68 - PHYSICAL EDUCATION AND ITS ROLE IN SCHOOL INSTITUTION: REPRESENTATIONS OF TEACHERS AND STUDENTS

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CONTEXTUALIZATION OF THE THEME

When discussing issues related to education, and more specifically in this case with the Physical Education School, highlights the necessity to seek subsidies in its historical context to avoid possible confusion in the understanding and / or articulation of concepts, theories and educational practices slowing of his ground as it comes. Darido; Neto (2005, p.1) reinforce this idea to put that "when we know the pedagogical assumptions that lie behind the activity of teaching, it is possible to improve the consistency between what is believed to be doing and what actually perform."

In its history, the Fitness has represented several instances "training" being influenced by events and culture of each season. The movement hygienist have been worried about the recovery of the physical, moral, with health and hygiene obtained through the exercise and, consequently, such assignments, endure for Physical Education meet, since the other areas and disciplines that had been worry about developing the minds of individuals. After that, the military institution and its functions were united on the role of Physical Education, ie both had the intention of forming a generation able to support the fight, fight, serving in the war, and from this, you select the individuals more "perfect" physically, in that it excludes the useless, according to the standards imposed (DARIDO; NETO, 2005).

These authors also suggest that in the success of the Brazilian team in football in the World Cups of 1958 and 1962 also influenced the Fitness. In the words of Bracht (1999, p.75) "The pedagogy of RU incorporated without the need to change its principles, this' new 'technical body, the sport." In the understanding of Darido; Neto (2005) the criticism that the movement did emerge with a Fitness recreational character, by turning to the other extreme, is that the students decide what happens in the classroom, the teacher just brought the materials.

Fortunately, since 1970 the academic field in / Physical Education begins to form themselves more clearly through the creation of universities, incorporating scientific practices and already looking for the qualifications of the faculty through graduate courses and programs for graduate.

Thus, numerous studies have been emerging in different themes, among them stood out the construction of new approaches for teaching Physical Education to deconstruct the past and ideas are articulated with the educational functions (BRACHT, 1999).

In face of these findings which has been studying, researching and reflecting, in a long time, about the Physical Education is inserted in the school and all material they did, and still are part of its history as a discipline curriculum.

Therefore, considering these assumptions described the purpose of this study was to analyze the representations of teachers and students about the role of physical education in schools. The approach was used with the qualitative information collected through semi-structured and interpreted by analysis of content. Participants were three teachers of Physical Education and twelve students of the discipline of the Finals Series elementary school, one teacher and four students from each school's school system.

METHODOLOGY

This study was characterized as quality, which according Santos (2006), will always be subjective, since it falls in the social sciences. It also seeks to understand the phenomena from attitudes and senses that the actors bring to their actions, to build a knowledge intersubjective, descriptive and comprehensive.

For the collection of information interviews were made, and this is a strategy that takes place face to face with the interviewee, allowing it to establish a better relationship with the individual and thereupon, works on deepening of the issues developed (Negrini, 2004). The interviews were semi-structured formed by open questions, which according to the latest author, is characterized by pre-defined questions by the researcher, allowing explore relevant issues that arise during the conversation.

Regarding the procedures for the collection of information at first there was a visit to schools where they wanted to develop the study, to talk to the direction and verify the possibility of conducting the search. Then, with the consent of the school, there was the invitation of Physical Education teachers and their students to integrate the study. In face of accepted participants, is scheduled interviews according to the availability of them, then being held in the months of December 2007 and January 2008.

To analyze the information collected in interviews, was used to content analysis. This in turn, presents the following objectives: critically understand the meanings of communications; its contents manifest or latent, the explicit or hidden meanings (CHIZZOTTI, 2000).

The participants were three (3) teachers and twelve (12) students (six boys and six girls) from the discipline of Physical Education of the finals series of elementary school in three schools of different educational networks (local, state and private) of Caçapava southern city of the state of Rio Grande do Sul The three teachers interviewed for the study were chosen according to their availability of time, as well as students. Even the teachers by working with the latest series of elementary school and his professional activity in different networks of education, with a network working in municipal and state, another state in the network (two schools) and another in private and municipal. They were recorded and transcribed, and returned to the participants read and sign its publication. To maintain the discretion of the participants was used the following classification: Professor local (Professor M); state teacher (Professor E); tutor (Professor P), the first local student (Student MP), the second municipal student (Student MS); student the first state (Student EP) and so on.

