15 - PHYSICAL EDUCATION IN THE BASIC EDUCATION: MEETING POINTS

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INTRODUCTION

We have folloied in recent years a significant increase of the theoretical productions that they aim at to argue the place that the Physical Education comes occupying in the Basic Education. Although these productions to search proximity with the daily one of the school, do not perceive an action that shares *make-to know* in intention to signal other possibilities to think the Physical Education about the pertaining to school context. The example of this assertive one can be observed in the scope of the Brazilian Congress of Science of the Sport since of a universe of 127 articles published in the year of 2001, 2003, and 2005 in the Thematic Work group School (GTT school), only three if had considered to make intervention research.

When assuming "what the school would have to make" studies as of Dias *et al*. (1999); Bracht *et al.* (2003); Molina Neto (2003); Molina and Molina Neto (2001), do not seem to perceive what in fact the school makes, because it makes and so that it makes. These research has ignored the place of the school while space of production of knowledge.

We corroborate with Oliveira (2001) when standes out that the understanding of what it is or it would have to be the Physical Education for some researchers, is not representative of the will of all, neither *"devir" historical*. In fact, it is frequently that on behalf of the "control of the scientific field", as in Bourdieu teaches to them (1983, 1989), finds in the theoretical productions carried through by the *legitimated voices* that constitute the Physical Education the construction of narratives that objectify to produce a "state permanent of crisis".

The unfamiliarity of what it was produced by the proper area throughout history and/or the option in neglecting/to silence this production, has compromised the agreement of the diversity and multireferentiality of what it is Physical Education, therefore as it affirms Bloch (2001, P. 60): "[...] The ignorance of the past is not limited to harm the understanding of the gift; it compromises, in the gift, the proper action".

In this work we will present the possible points of meeting between the Infantile Education and Basic Education, taking as reference two research of intervention with the daily pertaining to school. The first one is fruit of a monographic study of *lato-sensu* after-graduation elaborated by Nunes (2005), already second presents the data of research of the dissertation of Santos (2005). Before emerge the reflections presented for these two research we would like to point out some "theoretical tracks" that it has guided this way to make and to project research with the daily pertaining to school.

TO PROJECT AND TO SEARCH: BEYOND THE DENUNCIATION

We leave for this work considering practical the daily one as criterion and referential of the research, taking as epistemologic axle "[...] the theory as expression of the practical actions" (MARTINS, 1998, P. 154). In this in case that, project/research is molded in net with some entrances and simultaneous exits, given that theory, techniques of research and ways of analysis appear in the act to project/to search with proper the daily one (SANTOS, 2005).

In the measure where we dived in the scene of complex meanings that are the multiple *daily contexts* (SANTOS, 1995) of the Infantile Education and Basic Education, we adopt, as perspective theoretician- methodologic, *the existential research-action* (BARBIER, 2002). This why at the same time where we looked for to disclose practical the pedagogical one of the participant teachers of the studies, they joined themselves we stop thinking on the daily problems and about its possible solutions. We intended, when interacting with the citizens of the research, provoking them or to take to reflect them it on its pedagogical actions e, from them, to search theoretical instruments and referentials that could assist them in the cyclical process of action-reflection-action.

The daily context is the place where if they materialize of complex form *the strategies and tactics of the practitioners* (CERTEAU, 1996), place of the chaotic movements of the order and the clutter, place where if they form the nets of relations that appear and disappear in the times/subjective spaces that are the pertaining to school world.

In this way, we search to reflect and to reorganize practical the pedagogical one of the participant citizens of the research of Nunes (2005) and Santos (2005), having as proper referential point practical and the joined problems and difficulties daily. Here, it appears with bigger force, the mutual *implications* of the researchers, the teachers, the students in the reproduction/reconstruction of the educative actions (BARBIER, 2002).

However, we had that to investigate and to question what was familiar, therefore, as emphasizes Certeau (1996, P. 32), "[...] the study if articulates around the relation that its queerness keeps with a familiarity". It was necessary to destine *a look of queerness* to the common one, a look of heterogneyty instead of homogeneity. To exert this look of *heterogeneous queerness*, it was basic, as in them it indicates Santos (1995), a radical displacement inside of the same place, that is ours, a displacement that pass if to worry about what one becomes in spaces/times before common judgeships and exactly ignored, but that they have importance to understand this singular and ephemeral place called "school".

