31 - THE REVIVAL OF THE PEDAGOGIC APPROACH IN THE PHYSICAL EDUCATION TEACHERS PERFORMANCE

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INTRODUCTION

Over time, Physical Education (PE) has been seen as a school's curricular component. Therefore, many items were evidenced, as a discipline and as a knowledge field and epistemological intervention. The PE was seen as a way to prepare the young people to defend the nation, to make the worker stronger or to stimulate new sport talents, promoting the national sport. Many confrontations were exposed over this historic period, nationally and internationally. The fact that the PE was considered as mere activity, sometimes relegated to a not really important status among the curricular disciplines, culminates in having to execute trendy tasks or national manias.

Santos & Lima (2007:130) mention that, formerly, the PE went through phases of controversy and pursuit. These phases were marked by the aspiration of being permanent, in its identity and in its characterization as a practice field serving the humanity.

Nowadays, the recognition of the PE as a curricular component by the 1996 state frameworks (LDB law # 9.394/96) evidences its essential contribution, that is to integrate itself with the others school disciplines. It also reinforces the need that the PE has to relate itself in an interdisciplinary way with the other areas of the school knowledge, not only in the basic education, but in the whole curricular course, concentrating in the concepts and practice of health and focusing the physical activity.

In the same path of thought, Farinatti & Ferreira (2006), enlighten that the PE brings significative health improvement. Programs related to it should be debated and elaborated in the schools, according to its complexity and depth in the themes that will be adequate to the students' level: elementary or high school. The acceptance of this approach results in the perception of the health as a multifactor issue. That passes by many knowledge fields and integrates them, seeing the health not only as a medical problem, but even more as a pedagogic didactic question and problem of converting available knowledge in practices and life style.

Since the 80's, the Brazilian physical education, like said by Quelhas & Nozaki (2005), proliferated at the gyms, focusing the promotion of health by physical activity. In this context, the PE concepts converged in two ways: on this side, the business question, that saw in this market niche a group of consumers avid for activity; on the other side, the group that defended PE as humanity's historic producer that should work in every social layer (p.74).

Despite its legitimacy as a curricular component, given by the LDB law # 9.394/96, the PE has low expectations related to educational aspects, socially and at the school. That happens because the PE is commonly seen as a “physical instruction” agent destitute of specific pedagogic-educational knowledge. Martins Junior(2004) affirms that when he says that PE doesn't always have body formation and the learning of different exercises as a goal. Most of the time it tends to performance, which discourages continued practicing and disinterests the population that doesn't identify with the future athlete or pursuit of performance.

However, the fact that the PE in the school followed a way different than the one followed by the other disciplines is really important. Its appearance as educative practice i.e. action destitute of theory, disorganized and changed the intellectually built knowledge world that is so valued by the school institution.

The PE “anthological” model still exists in many schools. This model is characterized by the exclusion of the ones that are less skilled, the elitism and sexism present in the sports, the gymnastics without clear criteria, the body tameness and many other obsolete concepts in Scholar Physical Education (Santos & Lima, 2007:130). In many cases similar to that, it is impossible to generalize what is strict, but there are studies that affirm there are realities that are quite close to what is considered ideal and pertinent for an implementation and actuation model. That was verified by Shigunov; Azevedo & Anfilo (2002 and 2003) when they investigated the pedagogic didactic competencies of PE teachers, specifically the Cefet/SC teachers. They pointed out that the PE teacher's pedagogic and interventional actions in that school are consequences of the scholar system in force, when PE stood out compared to the other disciplines in the school curriculum. In that school, PE status was strengthened by the excellent facility and support material that were above average, having more credits than the other general formation disciplines, counting on pedagogic and administrative autonomy.

METHODOLOGIC PROCEDURES

This study is based on the bibliographic research paradigm and comes from PE historicity, evidencing elements that shared spaces, theories, tendencies and conceptualizations in this historic period, emerging contradictions, affirmations, conflicts and formulations facing the discussed subjects, as a curricular discipline. Next, the Pedagogic Approach genesis and conceptions that guide the PE praxis are shown, concluding with the PE needs and interventions context in the teacher's actuation.