ANALYSIS OF INFORMATION

Regarding teachers' understanding about the role of Physical Education School, it was obtained answers clearly distinguished. Professor M reported on a very broad and confusing that the Physical Education should be linked to other "things", disciplines, overall the school. To the extent that is meant to Fitness based on this perspective, we justify the view that the discipline is not important nor has their own identity to do this in school education. On the subject, Barbosa (2001, p.15) draws

attention to when he says that "Fitness is a discipline that back in their name, their identity and identification, the term, the proposal, the commitment to education." However, as we are showing that this culture has not yet been circulated in all educational spaces.

And already the Teacher stressed role as Physical Education, awareness of the importance of physical activity for health. Faced with this place, we think that this teacher based, so even if unconscious, his practical approach Physical Activity to Promote Health In this proposal, according Guedes; Guedes (apud AZEVEDO; SHIGUNOV, 2001) is concerned about the socialization the benefits of physical activity in promoting health through the adoption of a lifestyle active. Its function lies, too, the encouragement and implementation of practices of pleasant activities in order to improve the functional areas of the human body. Assume that the conquest of moments of personal satisfaction and professional relies on finding quality of life, being obtained with diet and healthy lifestyle.

Teacher P noted that the discipline provides the acceptance of defeat, the student learns to lose and how to behave when you win or lose the game or in life, to have limits and rules to comply. With this understanding, it seems that the role of educators is to convey to students the "rules of the game", ie, he should know that their attitudes and behavior will be monitored and handled in accordance with the standards imposed by society. His area of participation in society in decision-making will be restricted, therefore, must learn to be docile and submissive to enter into the interests of its foreign and distant. Morin (1998) reflects on this process and how it is being done today, where cultural issues have historically built up in the interlinked relationships of society. Emphasizes that we are constantly targeted, specific, taxes, subject to divestments that favor a few among many. Charges are political, social, economic and cultural fields, which aim to capture the knowledge, setting standards, behavior, thoughts. Alienatório This process, known as the author of cultural imprinting begins at birth and continues throughout our lives, without breaks. Thus, the forms of knowledge and "truths" are transmitted in accordance with the procedures of each cultural context.

In that sense, that the teacher has a big challenge since it is inserted in a capitalist society in which the consumption and sale of the subjects are big targets imposed without, often do not realize it. Globalization is present in various daily activities and that experience, so we need to be ever vigilant and looks back beyond appearances, trying to explore what positive there is this global process. This fact is confirmed in the context of education policies that favor the following figures and won, most of the time, by means less training than appealing.

In relating this point of view with the approaches of teaching Physical Education reveals itself to traditional. As the words of Moreira (apud BRANDT NETO, 2000, p.87) "that we find the pace standardized design, the body useful and disciplined fulfilling orders." Take the student to passivity and submission, we find clarity in its ideological character, in the sense that the Fitness will serve as a vehicle for transmitting the dominant ideology of the system (apud SANTIN BRANDT NETO, 2000).

Even if one agrees with teachers about the importance of these issues mentioned are worked in physical education classes, it is believed that these methodologies can be developed with more criticism, similar to the Fitness has the possibility of providing autonomy and reflection criticism of students.

Among the approaches to realize Fitness as a discipline able to develop these aspects, is the Open Design for Teaching Physical Education, in which it is possible to identify the importance given to the autonomy of the student, the teacher can create solutions and different possibilities to face difficulties during the class. In this proposal, it is clear the role of the teacher as a mediator, helping and encouraging the creativity of students to decentralize its operations during the lesson (HILDEBRANDT; LAGING, 1986).

Another alternative would be the methodological approach Critical emancipatory press that the importance of the role of the student during class, where it through the activities have the opportunity to choose the best way to accomplish a task, not the lesson objective competitiveness, but the participation of the students in carrying out activities. The professor is not worried about the performance of students during the performance of an activity, but, with its learning and participation in class. In addition to talking with students, the teacher seeks the problem of situations, the class is focused on the student and not the teacher. From this perspective, the teacher needs to play in the reality that is inserted in order to adapt their teaching to the practical context of real students (KUNZ, 2001).

The approach also exceeded Critical follows this line of thought at the time it is unclear the concern of the teacher with appreciation of culture, development of its classroom and the construction of knowledge with the students. From the theme, the professor creates strategies of teaching where the student develops his own choreography, but in the classroom is evident in the concern of educators teaching on the subject proposal, but decentralizing its role and making the student plays a role important in the classroom, although the first does not have neutrality in the classroom (COLLECTIVE OF AUTHORS, 1992).