For Ginzburg (1989) it is basic, when searching with the daily one, launching or to focus the look for what he was ignored, returning the aspects, before considered insignificant, to search to breach the wall of the "erudite culture". In this perspective, the daily pertaining to school was analyzed as one *locus* of ephemeral, heterogeneous, unexpected and previsible whose research space/time is singular. Place, as it affirms Certeau (1994), of antidisciplines articulated for nets of astuteness, subtle tactics, ways and arts to make that, among others things, subvert the strategies imposed by means of the microdifference, shunting lines and anonymous creations.

In this perspective, we start to observe daily the not as local one of reproduction, incompetence, lack of knowledge, but as an environment of construction e (reverse speed) elaboration, of hope, will to make, creation of alternatives and possibilities. Therefore, the necessity *to hear/to feel/to smell* (CERTEAU, 1996) the direction of the daily world. The authors and actors of the pertaining to school daily life, when making use of the pertaining to school knowledge, create proper styles to teach, printing new forms know-to make and/or to know on this to make, constructing a personal way to act by means of the preset one. In searching with the daily one, they are privileged resulted of research in classroom and performance of the teacher regent (GAUTHIER, 1998). We feel the necessity to launch a positive look, as in Charlot (2000) teaches to them, to the shared reality; instead of alienation, resistance; instead of limitation, creativity; instead of conformism, subversion.

PHYSICAL EDUCATION IN THE INFANTILE EDUCATION: NOTES OF AN EXPERIENCE IN THE PERSPECTIVE

SUCH OF THE PEDAGOGY OF PROJECTS

The objective of this topic is to present the experiences in the lessons of Physical Education in a Municipal Center of Infantile Education (CMEI) of Vitória-ES. One is about an attempt to exceed the theoretical speech and to indicate other looks, perspectives and ways to think the Physical Education about the Infantile Education. In these terms, we construct to a proposal of intervention based on the institutional projects of the education institution and on the object of work/study of the knowledge areas Physical Education, Visual Arts and of the teachers regents. At the moment of the accomplishment of the project/research, the CMEI developed the projects *Child citizen today and always*, that the work with the *Rights of the Child* had as base, and *Reading, creating… I learn playing*, with intention to construct a relecture of a literature workmanship.

The concern was to insert the Physical Education in a context that is not organized in way to discipline guaranteeing the nip of the relation between the professionals and its *make-to know* and the attention given to the necessities of the children had contributed for the construction of the collective work that based in the *Pedagogy of Projects* (HERNÁNDEZ, 1998; BARBOSA; HORN, 2008) were known as *Playing in the Coffer of Noah*.

We carry through a relecture of the workmanship The Coffer of Noah of Vinícius de Moraes, developing five subjects: *The coffer of Noah, The dog, The seal, The cat and The duck*. We develop during the project 52 lessons, that had happened in different days in each group, in accordance with its specific necessities (Partner-Cultural Interchange, holidays and strolls), therefore nor all had initiated the project in the same week. In order to elucidate the didactic-pedagogical procedure systemize during the intervention and taking in consideration the objectives presented in this article we will go to present the subject *The coffer of Noah.*

The coffer of Noah

The Coffer of Noah was the first subject to be chosen, in which we work with historied gymnastics, music *pique*, beyond popular musics *Seu Noé, Seu Lobato*, and *The Coffer* of the literary composition *The Coffer of Noah*, of Vinícius de Moraes, all coreografieds, totalizing five lessons.

After the history of the *Coffer of Noah* we construct a historied trick, imitating the trajectory of the Coffer and of the diverse animals that polish, they drag, they swim and they fly. These animals had been suggested by the children, the teacher of Physical Education and the teacher regent. It was a rich experience in movements, expressions and interactions.

In another lesson we use musics *Seu Lobato, Seu Noé* and *the Coffer*, that had been coreografieds with simple gestures, to facilitate to the learning of the child for the association of the letter of music with the movement, available them a repertoire of pantomimas, movements, evolutions, steps and slight knowledge of direction. In this work, we learned the letter gradual hearing first the CD in parts, explaining the words that were not of the agreement of the children, adding to the few a suggestive gesture, and singing without the CD, being this one practical one carried through in all the musicied moments of the lessons of Physical Education. As we spoke of some animals, we include music *Seu Lobato* of the CD *Baby hits* that it does not speak of the history of the Coffer, but suggests the imitation of some animals.

