54 - THE PHYSICAL EDUCATION TEACHING AT SCHOOL: WHICH ARE THE HEGEMONIC CONTENTS FROM 6TH TO THE 9TH SCHOOL YEAR OF THE FUNDAMENTAL TEACHING?

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INTRODUCTION

The teaching school Physical Education contents have presented conflicts and several indefinite points even because, along the history, these were strongly influenced by external to school institutions.

Understanding Physical Education as a pedagogical practice, which materializes, in contents form, its systematized historically knowledge and yet, focalizing its presence in the Fundamental Teaching second segment, we ask: What contents have been dealt in an hegemony way in the Physical Education teaching from 6th to the 9th school year? How to overcome such hegemony?

THE SCHOOL PEDAGOGICAL WORK ORGANIZATION AND THE TEACHING SCHOOL PHYSICAL EDUCATION CONTENTS.

Several criticisms are risen up against the pedagogical work organization at school. Since the construction partner-political determinants of its political-pedagogical project until the operational elements evidenced in the everyday of the different curricular components classes, or be, so much in the school organization as a general rule as in the pedagogical practice developed inside the class rooms.

We observe that the several curricular components present conflicts and indecision situations regarding the treatment applied to the knowledge in teaching content form in school education

“Relate the school education with the knowledge diffusion is something practically *'classical'*, not only in the pedagogical-didacticism language, but in the several societies life instances and spheres that rely on this institution. Since the simplest common sense placements until the most elaborated (theoretical, philosophical, political) formulations, when they refer to school always conceive it as the place where one learns and teaches some type of knowing, of knowledge. The consensus, however, seems to stop thereabout. When it's about the definition of **which knowledge** must school spread, **how** and **to whom**, the ideas are the variedest, cross oneself, approach oneself, are opposed, advance, retreat, go out of scene, reappear, they exhibit, they dissimulate... in dependence of the forces correlation, according to the needs and demands imposed by the circumstances and by the actors in movement, in conflict...” (SAVIANI, 1994, P. 13).

We inquire if these conflicts and indefinite points are about the great polemics that permeate issues related with school knowledge, its production and introduction in the teaching-learning situations (*idem, ibid.*).

Problems in the teaching contents treatment aren't just privileges of one or another curricular component; these are also referring to the school institution as a general rule. We say that these conflicts refers to the school project politician-pedagogical self construction, therefore the Physical Education doesn't flee them.

In Physical Education, several conflicts and indecision elements are evidenced along its historical route. Studies in the school Physical Education area show us that, on one side, it has been staying at the mercy of external influences, not getting with the elements, which are peculiar for them, to firm in the school curriculum in a more consistent and coherent rules with the school institution, but in the other hand, in more recent times, when dealing with its specific elements, it establishes a priority in the dialogue with the Physical Education, treating with educational theories just in including character, sending us to the idea that there is a “Physical Education *at* school and not a school Physical Education”..

That being the case, the teaching contents of this curricular component named Physical Education present vestiges of these influences, or even, I risk to affirm they were/are determined by them.

When a medical institution influences Physical Education, its contents present with the corporeal sanitation function; when this external influence comes from a military institution, the Physical Education contents carry on assuming the Military Instruction elements (civic marches, order to the flag, united order).

When the sporty institution “lends” its elements for the contents Physical Education definition, they assume some codes, such as: sporty gestures technical standardization, athletic performances solicitation.

However, when Physical Education receives influences from movements called “humanists”, which come from pedagogy, it establishes an identity crisis and its teaching contents have other references such as: psychomotricity, which privileges the corporeal outline structuring and the motive abilities development or still the Sport For All (*Esporte para Todos* (*EPT*)), which objectives to develop attitudes like cooperation and solidarity, being then characterized as an alternative action to the revenue sport

From this brief historical route about the school Physical Education, several conflicts and indefinite points elements come to disembogue in the everyday of its current pedagogical practice.

THE PHYSICAL EDUCATION IN THE FUNDAMENTAL TEACHING FROM 6TH TO THE 9TH SCHOOL YEAR

Nowadays, even though LDB (*Guidelines and Bases Law*) (9394/96), with its whole elaboration and alterations trajectory, guarantee the obligation of the Physical Education in all basic education segments, we observed, in the of the schools everyday, that the fundamental teaching second segment from 6th to the 9th school year , is the scholar stage that congregates more effectively the Physical Education classes, because, in the infantile education and first fundamental teaching segment from 1st to the 5th year, for times, we have difficulty in recognizing the Physical Education being offered to students and, in the secondary education, this discipline, in many situations, stands almost disregarded, sometimes due to an intentionality that glimpses the ingression in the labor market and, in others, for objectifying the preparation for the ingression in the higher education

As this text does not aim to find the foundations and characteristics of this difficulty to recognize the Physical Education teaching until the 5th school year of the fundamental teaching and above the 1st school year of the secondary education, we focus our reflection around the Physical Education teaching from the 6th to the 9th school year.

