11 - EXPECTATIONS OF STUDENTS FROM THE 7th YEAR OF THE PUBLIC STATE FUNDAMENTAL SCHOOL FROM THE 1ST DISTRICT OF THE CITY OF DUQUE DE CAXIAS ABOUT PHYSICAL EDUCATION CLASSES

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1. INTRODUCTION

Through our studies, discussions, analysis and reflections about how Physical Education has been worked in schools, we can see how, little by little, this discipline has its importance questioned in school´s ambit as it is seen merely as recreation, to distract and entertain. The purpose of school is not the leisure, but to teach. School teachers of other subjects do not know Physical education´s value as a discipline of school age and, of course, get far, at the level of experiences and planning exchanges, from Physical Education teachers. We notice that the history of experiences in classes do not present a variation of contents; these are summarized to the sports practice, as volleyball, handball, football, basketball. That is because the Physical Education teacher himself, do not have helped to reverse this panorama and still do not understand his real role as a teacher and not a sport technical. To show the real importance of this school curriculum discipline in students´ lives and formation, he should see this reality and start to reflect on his practice to make some changes in his own behavior in front of other educators and in planning and development of his classes, enabling students to be aware of the real purpose of them, which, according to the National Curriculum Parameters (PCNs) are the knowledge of one´s own body, taking care of it, valorizing it, acquiring healthy habits and also that students be able to use different languages as a way of production, between these, the corporal (Brazil, 1998). The Physical Education Professional should be prepared to answer to these demands and other of equal importance. Also in the PCNs, we find that physical education ´´is the knowledge area that introduces and integrates students in the corporal culture of movement, with the purpose of recreation, expression of senses, affections and emotions, maintain and improving health´´ (Brazil, 1998, p.62).

The proposal is that classes become more interesting, stimulating students to be more creative, responsible and participative. We know that children from fundamental school like to participate more than students from high school, they are also more active and enjoy playing, and we should take advantage of this moment so that these children, through time, do not start losing interest in classes. ´´There is an engine vocabulary, a body ´speaking´, and it is possible to make class move forward presenting new experiences and proposals for action.´´ (Freire 2008) Sport, as the only content developed in school, reproduces professional sport we see in the media and, as a consequence, select and stimulate only the most skillful to continue practicing the lessons. That is why it is important to broach different contents. Physical Education is a knowledge area that goes far beyond social sports. If lessons are well planned, structured and better developed in all series, we will have greater involvement and participant satisfaction, because all these factors that influence students´ lives should be thought at the time of preparation of lessons.

Some questions oriented the research: What do you understand by Physical Education? What did you learn during Physical Education classes in previous grades? What would you like to learn in Physical Education classes? Is Physical Education important? Why? What kind of new activity did you learn during Physical Education classes?

The study was characterized as a descriptive research, defined by Cervo and Bervian (1996) as a research that observes, registers, analyzes facts or phenomena (variables) without manipulating them. In addition, according to the same authors, it is an opinion research, as it tries to know attitudes, points of view and preferences people have about a subject, in order to make decisions. Participated in the research two hundred (200) students from the seventh (7th) year of schooling from four state schools situated in the first district of the city of Duque de Caxias. The data were processed trough percentage inference.

2. FIRST CONSIDERATIONS

With new theories in Education and also in Physical Education, new approaches are emerging. The LDB and the National Curriculum Parameters are vectors in helping to bring discipline to a prominent place in the ´´formation of critical citizens, participative and with social responsibilities.´´ But with all this progress in School Physical Education it is still noticed a biological model of man, and many professionals are still concerned about the body and its physiological capabilities, remaining, this way, a still selective physical education. Even as a result of several pedagogical trends in school schooling, we still find a good number of professionals confused in their arguments, confirming thus the gap in graduation, especially in the pedagogical area. This absence of commitment some School Physical Education professionals have in respect to their pedagogical practices may be evidenced when we verify that a large proportion of students still do not understand that physical education does not mean just sport.