We still made the *Pique of the Coffer of Noah*, who consisted of four groups of animals (in ours in case that, dog, cat, bird and duck), Its Noah and its three children. To the signal of the teacher, who was after given to dance music "Seu Noé" of the CD *Baby hits*, two groups of animals were requested and would have to change of house. The animals that during the movement were out of the house, could be catch for Noah and its children. After some requests, in diverse directions, the last animals took the place of Seu Noé and children, recommencing the trick. The activities proposals of if were not exploring the dimension*piques*, choreographies, gymnastics, playful and symbolic, for half Coffer, they would not translate significant moments for the children, as in them it points Mattos and Neira (2004, P. 17):

All action has an intention, either expressive it or functional always it is determined by its cultural dimension: a game, a sport, a dance, a work, an expression, etc., any gesture always is supported by one meaning. [...] We want all those movements that they work inserting them in a situation where the child if sees debtor to think and to plan its movement, running away from a catching one, scaling an imaginary mountain, burning the friend, at last, living each movement not only with the muscles, nerves and tendons, but also and mainly with 'heart and head'.

To the end of each lesson we rescued what we had made and we argued what it was more interesting, as the reflection of the students. When we initiated the following lesson, we made the rescue of the previous lesson and on the basis of they constructed new knowledge. In order to catch the impressions on the lessons, we asked for so that the children produced relative drawings to a music or the lived deeply activities, what, following the idea of the *indication evaluation* (SANTOS, 2005), she served in them of tracks to evaluate the intervention process. The works were made in collective or individual way, always displayed in panels.

When thinking about the mediation of the teacher as a dialogic process of action-reflection-action, based on the processes on development, or better, in the *zone of proximal development* (VYGOTSKY, 1994) of the students, we use the perspective of the indication evaluation proposal for Santos (2005). Therefore the *project/research* if constituted in *indication* way, in accordance with the tracks that the practical one to the few in supplied e to them, of this form, the evaluation never was disentailed of the objectives, contents and of the constructed referential methodologic in the daily pertaining to school (SANTOS, 2005).

Thinking about the analysis of the experiences produced in the lessons of Physical Education, we create diverse instruments that had given visibility to the process, such as daily of field, fiches of evaluation of the development of the children, fiches of accompaniment of the lessons, report of evaluation of the project, expositions, filmings of the lessons and the presentations, photographs, presentations involving theater and dances, among others.

The evaluation crossed all the moments of the project/research developed in the CMEI "Child Citizen". As *practical indication* (SANTOS, 2005), the evaluation established with the children a relation stops beyond the diagnosis and of the proposals of mensuration defined by the logic of the examination, it in it supplied indications to them of the processes in development delineation of the pedagogical actions.

PHYSICAL EDUCATION IN THE FINAL SERIES OF BASIC EDUCATION: PRACTICAL AND TO KNOW

The experiences told in this topic are resulted of the research carried through in a School of the Municipal Public Net of Education of Vitória, called of "Vitória". Leaving of the concrete problems evidenced by the teacher of Physical Education in pedagogical its practical and by the revealed intention to be meaning the lessons in the direction to propitiate the rescue of ethical-moral values (respect, cooperation, rescue of auto-esteem), we work with the content atletism. It is important to stand out that the definition of this content already had occurred at the beginning of the school year with the participation of the students, that is, before the intervention process that was effected in the third bimester and corresponded the 29 lessons.

No diálogo constante entre *prática-teoria-prática*, procuramos, a partir da análise do fazer pedagógico da professora e da definição realizada por ela sobre o que "é Educação Física", referenciais teóricos que auxiliassem o seu processo de intervenção. A idéia central aqui não era estabelecer uma coerência teórica entre os autores estudados, mas buscar, dentro da complexidade das práticas pedagógicas cotidianas, trabalhos teórico-metodológicos no campo da Educação Física que auxiliassem tanto a definição de novas linhas de ações como a reflexão de ações já realizadas. Em Soares *et al.* (1992), por exemplo, fortalecemos a idéia de que, para trabalharmos na perspectiva do esporte educacional dentro dos preceitos ético-morais estabelecidos pela professora, era fundamental transformar o esporte em um conteúdo pedagógico da escola. Não obstante, retomamos o compromisso com a

solidariedade e com o respeito humano, da mesma maneira, atentávamos para a necessidade do trabalho coletivo entre os alunos.