SCHOLAR PHYSICAL EDUCATION HISTORIC COURSE

The SPE historic course was not an isolated movement itself, but the reflex and continuity of a bigger phenomenon than the scholar education course, and even more, than the Brazilian society development was.

Studies in the SPE (Pereira, 1988; Ghiraldelli Júnior, 1988 and 1990; Bracht, 1992 and 2000; Castellani Filho, 1999; Soares, 2002;) showed that PE was depending on external influences. Therefore, PE kept a historic relationship, which can be characterized as subordination, with military, religious and sports institutions. Trying to achieve its autonomy, PE uses its peculiar elements to firm itself in the scholar curriculum in a consistent way and being coherent with the scholar institution. Most recently, when it deals with specific elements, it establishes a dialogue with the PE itself, suggesting the idea that there is a PE *in* the school and a PE *from* the school. Kunz (2000) proposes to discuss the sport phenomenon and alerts the idea that the PE brings the school artificial elements to its culture, being detrimental to the natural elements of the school routine.

During the humanist movement that marked the PE course in Brazil, this expression was used by specialists in PE that started to question the supremacy of the physical aptitude (on a hygienist, militarist or sportive bias). The medical influence in PE had its content represented, emphatically, by the body hygiene function. When this extern influence emerges from the military institution, PE contents assumed different military elements like marching, order to the anthem and to the national flag, unity

order. When the sportive institution gave its elements for PE content definition, the excessive technique standardization of the sport gestures, the request for athletic income and the bodybuilding were adopted.

For many years, like stated by Netto (2006), these PE concepts and approaches, even being fruition of enriched practices, had a content that contributed to the transmission of a dominant class values.

During this period when these methods of teaching were overcame, PE went through a phase of critic pedagogies, as an example of the Author's Collective. Soares et. al. (1992) characterized this historic moment as a big influence for the emergence of the *renovation movements*. It established affirmations of its identity in this field of study, conceiving innovative methodologies with progressive ideals, conjecturing the changes that PE figured for its scholar routine.

Besides this context, the Psychomotor approach was present in theory and development of the Brazilian PE. Its contents started to have other references, like the psychomotricity, that privileged the body scheme structuring and the motor aptitude development.

Parallel to all these movements, arises the mass PE, emphasizing Matro-gymnastics and the mobilization of athletes for exhibitions with large populations. A good example is Sport for All, that had a goal to develop attitudes with cooperation and solidarity. These renovation movements structured theoretical elaborations about the SPE, presenting it as Pedagogic Approaches, which intended to organize a specific body of knowledge for PE.

It is important to say that all approaches are equally important, each one contemplating relevant aspects for the classes' development, working on different and complementary contents and contexts.

Azevedo & Shigunov (2001) and Soares (2002:21) assert that the Pedagogic Approaches are grouped by Macro Conceptions. The first group, related to the *Humane Movement,* is formed by the *Constructivist, Psychomotor* and *Systemic Approaches*. The second group is bigger and consists of *Open Classes Approach*; *Critical-Overcomer*; *Plural Education*; *Critical-Emancipatory and Humanist*, identified with the *Body Movement Culture*. In the third group is the *Physical Aptitude Approach*; *Developmentalist* and *Technical* which are related to *Athletical Physical Education*.

When teaching the contents inherent to PE, it is important to consider concepts that value the totality and the student's full formation. The intention to build knowledge and contents should be constant in a globalizing conception, experimenting the valorization of many biological-psychological-social and historical dimensions of the student.