Seeking to relate the teacher´s pedagogical action to his professional formation, Darido (2003) identified two types of formation: the traditional one, dedicated to the enhancement of sports practice to the detriment of other educational practices, enhancement of competition and performance; and other more scientific, which emphasizes theory and scientific knowledge derived from mother-sciences. In the first type of formation it seems to be no doubts about teachers´ pedagogical practice, because both agree on the values. The role of the teacher is very close to the role of the coach. He selects and organizes the contents, methodology and evaluation; he is disciplining, that is, he is ´´a coach who watches, directs, advises, corrects´´ Château (apud Silva, 1988, p. 56). Moreover, he maintains impersonal relationships with students, aiming to ensure his authority. However, in more scientific formation, which tries to fix the flaws identified in the traditional formation, the results of the practice were not well presented, because, according to Lawson (apud Darido, 1996, p. 46), ´´the knowledge derived from mother-sciences did not definitely influence the practice´´, it means, the knowledge acquired, for example, in subjects (or sub-areas) as Exercise Physiology, Motor Learning or Sociology are not used by teachers in their classes; their pedagogical practices get more tied to traditional sports, technical gesture or uncritical stance.

The adhesion of progressive speeches by Physical Education teachers seems to lead to a paradox. On the one hand, there is the speech that says that classes should not have as a main goal the sport yield in the way of spectacle sports, but in an

inclusive character. The emphasis in the training of technique does not appear as a priority objective in the speech of professionals. By the other side, this theoretical-methodological perspective, that would include the less able, appears as being not motivating in the speech of part of the students group, causing abandonment or non-participation in class. Unfortunately, many teachers still waste the time of classes giving students a ball so they can play soccer, volleyball or whatever they think it is better. There are many professionals who do not worry about motivating the students. Do not plan the classes and do not have a pre-determined goal or purpose to them. Physical Education is not just about running, playing, doing gymnastics. Physical Education should integrate the student in the corporal culture of movement, but in a complete way, providing knowledge, motor experiences and different emotions about the various contents that integrate all this corporal culture. Students should not believe that the Physical Education class is just an hour of leisure or recreation, but it is a class of similar importance to the others, full of knowledge that can bring many benefits if included in the everyday. Lessons must be dynamic, exciting and interesting. The content must have an increasing complexity in each series, following the motor and cognitive development of students. It must exist a theoretical-practical relationship in teaching methodology. The teacher has to innovate and diversify, because the scope of work involves many activities that can be worked with students such as games, competitions, dance, music, theater, body expression, gymkhana, reading of texts, written and practical work, dynamics in group, use of TV, DVD, etc. The field is wide. The teacher just has to be responsible, take it seriously, have creativity and, above all, commitment to the profession of educator.

The continuous formation is a possible exit to improving the quality of education within the contemporary educational context (Nóvoa, 1991; Freire, 1991 and Mello, 1994). It is an attempt to rescue the figure of the master, so devoid of respect because of their profession, so worn out in our days. ´´*Nobody born as an educator or is scheduled to be an educator. We make ourselves educators; we build ourselves, as educators, constantly, in practice and reflection of the practice.*´´ (Freire, 1991). For the author, constantly formation is an achievement of maturity, the consciousness of being. When reflection permeates teaching and life practices, the continuing education will be a ´´sine qua non´´ requirement for man to remain alive, energized, active in his historic site, growing in knowledge and responsibility.

Modernity requires changes, adjustments, updates and refinement. The ones who do not update get backwards. The partnership, globalization, information technology, all the modern technology is a challenge for those who graduated twenty or thirty years ago. The modern design of an educator demands ´´a solid scientific, technical and political formation, which enables a critical and conscious pedagogical practice of the need of changes in Brazilian society´´ (Brzezinski, 1994).

The conscious professionals know that their formation do not stop in University. It shows ways, provides concepts and ideas, the raw material of his specialty. The rest is on their behalf. Many teachers, even having been assiduous, studious and brilliant, had to learn in practice, studying, researching, observing and missing many times, until they reach the competent professionals who are today.

This way, we will certainly be able to make this discipline to be perceived in a different way, first by students, who will perform the activities with more pleasure, they will tell parents how interesting classes have being. After the change of classes and also the posture change of the teacher about problems and about other teachers, everyone will have a greater understanding of the goals of School Physical Education, so it will be more valued and respected by all, it will be the results of classes that will provide all the difference. Physical Education, beyond all physical factors, can contribute to the formation of a human being when we enable that, the same man, acquires competence to an independent acting, seeking to be a critical and conscious citizen, looking for a social transformation. Mastership should be, more than ever, the practice of a citizen ethic and may redeem the present and build the future (Vargas, 2007).