In the constant dialogue between *practical-theory-practical*, we look for, from the analysis of pedagogical making of the teacher and the definition carried through for it on what "it is Physical Education", theoretical referentials that assisted its process of intervention. The central idea was not here to establish a theoretical coherence between the studied authors, but to search, inside of the complexity of practical pedagogical the daily ones, works theoretician-methodologics in the field of the Physical Education that in such a way assisted the definition of new lines of action as the reflection of carried through actions already. In Soares *et al.* (1992), for example, we fortify the idea of that, to work inside in the perspective of the educational sport of the ethical-moral rules established by the teacher, was basic to transform the sport into a pedagogical content of the school. However, we retake the commitment with solidarity and with the human respect, in the same way, we attempted against for the necessity of the collective work between the students.

However, to work collectively, breaching with the rules of the institutionalized sport, it was necessary, as it affirms Kunz (2001; 1998), when considering a *didactic-pedagogical transformation* of the sport, to identify the meaning central of if *putting into motion* of each sportive modality e, from it, to promote the ruptures with know-making practical orienting technician of the pedagogical one of the teacher, that is, the objective was not here to modify these meanings, but*, to operate astuteness* (CERTEAU, 1994) on the inside of them, looking for in such a way to promote a change in the conception of the sport, come back, over all, toward the ethical-moral values evidenced by the teacher, as in the education of the proper sport. An example, in this direction, occurred in a lesson where we request that the group if divided in four teams. The teacher organized a poster where she grouped the content of atletism in three blocks, in accordance with the meanings central offices of if *putting into motion* of each one, and destined for each block a specific space for the systematization of the teams, being they: races (speed; rotation and obstacle), jump (distance and height) and hurls (weight and dart). It also elaborated a poster with the criteria for evaluation of the teams and its quantification and another one with all the lessons of the third bimester.

In the practical one, we create different *ways and arts to make* (CERTEAU, 1994) to ratify the conception of the work in team, as, for example, the identification of the teams with satin ribbons of colors: it turns yellow, blue, white and green. Equally, in view of the contents of education of each block, we looked for to create *situation-problem* to be decided for the teams. From the creation of *solutions for activity-problem*, centered in *know-how*, the students were stimulated to reflect on corporal carrying through, exercising in such a way *making with as the speech of* (SCHNEIDER; BUENO, 2005).

To the measure that we developed the intervention process, we observe that the lines of actions delineated with the teacher of Physical Education for the reorganization of pedagogical practical its distancied of the proposal methodologic carried through by Soares *et al.* (1992). In the search of new theoretical references that could assist the reflections of the lines of carried through actions, we come close ourselves to the works of Kunz (1998; 2001). This author standes out the necessity of a *pedagogical stage* of the sport folloied for its *didactic-pedagogical* transformation. For in such a way, he considers four steps as didactic strategy of education to materialize this proposal called theoretician-methodologic: necessary material arrangement; transcendency of limits for the experimentation; transcendency of limits for the learning; transcendency of limits creating.

From this orientation, we plan the lessons taking as reference the didactic strategy of education proposal for the author. Thus, by means of the material arrangements and of the *situation-problem*, we stimulate the *transcendency of limits* proposals for Kunz, giving, continuity in the work that came being effected. In the lesson of obstacle race, for example, we not only obtain to carry through the work in team as well as to involve the student in the construction of the activity, when considering as *situation-problem* the elaboration*/experimentation/reflection/creation* of a circuit inside of the established time of three minutes with the following materials: rope, tire, hula hoop, cone, baton of broom handle.

If the objective age to promote the participation of the teams, considering the *practicing* students while (CERTEAU, 1994) of the process teach-learning, focusing, mainly, its development in such a way in the individual field as in collective, the nothing better of what involving them in all the events of education.

In what the evaluation is mentioned specifically had been several the moments of its accomplishment, in the reality, as written evaluation, rework of the evaluation written, comment, colloquy carried through during the lessons, works, drawings, auto-evaluation with register carried through collectively for the students after each lesson in a called picture of materialization, that took as base the organization and cooperation, participation criteria. The approach of the evaluation in the lessons of Physical Education was not the note attribution or concept, but the development, *coming to be of the participant* pertaining to school practitioners of this process, so that we could favor *still not-to know* and to allow, for its turn, the magnifying of the knowledge.

This was a shared process that it searched to contribute for the understanding of as the "other", partners in the pedagogical process, understands, learns, teaches; what it learns, teaches, knows and it does not know, not to the end of a passage, but while it carried through the activities throughout the bimester. Here, the evaluation focused the indications tracks, however, not as register of the incapacity, but as it evidences of the magnifying potential, individual and collective, of the knowledge (SANTOS, 2005; 2008). The understanding, therefore, of the routes of the practical evaluates of the teacher of Physical Education from the intervention demanded the reflection on and in individual action e, mainly a joint reflection.

