92 - RETHINK THE KNOWLODGE OF THE PHYSICAL EDUCATION: THE ATHLETICS AS IN THE BASIC EDUCATION CONTENT

ORLANDO MENDES FOGAÇA JÚNIOR[1]
ANA CLÁUDIA SALADINI[1]
PEDRO FERREIRA REIS[2]
1 - Universidade Estadual de Londrina - Londrina - Paraná, Brasil
2 - CESUFOZ - Foz do Iguaçu - Paraná, Brasil
orlandojr21@hotmail.com ergoreis@allsat.com.br

Historically, when we analyze the several contexts of the Physical Education in the school, we observe that this discipline is frequently serving at the the thoughts and interests of the ruling class. Thats how it fulfilled the function of "social hygienic", freeing the society from problems happened in this period of predominantly agriculturist and preparing it for a phase that inaugurated the ascension of the capitalism. She was thus in the Physical Education Hygienist. It also searched strong agile and resistant, bodies capable to defend the Native land and to work for the "Order and Progress". This idea leaves to see part of a Militarist Physical Education. The search for the revelation of esportive talents was the service of military, desirous the thought of an internationally olímpic nation that, we know, did not happen.

In the XX century, until middle of the decade of 80, it predominated in accordance with Saladini (2006), a concern with the physical performance that:

[...] was become into plus a merchandise being negotiated in the capitalist market. The vision still prevailed of the body machine, that taking care of to the commands, carried through its tasks in a mechanic way as if it did not have no relation between the movement and the thought. The explanation of the development of the human being was restricted still to the physiological and mechanical processes.

Later, in view of the influence of the European thought, the Physical Education in the Brazilian school occupied with the estimated ones of the psicomotricity. Being thus, it applied activities with the objective to develop the infantile movement considering the different ages and respecting the individual differences and degree of neurological maturity of the children, taking them to make it corporal use of different gestures, positions and expressions, objectifying to develop specific abilities: motor coordination of the great and small muscles, balance, speed, agility, rhythm, as also running, jumping, to crawl, to hurl, among others. It used for this materials and methods as: circuit with recreative activities, "bambolê", ropes, activities of wheel, tire, balls of different sizes and thicknesses, among others. The Physical Education, having for base the estimated ones of the psicomotricity, even so has advanced at the beginning of the understanding of its pedagogical relation with the educational context of the citizen, still observes a especificity lack on the knowledge brought for this disciplines for the pupils. It appeared as one to assist of the others you discipline said "more important" as it is the case of the Mathematics and the Portuguese Language.

For Tojal (2004, p. 10), currently the lesson of Physical Education is understood by some professors as "free class, based in esportive activities, without any preparation or objective to be reached e, in the majority of the schools, is offered outside of the schedule of lessons and in suitable places or little adjusted".

These presented conceptions disclose Physical an Education devoid of a reflective process that contributes truily with the pupil and that this obtains to take conscience of the reality where lives and in it to act.

Concomitant the influence of the psicomotricity, is still in the decade of 80 that the thought of the Portuguese philosopher Manoel Sergio starts to be debated some Brazilian universities, disclosing until then a weak Physical Education, without scientific recital; a spontaneous practical.

Considering this critical, Sergio (1986) traced the philosophical estimated ones and considered the Theory of the Human Motricity being as the science that would give sustentation to the Physical Education, presenting as study object the human intentional movement in direction its transcends, therefore that the human being is a itinerante and práxico being. Objective the idea of the author defends that the Physical Education must be dislocated from the study that so only privileges the movement of the man (reduced vision more) and occupy in studying the man in movement. Sergio (1996, p.164-166), presents us its agreement on the motricity human being:

A science of the man and, as such, raises us it one metassistema in which the physicist, biological and the antropossociológic and still the poetry become different, complementary and [...] integrated at the same time! [...] the science of the motricity human being allows the quarrel around questions of theoretical, metodológica nature and practical [...] the motricity human being is the corporal expression of the incompletude well!

To think the motricity human being about these terms, requires a physical approach not only (as it makes to believe the terminology Physical Education), but yes to think beyond the biological dimension of the human being.

We believe that the concern of the author is to consider a Motor Education that exceeds the simple practical activity until then predominant in the Physical Education. One is about making e, moreover, to understand what he is being made one to know to be of the citizen, therefore that we are unfinished citizens. When demanding, in it sweats thought, epistemológics boardings, it suggests that the movement is the space of integration between automatic processes, sensorial, adaptativos or cognitives - to understand that is of basic importance to explain our cognitive processes.