3. RESULTS ANALYSIS

The association of ideas among students in this study on Physical Education had, in general, the understanding as sports, and even sometimes physical exercise, health, and in moments leading us to understand an absence of meanings.

This analysis confirms the idea that the sport is still considered hegemonic content of school physical education what meets some authors' affirmatives, among them, BRATCH (1986), who highlights: ´´*...the teaching of physical education began to focus on the student-athlete and the teacher started to act as teacher-coach*´´.

For us, the biggest misconception is in the role of Physical Education Teacher and not in the interpretation of the student who never received guidelines enabling him to these conclusions, causing misrepresentations of ideas from them.

Another important thing to note was the almost unanimous relation among students to consider that the learning in earlier series was tied with sports, physical exercises and the pre-game sports (*queimada*). Such activities emphasize the traditional models of physical education still rooted in the school, giving classes only a sport, military or recreational connotation as DARIDO (2003).

When asked about what they would like to learn in physical education classes, they were direct in the choice of sports, what makes us rethink if the role of teacher is being exercised since the influence of the media now is directly related to the choices of students who believe in the possibility of obtaining social rising through sports and we know that the probability that it occurs is minimal and it is not a school task to discover sports talents. So, this connection of the media with the school and especially with Physical Education classes should be used for reflection and not just let the character of domination prevail as the only thing right. In this way, it is evidenced a dubious importance of physical education classes just from those who believe to have an athletic potential to be developed.

Beyond this, another important fact noted in the research was on the relationship between the importance of physical education classes and health, understood mainly as body growth, receding to a ´´narrow view of health´´, as quoted PALMA (2001) and linked only to the biological model to form strong and healthy individuals singled out for survival by GUIRALDELLI JR (1992), what refers to the absence of pedagogical intervention of the teacher and to the acceptance of common sense transmitted by the media.

With reference to the learning of activities previously unknown by students during physical education classes, the only two responses were the learning of sports and the missing of unknown activities, what shows us the difficulty by physical education professionals to develop other contents than sports.

4. FINAL NOTES

In this research, we found out that the problems about the understanding of what Physical Education is in students´ perspective, resulted in a lack of understanding of the teacher himself about his social role within schools, because, for the students, the reference image of this professional was of a sport technical or a recreation man. In practice, we believe that changing this panorama depends on the teacher in legitimizing his social role within the school, which is to teach. The institutions of education and education professionals are responsible for the transmission of information, positive values, school knowledge, and the students´ duty is to comprehend this. We must also educate for leisure, because it is a right of all, however, aware the

student that it is his duty to reclaim it and not associate Physical Education classes to that right, calling it only as a space for entertainment or an extension of class-break.

It is evident, today, the sport hegemony maintenance at the expense of other contents that could also be developed within school. We do not disregard the importance that sports have, neither want to deny it, however it is necessary that School Physical Education professionals get involved at the time of planning classes, that have always a pedagogical intention and consider that there is a corporal culture that cannot be ignored in school, nor in the planning, so, in that way, students feel motivated to continue attending classes and therefore understand not only the contents with the prospect of an end in itself, but also can see the load of meanings, values, influences, social applicability and must be constantly examined and criticized.

We agree that students are aware of the connection of Physical Education with health and the importance of it for their development. There is the role of the media also as collaborator in this type of information that can and should be a valuable instrument of knowledge and reflection, as we do not share some concepts spread in an erroneous way, identified in the search for the interest of students in learning sports with the goal of social ascension. This is another field of action we should apply our intervention as professionals in the area of School Physical Education, for the demystification of these concepts will culminate with the change of behavior of the student and his emancipation.

We concluded that we are the professionals who understand the human movement and this characteristic is what identifies us and sets us apart from other professionals who are part of the school curriculum for the student formation, but committed to the movement in a holistic view, with the development of man in his full potential and not just the corporal-movement. If we want autonomous people, who reach full citizenship, there must be a reflection of our practices.