Regarding the responses of students, two were identified as the role of physical education at school, health promotion and education of sports, as there was in those depositions:

“To teach a sport" (Student EQ). "Why has the sport, because not everything is Portuguese, math, and things not everyone likes, we like most of Physical Education, the sport" (Student MQ). "For people doing activities, knowledge of sports, and also on TV gives people know nothing, there has to know the rules and also has to learn playing" (Student PP). "Prá teach us to play" (Student PT). "Prá improve education, the quality of the student, of sports, practice does not go prás drugs" (Student HB). "To develop the sport, we play practice to take a more classroom time for a light, practical people to throw things, because it teaches us to play well" (Student PS). "Because it is a sport, health, sports Tuesday in the person well, not only Tuesday adianta classroom, school and not have any sport to do" (Student EP).

In these responses showed that students understand the Fitness as a moment of leisure in which you learn some sport. As a consequence of this incident reality in many schools, the Collective of Authors (1992, p.102) is a critical to the contents learned in class of Physical Education that "restricted to those sports still partially treated, it is neglecting other growing body of knowledge. "

In other lines, it becomes clear understanding of the discipline as a means of improving health in the conduct of physical exercises:

"Because the physical addresses of people and improve practice a little out of the streets" (Student FP). "Prá train the people" (Student MS). "Prá people are exercising, learning activities" (Student MT). "I think it's more for health, nutrition, to a routine of exercises" (Student ES). "For health, physical" (Student ET).

Accordingly, students design the body only in the physical context, however, as Daolio (1995, p.41) states "the body is the result of the interaction nature / culture." When you consider the body only as organic, natural, it is understood that the nature of man is before culture.

Through this information showed that teachers and students do not understand the real objectives underlying the presence of Physical Education in school. Students, especially, are totally alienated from it is the role of discipline. This in consequence of long years in the Physical Education was identified as essentially practical discipline, to be based in Medicine

hygienist and the Military Institution, located in the first four decades of the twentieth century (COLLECTIVE OF AUTHORS, 1992). Even in that direction, to incorporate in one aspect Fitness equipment and utility, until now, despite the many changes and transformations that have occurred and are occurring as they relate to new approaches to teaching for Education and Physical Education, many teachers still play classes developed in the last century, based on the repetition of technical and mechanical gestures.

In view of Barbosa (2001) when the teacher is limited to only deliver lessons so-called "practice", which are worked only body movements, we are doing the "game the system", ie, the manipulation performed in high-level sport, and depriving the students to develop their critical consciousness. You have to be clear that the educator aware of their contribution to the future generations to engage in the struggle for structural transformation of society and not deprive their students of knowledge related to the issues of sport and the human body.

Considering that these components can serve as the ideological direction imposed by the bourgeoisie, the author also explains that if we are professional experts in these matters, who better than us to reveal the issues involved and obscure to the popular classes to spread the true social reality? The teacher would not be the most appropriate and professionally appropriate to rethink the social representations of Physical Education School? We can not continue contributing to the training of docile and acquiescent political bodies.

FINAL THOUGHTS

This research highlighted the question and controversy still wrong, the role that physical education has front to students at school. Considering that, teachers and students interviewed believe that Fitness assumes his role at the time that promotes health and some sports teaches. Unfortunately, that vision still permeates the understanding of many teachers of Physical Education and other disciplines, as well as students, directors, supervisors, finally, society as a whole.

By contrast, there are areas such as training and initial training of teachers committed to continuing with the preparation and qualification of scholars and practitioners of Physical Education. In constant pursuit of professional development is pursued, among other goals, the awareness that, for some time, this discipline curriculum so important for the development of the student, does not assume functions merely technical, practical and alienated the rest of the School Education But represents itself as crucial to achieving the goals of training, above all, more human.

Thus, the challenge is to be, to paraphrase Daolio (1996, p.40) to "accept that the Physical Education deals with the culture of movement, (...) and their actions will give an account of the systematization of knowledge over 1 . and 2. degrees, along the lines of other school subjects. "

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PHYSICAL EDUCATION AND ITS ROLE IN SCHOOL INSTITUTION: REPRESENTATIONS OF TEACHERS AND STUDENTS

ABSTRACT

This study aimed to examine the representations of teachers and students about the role of physical education in schools. The approach was used with the qualitative information collected through semi-structured and interpreted by analysis of content. Participants were three teachers of Physical Education and twelve students of the discipline of the Finals Series elementary school, one teacher and four students from each school's school system. Thus, this research highlighted the controversial issue as well, wrong, the role that physical education has to face students. Considering that, teachers and students interviewed believe that Fitness assumes his role at the time it promotes health and some sports teaches. From there, it becomes clear the commitment of professionals who work with the training of students and teachers to be revising their notions about the role that physical education must take today to the transformations that were part of their history and also contributed to its formation in the field of education.