With this new conception, the Physical Education will have to transform its performance into the pertaining to school context, considering some dimensions that compose the human being that, in the search of its exceeds, is strengthenn for assuming itself of the world, constructing meanings that if systemize in the culture. We defend then that this disciplines will have to occupy with the manifestations of the corporal culture as it is the case of the game, the fight, the gymnastics, the dance and the sport, beyond the capacitatives structures. We understand that such manifestations and the structures are the specific contents of discipline Physical Education, which must be systemize in the basic education and that, for Freire (2004 p.40), "They are the north of the units, wants are lessons, it wants they are groups of lessons, and they are characterized for being the particularitity most visible of the practical ones of a lesson".

Being the motricity understood human being as the science that of the sustentation for the Physical Education, and this, one disciplines that it has as content the manifestations of our corporal culture, we detach of these manifestations, the sport and of this, the atletism, in view of the story that we start to make of the proposal of a systematization for a group of sixth series of I teach basic.

In our experiences while educators we saw that the atletism, while cultural manifestation, possesss one meaning more adequate for our pupils when, initially, we make a disgnostic evaluation and we identify the knowledge that the pupils already possess. We will be able to verify, for example, if already they turn in the television or other medias something related the atletism. In this inquiry, we will have the chance to identify some mistakes as it is the case where some pupils confuse the tests that compose the atletism as if these were esportives modalities.

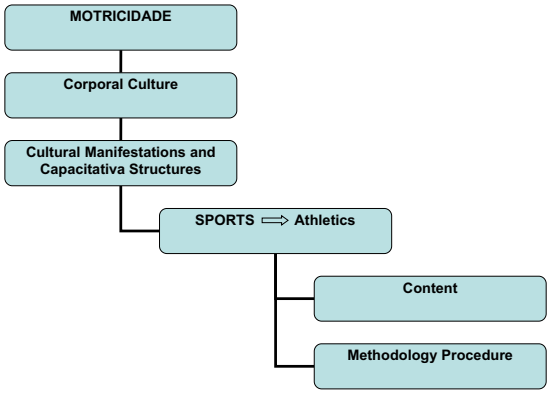
Subsequent to this diagnosis, we will make a historical survey with the objective to present the origin of this modality later and its insertion in the games of Old Greece. Thus, the pupils will be able to understand that this modality was created and systemize in view of the necessary capacitatives structures a soldier so that could satisfactorily play its functions in the battlefield. He had a necessity to develop these structures (resistance, speed, coordination and force), therefore were requested in view of the military organization Greek. Thus, the Greeks had the bases for the organization of the first tests that composed the atletism: most resistant (tests of long distance), fastest (tests of speed), strongest (tests of I hurl and launchings), what it jumps a bigger distance (test of jump in distance) and what it jumps more high (jump in height). These were the main tests that composed to the atletism.

When the periods of peace, age of knowledge of the Greeks were installed the necessity of a training for the improvement and maintenance of these capacities. Thinking about that is that if it initiated a systematization of these capacitatives structures to be presented to the public in competition form, in which the winner of each disputed test it would receive the recognition public from its capacities, beyond social privilege. So that this happened had the necessity of a normatization of the rules and the tests, beyond the elaboration of a calendar for the accomplishment of the competitions. In such a way it was launched the bases for the estruturação and systematization of the modality of Atletism. Currently some tests of the Greek period had been kept and others, given the social historical conditions, had been being elaborated.

Concluded the historical survey, we could continue with the pupils identifying the tests that compose, in the present time, atletismo, detaching one of them for practical experience and making possible the taking of conscience of the necessary motor actions for its accomplishment. With the objective is the appropriation, for the pupils, of the content atletism, the professor still will be able to launch hand of other strategies as lectures, research, exhibition of videos, interview with athlete and others that to judge adequate its reality.

Beyond being understood as content of the Physical Education in the school, the atletism could be applied as a metodológic procedure, that is, an education strategy (activity) that to the applied being it will facilitate the understanding of another content, for example, the capacitatives structures (force, speed, resistance, coordination, lateral domain, structuration and organization space-weather).