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EXPECTATIONS OF STUDENTS FROM THE 7th YEAR OF THE PUBLIC STATE FUNDAMENTAL SCHOOL FROM THE 1ST DISTRICT OF THE CITY OF DUQUE DE CAXIAS ABOUT PHYSICAL EDUCATION CLASSES

ABSTRACT

This study started from the observation of how School Physical Education has been worked and its possible contributions in students' lives and formation. The objective was to verify students´ expectations on this discipline, which is part of school curriculum, and the possible influences such expectations could generate. The study was characterized as a descriptive research, defined by Cervo and Bervian (1996) as a research that observes, registers, analyzes facts or phenomena without manipulating them. Data collection was made in four state schools located in the first district of the city of Duque de Caxias. The questionnaire was compound by open questions. Contested to the questionnaire two hundred (200) students from the seventh (7th) year of schooling in state´s public school system. The conclusion about that expectation was linked to the learning of sports´ modalities as a way to a possible social rising. It can lead to the interpretation that there is a reductionist tendency among professionals from Physical Education area, who limit their performance to a simple recreation or sport practicing, not considering the social function of School Physical Education inside teaching institutions, creating in the student a difficulty to comprehend about possible expectations that could be achieved through School Physical Education classes. We understand that this panorama could only be modified if there is a consolidation of School Physical Education professional´s identity, realizing that, yes, we are the professionals who understand the human movements, but inside a holistic perspective, concerned about men development in all their potentialities, as an unique and indivisible being, and in this way contribute so that the student acquires competence to an independent acting, seeking to be a critical and conscious citizen, looking for a social transformation with expectations in relation to his development in the discipline.

Keywords: School Physical Education, professional performance, students´ expectations.

ATTENTES DES ÉLÈVES DE LA SEPTIÈME ANNÉE DU RÉSEAU DE L'ÉDUCATION PUBLIQUE CLEFS DE L'ÉTAT DANS LE PREMIER ARRONDISSEMENT DE LA VILLE DE DUQUE DE CAXIAS SUR LES ENSEIGNEMENTS DE L'ÉDUCATION PHYSIQUE SCOLAIRE

ABRÉGÉ

Cette étude a eu pour point de départ l'observation de la façon selon laquelle l'Éducation Physique Scolaire et ses possibles contributions dans la vie et la formation des élèves est travaillée. L'objectif a été de vérifier ce que les élèves attendaient de cette discipline, aussi bien que les possibles influences provoquée s par cette attente. L'étude s'est caractérisée par être une recherche descriptive, définie par Cervo et Bervian (1996) comme celle qui observe, enregistre et analyse des faits ou des phénomènes sans les manipuler. La récolte de données a été effectuée dans quatre écoles publiques situées au premier arrondissement de la ville de Duque de Caxias. Le questionnaire a été composé de questions ouvertes et a été répondu par deux cents (200) élèves de la 7ème année d'écoles publiques. La conclusion sur l'attente des élèves a été liée à l'apprentissage de modalités sportives comme forme d'une possible ascension sociale. Cela peut faire conclure qu'il y a une tendence réductrice entre les professionnels d'Éducation Physique Scolaire de limiter son action à une simple pratique récréative ou sportive, sans considérer la fonction sociale de l'Éducation Physique Scolaire dans des établissements d'enseignement, ce qui provoque dans les élèves une difficulté de bien comprendre ce qu'ils pouvaient atteindre avec cette discipline. Nous comprenons que ce panorama ne peut être modifié qu'avec la consolidation d'une identité des professionnels

d'Éducation Physique Scolaire, de manière à faire comprendre que nous sommes aussi les professionnels du mouvement humain, mais dans une perspective holistique. Cela veut dire que nous sommes préoccupés avec le développement de l'homme dans la plénitude de ses potentialités, comme un être unique et indivisible, de façon à contribuer à que l'élève acquiert des compétences pour agir avec autonomie, comme un citoyen critique et consciencieux, en envisageant la transformation sociale en ce qui concerne sa relation avec le développement dans la discipline.

Mots-clefs: Éducation Physique Scolaire, performance professionnelle, attente des eleves.