THE PHYSICAL EDUCATION CONTEXT

The PE assumed different characteristics, contexts and functions in the school routine, having as an example the Brazilian reality evidenced by the historic course. This fact became one of the main subjects in a discussion in the Scholar Physical Education area, about the quest for pedagogic autonomy. It (re)activate an old debate about its legitimacy and create a big conflict, where cohabited progresses, retrogressions, determinations and resistances, especially under the LDB #9.394/96 and the National Curricular Parameters (Brazil, 1997b). Concerning the planning action executed by PE, it is right to affirm that its role is related to human movement with wide commitments, relevant for the school routine.

Costa (2006:3) says that *"the main challenge that Physical Education teachers will have to beat is to comprehend their students' reality and individuality. The children should be treated like agents in the learning process"*. Their wishes, abilities, fears and action style should be respected.

Darido (2001;) and Darido & Souza Jr. (2007) notice that the Physical Education role is more than *teach sports, gymnastics, wrestling, dance, games and rhythmic activities. It includes values and concepts for life. Moreover, they warn for the signification attributed to PE, being the teacher's responsibility to teach the motor gesture, problematize, elucidate, relate and comprehend with his students diverse body manifestations that are inherent to body practices* (p.20).

Shigunov & Anfilo, 2003, p.8, call the attention for the teachers formations perspective and alert for the need for *"stimulate the teacher to go in direction of the self production, research and theoretical knowledge, always in a critic and creative way, looking for and approximation between theory and practice"*.

Considering the student a partaker in the process is considering the relation that exists between the individual and the culture where he is inserted. It is necessary to invest in the professional formation to make the change possible, to redefine the teacher's profile without voiding the knowledge already built in the area. The actuation perspective should be amplified and we should analyze its practice using other aspects established by the interrelation with other fields.

FINAL CONSIDERATIONS

The school, being a place to discuss the knowledge built by the humanity, considers PE as a scholar knowledge field built historically from the meaning that the movement conferred to it. It is attributed to PE the responsibility about the body movement culture practices, as specificity and pedagogic contribution to the scholar context. It uses dance, games, sports, gymnastics, martial arts, wrestling, capoeira and other body movement culture phenomena and for this reason it should be pedagogized and discussed methodologically, so the students can understand it better.

SPE should provide its students with contents that are relevant to their social-historical dimension, respecting the cultural diversity of each region and social domain. It should also consider the biologic dimension, contributing to the cognitive formation, supplying the student with relaxation and mental balance. More than that, it is important to feel the need for supporting interventions about chronic degenerative diseases prevention and also about sedentariness and obesity in children and teenagers.

It is crucial to know if the education is contributing for the student to recognize him/herself and the others, in the cultures where they are inserted. This is the edge between teaching to *repeat* and teaching to *comprehend*. We should and must keep teaching volleyball, soccer… and many other school activities, but not teaching only the *movement* by *repetition*. The students should notice the game had and has history and reasons to be there in that moment. They can understand their country's games, combats and sports in its different contexts. This learning doesn't wear out, it is negotiated everyday by these activities participants.

Concluding this study, we must enlighten the many possibilities that the physical education area can present for the teachers to work in the school (and other places) with different views, increased possibilities and specific actuation. Attending not only the students wishes, but also offering them a way that has not been followed by the physical education and sport pedagogies yet, it demonstrates, nowadays, a possible kind of actuation.

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The revival of the pedagogic approach in the physical education teachers performance