FINAL CONSIDERATIONS

Ahead of the displayed one, we signal the necessity to read the daily pertaining to school as place of possibilities, of significant learnings. In the work of Nunes (2005) we saw that the Pedagogy of Projects has presented as a referential useful to think the insertion of the Physical Education about a context not to discipline called Infantile Education. The Pedagogy of Projects makes possible the dialogue enters the different areas of the knowledge from one to make elaborated collectively between the teachers. This is one of the arduous tasks that we have that to face to mean the insertion of the Physical Education in this segment of education.

This understanding of knowledge also tangented the intervention elaborates for Santos (2005) in Basic Education. When dealing with emergent subjects and/or situations problems the presented experiences had evidenced the necessity of the implication of the citizens in the education processes in order to produce learning significant.

When taking the evaluation as *indication action* (SANTOS, 2005) and the mediating teacher while of the process learning/development, centering itself, over all in the development of the student, we announce one another perspective of evaluation. Perspective this understood as party to suit of tessitura of knowledge, based on the prospective, coming to be, the heterogeneity without closed models previously defined, a time that the concern does not have friction the answers as error or rightness, but yes, to know to identify them and *still not-to know* in development. The task of the appraiser if constitutes, therefore, in a permanent exercise of interpretation of *signals, of indications*, from which manifest judgment of value. Finally, the findings evidenced in this project/research indicate that beyond having access to the scientific contributions of the diverse areas of knowledge she is necessary to attempt against for the practical contributions, weaveeed in the daily pertaining to school.

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PHYSICAL EDUCATION IN THE BASIC EDUCATION: MEETING POINTS

ABSTRACT
This work has as objective to present the possible points of meeting between the Infantile Education and Basic Education being taken as reference two research of intervention with the daily pertaining to school of the Physical Education. For in such a way, I assumed the research-action as methodologyc referencial, whose instrument of collection of data was daily and half-structuralized interview. The data of the research evidence the necessity of studies with the daily one that they take the school as place of production and possibility of change.
Key Words: Physical education. Basic education. Intervention.

L'ÉDUCATION PHYSIQUE DANS L'ÉDUCATION DE BASE: POINTS DE LA RÉUNION

RESUMEE
Ce document vise à présenter les points possibles de la rencontre entre l'éducation de l'enfant et l'école primaire en prenant comme référence deux recherches d'intervention avec le quotidien scolaire de l'éducation physique. À cette fin, j'ai pris la recherche-action comme méthode, l'instrument de collecte de données ont été tous les jours-terrain et semi-structurées. Les données de l'enquête mettent en évidence la nécessité pour les études de la vie quotidienne à prendre à l'école comme un lieu de production et de la possibilité de changement.
Mots-Clés: Fitness. L'éducation de base. Intervention.

LA EDUCACIÓN FÍSICA EN EDUCACIÓN BÁSICA: PUNTOS DE REUNIÓN

RESUMEN
El presente documento tiene por objeto presentar los posibles puntos de encuentro entre la educación del niño y la escuela primaria, tomando como referencia dos búsquedas de intervención con el diario de la escuela de educación física. Con ese fin, tomé la investigación-acción como una metodología, el instrumento de recopilación de datos a diario de campo y entrevista semi-estructurada. Los datos de la encuesta ponen de relieve la necesidad de realizar estudios de la vida diaria a tomar a la escuela como un lugar de producción y la posibilidad de cambio.
Palabras Clave: Vida Sana. Educación Básica. Intervención.

EDUCAçãO FíSICA NA EDUCAçãO BáSICA: PONTOS DE ENCONTRO

RESUMO
Este trabalho tem como objetivo apresentar os possíveis pontos de encontro entre a Educação Infantil e o Ensino Fundamental tomando como referencia duas pesquisas de intervenção com o cotidiano escolar da Educação Física. Para tanto, assumi a pesquisa-ação como referencial metodológico, cujo instrumento de coleta de dados foram diário de campo e entrevista semi-estruturada. Os dados da pesquisa evidenciam a necessidade de estudos com o cotidiano que tomem a escola como lugar de produção e possibilidade de mudança.
Palavras-chave: Educação Física. Educação Básica. Intervenção.