We evidence that, in an hegemonic way, the Physical Education teaching, in the fundamental teaching second segment (6th to the 9th school year), has been characterized as the collective sporty modalities teaching with strong incidence in

football, volleyball and basketball.

Such collective sporty modalities are manifestation examples that represent humanity's cultural productions, so they don't belong exclusively to Physical Education curricular component. However, the Physical Education appropriates these productions to transform them pedagogically and treat them at school.

We thus question: must Physical Education teach how to play, more specifically, make the student acquire physical/athletic ability before a game, for example, execute technically the foundation of the cut off in volleyball, or must give references on the game knowledge, for example, treat about the history of volleyball game in the intention that the essence of this game is to pass the ball over a net, keeping it in the air when this is in the possession of the ball and forcing this to drop on the ground when it is in possession of the other team?.

From the previous question, joining the search for hegemony overcoming cited regarding the Physical Education contents, we thought this curricular component must teach collective sporty modalities, as well as other sports, not with the purpose of making the student acquire athletic ability but offering references about the sport knowledge, being these concerning the technical-gesture foundations or even about the history.

Such references, as our above affirmation can be interpreted by anyone, aren't approached/presented orally or discursively to students, although it is also possible. The Physical Education pedagogical action ought to, mainly, through corporeal experimentations, favor perceptions systematizing, representations and elementary concepts, in direction to the explanations elaborations, generalizations, synthesis each time more conscious and consistent before a certain dimension of Corporeal Culture.

The corporeal experimentations are forms of learning, not interesting who is strong, who is weak, who is good at ball or not, to apprehend the class content is what imports, besides exercising, practicing, living it.

We say that the collective sporty modalities, just as any other content thematic: dance gymnastics, fights etc, need to be present in the school Physical Education classes like contents to be apprehended by students, they must be pedagogically organized and structured as the rule to be understood, apprehended, reflected and rebuilt while knowledge that constitute humanity's cultural pile, enabling its verification, systematization, enlargement and deepening (COLETIVO DE AUTORES, 1992).

FINAL CONSIDERATIONS

We prove that these situations of conflicts and indefinite points that circle, penetrate and determine matters referring to the treatment with the knowledge, in teaching content form, refers to elements of criticism to the pedagogical work organization evidenced in the everyday pedagogical practices of different capitalist school curricular components, such as: school life separated from material production and under authoritarian and alienating administration, treatment with knowledge fragmentation, school knowledge organization like a mere scientific knowledge simplification in front of hierarchical controls (FREITAS, 1995, pp. 94-95; VEIGA, 1996, pp. 22-31).

In the Physical Education teaching contents specific case, we believe that many of the conflicts originate in the regulation contained in the Decree nº. 69450/71 that placed this curricular component under the activity form..

This form of comprehending Physical Education finished characterizing it as 'do it by the doing', or be,

"(...) while a mere limited experience in itself, destitute of the knowledge systematizing and comprehension exercise, existing just empirically. As such, does it for reinforcing the coupled mechanically Physical Education perception, to the 'physicist education', ruled in a bio-physiological type 'Health' comprehension, distant from that observed by World Health Organization, this comprehension supports the rules stated in the § 1st of the Article 3rd of the Decree n.º 69450/71, that tells to constitute the physical ability, 'the fundamental reference to guide the planning, control and evaluation of the sport and recreational Physical Education in the teaching establishments level...'" (CASTELLANI FILHO, 1988b, P. 6).

Even though such Decree has been revoked by the Law 9394/96, this curricular components characterization is still well present. And if we had had to fight for another character to be attributed to the Physical Education, we would certainly ally us to the initiatives that demand for the school Physical Education recognition like curricular matter present in the school institution, under the discipline form.

The Physical Education at school owes create opportunities to students a thought organization regarding a knowledge favoring and contributing with the pedagogical reflection of this student. The activities, tasks, students' responsibilities aren't just to run, play, exercise, do.

This doing must configures itself like essential procedures to reflect critically the knowledge brought by a certain theme of Corporeal Culture, comprehending it conceptually, moreover through corporeal experimentations, or be, a critic-reflexive doing .

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WHICH ARE THE HEGEMONIC CONTENTS FROM 6TH TO THE 9TH SCHOOL YEAR OF THE FUNDAMENTAL TEACHING?