Abstract

The objective of this study was to present the main pedagogic approaches that guide the Brazilian Physical Education, using its principal authors, studies, theories, themes and methodological and ideological contexts. The Physical Education, as a curricular component, was seen as a way to prepare the youth for nation defense, to make the worker stronger or to stimulate new sport talents. The fact that the PE was considered as mere activity, sometimes relegated to a not really important status among the curricular disciplines, culminates in having to execute trendy tasks or national manias. Nowadays, its recognition as a curricular component by the 1996 state frameworks (LDB law # 9.394/96) evidences its essential contribution, that is to integrate itself with the others school disciplines. It also reinforces the need that the Physical Education has to relate itself in an interdisciplinary way with the other areas of the school knowledge. It is known that the *Pedagogic Approaches* are grouped by Macro Conceptions. The first group, related to the *Humane Movement,* is formed by the *Constructivist, Psychomotor* and *Systemic Approaches*. The second group is bigger and consists of *Open Classes Approach*; *Critical-Overcomer*; *Plural Education*; *Critical-Emancipatory and Humanist*, identified with the *Body Movement Culture*. In the third group is the *Physical Aptitude Approach*; *Developmentalist* and *Technical* which are related to *Athletic Physical Education*. It is important to enlighten the many possibilities that the physical education area can present for the teachers to work in the school (and other places) with different views, increased possibilities and specific actuation. Attending not only the students wishes, but also offering them a way that has not been followed by the physical education and sport pedagogies yet, it demonstrates, nowadays, a possible kind of actuation.

Key-Words: pedagogic approaches; physical education conception; Physical Education teachers

Les approches pédagogiques et l´action pour les enseignaint de l´éducation physique

Sommaire

Le but de cette étude était de présenter les principales approches pédagogiques qui guident le brésilien de l'éducation physique de ses principaux auteurs, des livres, des hypothèses théoriques, des thèmes, méthodologiques et idéologiques des contextes dans lesquels ils appartiennent. Le Fitness (AF) perçue comme un élément de cursus scolaire, a été considérée comme un moyen de préparer les jeunes à défendre la nation, de renforcer l'employé ou même d'encourager les nouveaux talents du sport. Le fait que le EF être considéré comme une simple activité, souvent reléguées à un statut sans autant d'importance dans toutes les disciplines du cursus, en laissant le rôle de l'exécution de la tâche de la mode ou à proximité manies

nationales. Actuellement, sa reconnaissance en tant que composante scolaires de la loi de lignes directrices et les bases de l'éducation nationale de 1996 (LDB la loi n ° 9.394/96) reflète sa contribution essentielle, qui est de s'intégrer avec d'autres disciplines du cursus scolaire, le renforcement la nécessité pour les EF en relation avec d'autres domaines interdisciplinaires de la connaissance scolaire. Il est entendu que les méthodes pédagogiques elles-mêmes regroupées par Macro Conceptions, qui est l'un des premier groupe lié au Mouvement de l'homme qui se compose d'approches constructivistes; psychomotrice et systémique, un deuxième groupe composé de l'ensemble des approches Ouvrir l'école; critiques Super-Education; pluriel; humaniste, et emancipationally critiquer, identifiés avec le Corps de la culture Mouvement. Dans un troisième bloc de l'Aptitude Physique approches, techniques de développement et de se lier à l'activité physique deportive. Il convient de souligner les nombreuses possibilités que le domaine de l'éducation physique peuvent apporter à des enseignants travaillant dans les écoles (et ailleurs) avec des approches différentes, avec des possibilités accrues et des performances spécifiquement, en tenant compte non seulement les aspirations des étudiants (personnes), mais également en leur offrant une voie qui n'a pas été poursuivi par la pédagogie de l'éducation physique et du sport, mais qui se présente maintenant, comme un moyen possible de l'action.

Mot-clés: approches pedagogique; concepcions educationeles; enseignaints de l´éducation physique

Recuperación de los enfoques pedagógicos en la acción de los profesores de Educación Fisica