EXPECTATIVA DE LOS ESTUDIANTES DEL SÉPTIMO AÑO DE LA ENSEÑANZA FUNDAMENTAL DE LA RED PÚBLICA ESTADUAL DEL PRIMER DISTRICTO DEL MUNICIPIO DE DUQUE DE CAXIAS EN RELACIÓN A LAS CLASES DE EDUCACIÓN FÍSICA EN LA ESCUELA

RESUMEN

Este estudio comenzó con la observación de cómo ha sido trabajada la Educación Física Escolar y sus posibles beneficios en la vida y formación de los alumnos. El objetivo fue verificar las expectativas que los alumnos tenían sobre esta disciplina, que es parte de la currícula escolar, y las posibles influencias que esas expectativas pudieran estar generando. El estudio se caracterizó como una búsqueda del tipo descriptiva, definida por Cervo y Bervian (1996) como aquella que observa, registra, analiza hechos o fenómenos sin manipularlos. La recolección de datos fue realizada en cuatro escuelas del estado, localizadas en el primer distrito del municipio de Duque de Caxias. El cuestionario fue compuesto por cuatro preguntas abiertas. Contestaron a los cuestionarios doscientos (200) alumnos que cursan el 7º año de escolaridad de la red pública de enseñanza del estado de Rio de Janeiro. La conclusión sobre tal expectativa fue que se relacionaba al aprendizaje de las modalidades deportivas como forma para una posible ascensión social. Lo que puede llevar a una interpretación de que hay una tendencia reduccionista entre los profesionistas del área de Educación Física Escolar en limitar su actuación a una sencilla práctica recreativa o deportivista, sin considerar la función social de la Educación Física Escolar dentro de los establecimientos de enseñanza, generando en el alumno una dificultad de comprensión acerca de posibles expectativas que podrían ser alcanzadas a través de las clases de Educación Física Escolar. Entendemos que tal panorama sólo podrá venir a ser modificado si hay una consolidación de la identidad de los profesionistas de Educación Física Escolar, comprendiendo que somos, sí, los profesionistas que entienden el movimiento humano, pero dentro de una perspectiva holística, o sea, preocupados en desarrollar el hombre en todas sus potencialidades, como un ser uno e indivisible, y de esta forma, entonces, contribuir para que el alumno puede adquirir capacidades para un actuar autónomo, buscando ser un ciudadano crítico y consciente, logrando una transformación social con expectativas en relación a su desarrollo en la disciplina.

Palabras-clave: Educación Física Escolar, actuación profesional, expectativa de los alumnos.

EXPECTATIVAS DOS ALUNOS DO 7º ANO DO ENSINO FUNDAMENTAL DA REDE PÚBLICA ESTADUAL DO 1° DISTRITO DO MUNICÍPIO DE DUQUE DE CAXIAS QUANTO ÀS AULAS DE EDUCAÇÃO FÍSICA ESCOLAR

RESUMO

Este estudo partiu da observação de como vem sendo trabalhada a Educação Física Escolar e suas possíveis contribuições na vida e formação dos alunos. O objetivo foi verificar as expectativas que os alunos tinham sobre essa disciplina que compõe o currículo escolar e as possíveis influências que tais expectativas pudessem estar gerando. O estudo caracterizou-se por ser uma pesquisa do tipo descritiva definida por Cervo e Bervian (1996) como sendo aquela que observa, registra, analisa fatos ou fenômenos sem manipulá-los. A coleta de dados foi realizada em quatro escolas estaduais situadas no primeiro distrito do município de Duque de Caxias. O questionário foi composto por questões abertas. Responderam aos questionários 200 alunos do 7°ano de escolaridade da rede pública estadual de ensino. A conclusão sobre tal expectativa ficou atrelada ao aprendizado de modalidades esportivas como forma para uma possível ascensão social. O que pode levar a interpretação de que há uma tendência reducionista entre os profissionais da área de Educação Física Escolar em limitar sua atuação a uma simples prática recreativa ou esportivista, desconsiderando a função social da Educação Física Escolar dentro dos estabelecimentos de ensino, gerando no aluno uma dificuldade de compreensão acerca de possíveis expectativas que poderiam ser alcançadas através das aulas de Educação Física Escolar. Entendemos que tal panorama só poderá vir a ser modificado se houver uma consolidação da identidade dos profissionais da Educação Física Escolar, compreendendo que somos sim os profissionais que entendem do movimento humano, mas dentro de uma perspectiva holística, ou seja, preocupados em desenvolver o homem em todas as suas potencialidades, como um ser uno e indivisível e desta forma então contribuir para que o aluno adquira competências para um agir autônomo, buscando ser um cidadão crítico e consciente, visando uma transformação social com expectativas em relação ao seu desenvolvimento na disciplina.

Palavras chaves: Educação Física Escolar, atuação profissional e expectativas dos alunos.