Below we present a picture that assists in them in the understanding of the systematization of the quarrel made until the moment:



The intention of this text was to also reflect on the atletismo that, exactly being about a esportiva modality, can be lived deeply in the lessons of Physical Education as a knowledge to be appropriate for the pupils and as a way for the learning of other specific contents of this disciplines. Thus being it does not fit plus a Physical Education that summarizes its lessons in disarticulated practical activities of a specific content. Therefore, it is imperative to recognize this model of work as limited.

If we desire a school and a Physical Education that it makes possible to the citizen to better understand its reality and its motricidade, we must base the teaching mediation taking as reference the Science of the Motricidade Human being. In this proposal defended by us it disciplines, it of Physical Education advances more exclusively with regard to the boardings of the last century not occupying with the movement of the man and yes with the human being that if puts into motion e, in this movement, it is assumen of the world, becoming human.

Key words: Athletics; Content; Physical Education.

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Rua Osório Duque Estrada, 97 – Jardim Presidente. Cep; 86061-230 – fone(43) 3301-7137
orlandojr21@hotmail.com

TO KNOW RETHINK THEM OF THE PHYSICAL EDUCATION: THE ATHLETICS AS CONTENT IN THE BASIC EDUCATION

SUMMARY

The Physical Education as area of knowledge, knowledge understood here not as the accomplishment of a pure motor action and simply, more yes, the understanding and learning of this motor action. To understand the reason and as of this to put into motion disciplines, it of Physical Education will have to change its performance inside of the school for a new conception, that is the knowledge of the motricidade human being, inside of a conception of transcendência of this to put into motion. However when we deal with lesson of Physical Education, we verify that these subjects possess a vast amplitude very. We look for, thus, to present the cultural manifestation sport, and inside of this we will approach the Atletismo content. For this, we must be conscientious that all the

content that we will go to teach necessarily will have to be part of the reality of our pupils. When we start to analyze the content in this way we can inquire that our pupils already turn some thing, in the television in another media something related to the atletismo. As component cultural, the atletismo must be studied by means of a historical survey. When the pupils start to understand why this modality was created and systemize, the beginning of the understanding is being made possible. This historical knowledge, makes possible to the pupil the understanding of the cultural construction of a modality and its development through the time until arriving nowadays. With the concluded historical development, it now fits the experience and understanding of the tests, and depleted the tests, we leave then for the use of this modality as half to reach other contents, in such a way, the Athletics passes to be conceived as metodológy procedure. Exactly if treating to a esportiva modality, our content can and must very advance beyond the accomplishment of the gesture technician.

Key words: Athletics; Content; Physical Education.

EN REPENSANT LES SAVOIRS DE L'ÉDUCATION PHYSIQUE : L'ATHLÉTISME JE MANGE CONTENU DANS L'ÉDUCATION BASIQUE

RÉSUMÉ

L'Éducation Physique je mange secteur de connaissance, de connaissance ici comprise non comme la réalisation d'une action motrice pure et simplement, plus oui, de la compréhension et de l'apprentissage de cette action motrice. Comprendre la raison et comme de celui-là mouvoir, la discipline d'Éducation Physique devra changer sa performance à l'intérieur de l'école pour une nouvelle conception, qui est la connaissance de la motricité humaine, à l'intérieur d'une conception de transcendance de celui-ci mouvoir. Néanmoins quand nous traitons de leçon d'Éducation Physique, nous vérifions que ces sujets possèdent une amplitude très vaste. Nous cherchons, ainsi, à présenter la manifestation culturelle sport, et à l'intérieur de celle-ci nous aborderons le contenu Athlétisme. Pour ceci, nous devons être conscient que tout le contenu qui enrage enseigner nécessairement devra faire partie de la réalité de nos élèves. Quand nous commençons à analyser le contenu de cette manière nous pouvons enquêter que nos élèves déjà tournent quelque chose, à la télévision dans une autre mídia quelque chose rapporté à l'athlétisme. Comme composant culturel, l'athlétisme doit être étudié au moyen d'une enquête historique. Quand les élèves commencent à comprendre pourquoi cette modalité a été créée et systématisée, le début de la compréhension est rendu possible. Cette connaissance historique, rend possible à l'élève la compréhension de la construction culturelle d'une modalité et son développement à travers le temps jusqu'arriver de nos jours. Avec le développement historique conclu, il contient maintenant l'expérience et la compréhension des preuves, et épuisées les preuves, nous partons alors pour l'utilisation de cette modalité comme à moitié pour atteindre autres contenus, de cette forme, l'athlétisme passe à être conçu mange procédure méthodologique. Même si en traitant d'une modalité esportiva, notre contenu il peut et doit avancer bien au-delá de la réalisation du geste technique.