Resumen

El objetivo de este estudio fue presentar los principales enfoques pegagócicos que nortean la Educación Física Brasileña a partir de sus principales autores, obras, proyectos teóricos, los temas, contextos metodológicos y ideológicos en los cuales están incluidos. La Educación Física como un componente curricular en la escuela, fue visto como un medio de preparar a la juventud para defender la nación, fortalecer el trabajador o inclusive estimulando nuevos talentos deportivos. El hecho de la Educación Física ser vista como una mera actividad, a menudo relegada a un estado sin mucha importancia en en conjunto de las disciplinas curriculares, restándole el papel de ejecutora de tareas adyacentes de modismos o manierismos nacionales. Actualmente, su reconocimiento como un componente curricular dado por la Ley de Directrices y Bases de Educación Nacional de 1996 (LDB la Ley N º 9.394/96) refleja su importante contribución, que es la de integrarse con las demás disciplinas del currículo escolar, fortaleciendo la necesidad de EF relacionase de forma interdisciplinar com otras áreas del conocimiento escolar. Se entiende que los enfoques pedagógicos se agrupan por Macro Concepciones, de onde se forma un primer grupo vinculado al Movimiento Humano y que consta de enfoques Constructivistas; Psicomotriz y Sistémicos, en un segundo grupo más amplio composto por los enfoques de las Clases Abiertas ; Crítico -Superadora; Educación Plural; Crítico-Emancipadora e Humanista, identificadas con la Cultura Corporal del Movimiento. En un tercer bloque los enfoques de la Aptitud Física; de Desarrollo y la Técnico se comprometen a la Actividad Física Deportiva. Cabe destacar las muchas posibilidades que el campo de la Educación Física puede ofrecer a los profesores para trabajar en las escuelas (y en otros locales) con diferentes enfoques, con mayores oportunidades y accciones especíalizadas atendiendo, no apenas los anhelos de los alumnos (personas), pero también les ofreciéndoles, un camino que todavía no fue explotado por la spedagogías de la Educación Física y los deportes, pero que se presenta, actualmente, como una forma posible de acción.

Palabras-clave: enfoques pedagogicos; concepciones educacionales; profesores de educación física

O resgate das abordagens pedagógicas na atuação dos professores de educação física

Resumo

O objetivo deste estudo foi apresentar as principais abordagens pedagógicas que norteiam a Educação Física brasileira a partir dos seus principais autores, obras, pressupostos teóricos, temáticas, contextos metodológicos e ideológicos nos quais estão inseridos. A Educação Física (EF) percebida enquanto componente curricular na escola, foi vista como meio de preparar a juventude para a defesa da nação, fortalecer o trabalhador ou ainda incentivar novos talentos esportivos. O fato de a EF ser considerada como *mera* atividade, por vezes relegada a um status sem *tanta* importância no conjunto das disciplinas curriculares, restando-lhe o papel de executora de tarefas adjacentes de modismos ou manias nacionais. Atualmente, seu reconhecimento como componente curricular a partir da Lei de Diretrizes e Bases da Educação Nacional de 1996 (LDB Lei nº 9.394/96) evidencia a sua essencial contribuição, que é a de integrar-se com as demais disciplinas do currículo escolar, reforça a necessidade da EF relacionar-se interdisciplinarmente com as demais áreas do conhecimento escolar. Entende-se que as Abordagens Pedagógicas agrupam-se por Macro Concepções, onde constitui-se em um primeiro grupo vinculado ao *Movimento Humano* que *é* constituído pelas *Abordagens Construtivista*; *Psicomotora* e *Sistêmica,* num segundo grupo mais amplo composto pelas *Abordagens das Aulas Abertas; Crítico-Superadora; Educação Plural; Critíco-Emancipatória e Humanista,* identificadas com a *Cultura Corporal de Movimento.* Num terceiro bloco as *Abordagens da AptidãoFísica; Desenvolvimentista e a Técnica* vinculam-se a *Atividade Física Desportivizada. D*eve-se destacar as muitas possibilidades que o campo da educação física pode apresentar para os professores trabalharem nas escolas (e outros locais) com enfoques diferentes, com possibilidades aumentadas e atuações particularizadas, atendendo, não apenas os anseios dos alunos (pessoas), mas também oferecendo-lhes, um caminho que ainda não foi trilhado pelas pedagogias da educação física e dos esportes, mas que se apresenta, atualmente, como uma forma possível de atuação.

Palavras-chave: abordagens pedagógicas; concepções educacionais; professores de educação física