTRACT

Physical Education is a segment of human sciences that faces many problems as it is often represented as a discipline that does not contribute directly to the intellectual development of the person. This is misinterpreted because teaching sports is part of the contents of PE and sports can be learned on the streets or in specific schools. In high school the problem is bigger because many teachers do not know what content to teach. Students of IFAL, in Palmeira dos Indios Campus, were interviewed in order to interpret their representations of physical education, developing a pedagogical proposal. As a result it was found that they represent PE as a means of improving health and quality of life, especially for the men. There was no need to create a new curriculum, as the students felt motivated and satisfied with the contents that they learned, but there needs to be a change in the methodology of some classes, to appeal more to the students.

KEYWORDS: physical education, high school, social representations

REPRÉSENTATIONS DE COURS D'ÉDUCATION PHYSIQUE DANS LE CADRE DU POINT DE VUE DES ETUDIANTS DE IFAL PALMEIRA DOS ÍNDIOS

RÉSUMÉ

L'éducation physique est un domaine de connaissance qui fait face à de nombreux problèmes à se faire représenter comme une discipline qui ne contribue pas directement à la formation de l'individu, car il compte parmi ses contenus à enseigner le sport, qui peuvent être apprises dans la rue ou dans des écoles spécialisées petits . Au lycée, le problème est exacerbé du fait que de nombreux enseignants ne savent pas ce contenu à enseigner. Les étudiants de Campus Palmeira dos Indios IFAL ont été interrogés afin d'interpréter leurs représentations de l'éducation physique, l'élaboration d'une pédagogie ainsi. En conséquence, il a été constaté qu'ils représentaient le sujet comme un moyen d'obtenir la santé et la qualité de la vie, d'être plus précis en ce qui concerne le contenu des hommes. Il n'y avait aucune nécessité de construire un programme d'études, les étudiants se sentent motivés et satisfaits du contenu apprises, mais il doit y avoir un changement dans la méthodologie de certaines classes afin de les rendre plus attrayants.

MOTS-CLÉS: éducation physique, enseignement secondaire, les représentations sociales

REPRESENTACIÓN DE LAS CLASES DE EDUCACIÓN FÍSICA EN EL PUNTO DE VISTA DE LOS ALUMNOS DE LO IFAL PALMEIRA DOS INDIOS

RESUMEN

La Educación Física es una área de conocimiento que se enfrenta a muchos problemas por ser representada como una disciplina que no contribuye directamente a la formación del individuo, ya que tiene entre sus contenidos a ser enseñados deportes, que se pueden aprender en la calle o en escuelas especializadas. En la escuela secundaria el problema se agrava porque muchos profesores no saben qué contenidos enseñar. Los alumnos del Campus Palmeira dos Indios del IFAL fueron entrevistados con el fin de interpretar sus representaciones de la educación física, el desarrollo de un pedagogico. Como resultado se encontró que representan el sujeto como un medio de obtención de salud y calidad de vida, ser más específico en relación con el contenido de los hombres. No hubo necesidad de construir un plan de estudios, ya que los estudiantes se sientan motivados y satisfechos con los contenidos aprendidos, pero es necesario que haya un cambio en la metodología de algunas clases para hacerlas más atractivas.

PALABRAS CLAVE: educación física, educación secundaria, las representaciones sociales

AS REPRESENTAÇÕES DAS AULAS DE EDUCAÇÃO FÍSICA SOB O PONTO DE VISTA DOS ALUNOS DO IFAL PALMEIRA DOS ÍNDIOS

RESUMO

A Educação Física é uma área do conhecimento que enfrenta inúmeros problemas por ser representada como uma disciplina que não contribui diretamente para a formação do indivíduo, já que tem dentre seus conteúdos a serem ministrados os esportes, que podem ser aprendidos na rua ou em escolinhas especializadas. No ensino médio o problema se agrava, pois muitos professores não sabem que conteúdos lecionar. Os alunos do IFAL Campus Palmeira dos Índios foram entrevistados com o objetivo de interpretar as suas representações da Educação Física, elaborando assim uma proposta pedagógica. Como resultados encontrou-se que os mesmos representam a disciplina como forma de obter saúde e qualidade de vida, sendo mais especificada em relação a conteúdo pelos homens. Não foi necessário construir uma proposta curricular, já que os alunos se sentem motivados e satisfeitos com os conteúdos aprendidos, porém é necessário que haja uma mudança na metodologia de algumas aulas para que fiquem mais atrativas.

PALAVRAS-CHAVE: educação física, ensino médio, representações sociais