Keywords: Fitness; Institution School; representations.

L'ÉDUCATION PHYSIQUE ET SON RÔLE DANS L'INSTITUTION SCOLAIRE: LES REPRÉSENTATIONS DES ENSEIGNANTS ET DES ÉTUDIANTS

ABSTRACT

Cette étude visait à examiner les représentations des enseignants et des étudiants sur le rôle de l'éducation physique dans les écoles. L'approche a été utilisée avec les informations qualitatives recueillies par le biais de semi-structuré et interprété par l'analyze de contenu. Les participants ont été trois enseignants de l'éducation physique et de douze étudiants de la discipline de la série finale de l'école primaire, un enseignant et quatre élèves de chaque école du système scolaire. Ainsi, cette recherche mis en évidence la question controversée aussi bien, mal, le rôle que l'éducation physique doit faire face à des étudiants. Considérant que, les enseignants et les étudiants interrogés estiment que l'hypothèse de remise en forme son rôle au moment où elle promeut la santé et du sport enseigne. De là, il devient clair de l'engagement des professionnels qui travaillent avec la formation des étudiants et des enseignants à réviser leurs idées sur le rôle que l'éducation physique doit tenir aujourd'hui à des transformations qui faisaient partie de leur histoire et a également contribué à son formation dans le domaine de l'éducation.

Mots-clés: Fitness; Institution scolaire; représentations.

LA EDUCACIÓN FÍSICA Y SU PAPEL EN LA INSTITUCIÓN ESCOLAR: LAS REPRESENTACIONES DE LOS DOCENTES Y ESTUDIANTES

RESUMEN

Este estudio tuvo como objetivo examinar las representaciones de los docentes y estudiantes sobre el papel de la educación física en las escuelas. El enfoque se ha utilizado con la información cualitativa recopilada a través de entrevistas semi-estructuradas e interpretadas mediante el análisis de contenido. Los participantes fueron tres profesores de Educación Física y doce estudiantes de la disciplina de la serie final de la escuela primaria, un profesor y cuatro estudiantes de cada escuela del sistema escolar. Por lo tanto, esta investigación puso de relieve la cuestión controvertida así, mal, el papel que la educación física tiene que hacer frente los estudiantes. Teniendo en cuenta que, los profesores y los estudiantes entrevistados creen que Vida Sana asume su papel en el momento en que promueve la salud y la enseña algunos deportes. A partir de ahí, se pone de manifiesto el compromiso de los profesionales que trabajan con la formación de estudiantes y profesores que revisar sus nociones sobre el papel que la educación física debe tener hoy en día a las transformaciones que formaban parte de su historia y también contribuyó a su formación en el ámbito de la educación.

Palabras clave: Fitness; Institución Escolar; representaciones.

A EDUCAÇÃO FÍSICA E O SEU PAPEL NA INSTITUIÇÃO ESCOLAR: REPRESENTAÇÕES DE PROFESSORES E ALUNOS

RESUMO

O objetivo deste estudo foi analisar as representações de professores e alunos a respeito do papel da Educação Física na instituição escolar. A abordagem utilizada foi à qualitativa com as informações coletadas através de entrevistas semi-estruturadas e interpretadas pela análise de conteúdo. Os participantes foram três professores de Educação Física e doze alunos desta disciplina das Séries Finais do Ensino Fundamental, sendo um professor e quatro alunos de cada escola da rede de ensino. Assim, esta investigação salientou a questão polêmica e ainda, equivocada, do papel que a Educação Física possui frente aos alunos. Tendo em vista que, os professores e os alunos entrevistados acreditam que a Educação Física assume o seu papel no momento em que promove a saúde e ensina algum esporte. A partir disso, evidencia-se o compromisso dos profissionais que trabalham com a formação de alunos e professores em estar revendo suas concepções sobre o papel que a Educação Física deve assumir hoje perante as transformações que fizeram parte de sua história e também contribuíram para a sua constituição no contexto educativo.

Palavras-chave: Educação Física; Instituição Escolar; Representações.