Mots clé: Athlétisme ; Contenu ; Éducation Physique.

REPENSANDO LOS SABERES DE LA EDUCACIÓN FÍSICA: EL ATLETISMO COMO CONTENIDO EN LA EDUCACIÓN BÁSICA

RESUMO

La Educación Física como área de conocimiento, conocimiento aquí entendido no como la realización de una acción motora pura y simplemente, más sí, la comprensión y aprendizaje de esta acción motora. Comprender el porqué y lo cómo de ese mover, la disciplina de Educación Física deberá cambiar su actuación dentro de la escuela para una nueva concepción, que es el conocimiento de la motricidad humana, dentro de una concepción de transcendencia de este mover. Sin embargo cuando tratamos de aula de Educación Física, verificamos que estos asuntos poseen una amplitud muy vasta. Buscamos, así, presentar la manifestación cultural deporte, y dentro de esta abordaremos el contenido Atletismo. Para esto, debemos estar conscientes que todo el contenido que iremos a enseñar necesariamente deberá formar parte de la realidad de nuestros alumnos. Cuando comenzamos analizar el contenido de esta manera podemos averiguar que nuestros alumnos ya vuelcan alguna cosa, en la televisión en otra mídia algo relacionado al atletismo. Como componente cultural, el atletismo debe ser estudiado por medio de un levantamiento histórico. Cuando los alumnos pasan a comprender por qué esta modalidad fue creada y sistematizada, el inicio de la comprensión está siendo posibilitado. Este conocimiento histórico, posibilita al alumno la comprensión de la construcción cultural de una modalidad y su desarrollo a través del tiempo hasta llegar los días de hoy. Con el desarrollo histórico concluido, cabe ahora la vivencia y comprensión de las pruebas, y agotadas las pruebas, partimos entonces para el uso de esta modalidad como medio para alcanzar otros contenidos, de esta forma, el Atletismo pasa a ser concebido como procedimiento metodológico. Aún tratándose de una modalidad deportiva, nuestro contenido puede y debe avanzar muy además de la realización del gesto técnico.

Palabras clave: Atletismo; Contenido; Educación física.

REPENSANDO OS SABERES DA EDUCAÇÃO FÍSICA: O ATLETISMO COMO CONTEÚDO NA EDUCAÇÃO BÁSICA

RESUMO

A Educação Física como área de conhecimento, conhecimento aqui entendido não como a realização de uma ação motora pura e simplesmente, mais sim, a compreensão e aprendizagem desta ação motora. Compreender o porquê e o como desse movimentar, a disciplina de Educação Física deverá mudar sua atuação dentro da escola para uma nova concepção, que é o conhecimento da motricidade humana, dentro de uma concepção de transcendência deste movimentar. Porém quando tratamos de aula de Educação Física, verificamos que estes assuntos possuem uma amplitude muito vasta. Procuramos, assim, apresentar a manifestação cultural esporte, e dentro desta abordaremos o conteúdo Atletismo. Para isto, devemos estar conscientes que todo o conteúdo que iremos ensinar necessariamente deverá fazer parte da realidade de nossos alunos. Quando começamos analisar o conteúdo desta maneira podemos averiguar que nossos alunos já viram alguma coisa, na televisão em outra mídia algo relacionado ao atletismo. Como componente cultural, o atletismo deve ser estudado por meio de um levantamento histórico. Quando os alunos passam a compreender por que esta modalidade foi criada e sistematizada, o início da compreensão está sendo possibilitado. Este conhecimento histórico, possibilita ao aluno a compreensão da construção cultural de uma modalidade e o seu desenvolvimento através do tempo até chegar nos dias de hoje. Com o desenvolvimento histórico concluído, cabe agora a vivência e compreensão das provas, e esgotadas as provas, partimos então para o uso desta modalidade como meio para atingir outros conteúdos, desta forma, o Atletismo passa a ser concebido como procedimento metodológico. Mesmo se tratando de uma modalidade esportiva, nosso conteúdo pode e deve avançar muito além da realização do gesto técnico.

Palavras chave: Atletismo; Conteúdo; Educação Física.