SUMMARY

Amid conflicts and indefinite points concerning teaching contents in Physical Education, particularly from 6th to the 9th school year of the fundamental teaching, we realized sporty collective modalities hegemony. This happen from the whole Brazilian Physical Education historical process, mostly under the sporty institution influence in the middle of 1960 decade until middle of 1980 decade, this brought to the Physical Education legislation this trace in the fundamental teaching second segment. Further more, it configured the Physical Education as a mere to do for doing, depriving it, legally, of any knowledge systematizing attribution. We defend that Physical Education overcomes this hegemony, without these contents, and offers to students the opportunity of learning the Corporeal Culture knowledge, comprehending it conceptually, besides through corporeal experimentations, or be, in a critic-reflexive doing.

Words-key: School, Physical Education, teaching contents.

L'ENSEIGNEMANT DE L'éDUCATION PHYSIQUE à L'éCOLE:
quels sont les contenus hégémonique de la 6ème à la 9ème année de l'enseignement fondamental?

RESUMé

Au milieu des conflits et des indéfinitions concernant les contenus d'enseignement dans l'éducation physique, particulièrement de la 6ème à la 9ème année (5eme et seconde dans le cursus français) de l'enseignement fondamental, nous percevons une hégémonie des modalités sportives collectives. Cela provient de tout le processus historique de l'éducation physique brésilienne, principalement sous l'influence de l'institution sportive au milieu des années 60 jusqu'au milieu des années 80, qui a donné cette particularité à la législation de l'Éducation Physique dans l'enseignement secondaire. Elle a, en outre, configuré l'Éducation Physique comme une simple activité empirique, en la destituant légalement, de toutes les attributions de systématisation de la connaissance. Nous défendons que l'Éducation Physique, dépasse cette hégémonie, sans ces contenus, et offre aux élèves l'opportunité d'apprendre les connaissances de la Culture Corporelle, en la comprenant conceptuellement, y compris à travers des expérimentations corporelles, c'est-à-dire, comme une activité critique-réflexive.

Mots-clés : école, éducation physique, contenus d'enseignement.

LA ENSEÑANZA DE EDUCACIÓN FÍSICA EN LA ESCUELA:
¿CUáLES LOS CONTENIDOS HEGEMóNICOS DEL 6º AL 9º AñO DE LO FUNDAMENTAL?

RESUMEN

En medio a conflictos e identificaciones acerca de los contenidos de enseñanza en Educación Física, particularmente del 6º al 9º año de la enseñanza fundamental, percibimos una hegemonía de las modalidades deportivas colectivas. Esa adviene de todo el proceso histórico de la Educación Física brasileña, principalmente bajo la influencia de la institución deportiva a mediados de la década de 1960 hasta 1980, con la cual se dio a la legislación de la Educación Física ese rasgo en el segundo segmento de la enseñanza fundamental. Además configuró la Educación Física como un simple hacer por hacer, derribando legalmente, de cualquier atribución de sistematización del conocimiento. Defendemos que la Educación Física, supere esa hegemonía, sin esos contenidos, y ofrezca a los alumnos la oportunidad de aprender los conocimientos de la Cultura Corporal, comprendiendo conceptualmente, incluso a través de experimentaciones corporales, o sea, en un hacer crítico reflexivo.

Palabras-llave: Escuela, Educación Física, contenidos de enseñanza.

O ENSINO DA EDUCAçãO FíSICA NA ESCOLA:
QUAIS OS CONTEúDOS HEGEMôNICOS DO 6º AO 9º ANO DO FUNDAMENTAL?

RESUMO

Em meio a conflitos e indefinições acerca dos conteúdos de ensino na Educação Física, particularmente do 6º ao 9º ano do ensino fundamental, percebemos uma hegemonia das modalidades esportivas coletivas. Essa advém de todo o processo histórico da Educação Física brasileira, principalmente sob influência da instituição esportiva de meados da década de 1960 até meados da década de 1980, a qual deu à legislação da Educação Física esse traço no segundo segmento do ensino fundamental. Além do mais configurou a Educação Física como um mero fazer por fazer, destituindo-a, legalmente, de qualquer atribuição de sistematização do conhecimento. Defendemos que a Educação Física, supere essa hegemonia, sem esses conteúdos, e ofereça aos alunos a oportunidade de aprender os conhecimentos da Cultura Corporal, compreendendo-o conceitualmente, inclusive através de experimentações corporais, ou seja, num fazer crítico-reflexivo.

Palavras-chave: Escola, Educação Física, conteúdos de ensino.