128 - PHYSICAL EDUCATION AND THE EDUCATION OF INNOVATIVE PARADIGMS

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INTRODUCTION

One of the great challenges of the twenty-first century education focuses on training of professionals beyond the accumulation of knowledge to transform them, contextualize them and adapt them to current reality. So, think about the training of future teachers of Physical Education, higher goal of this work, stumbles into a very important point that is the paradigm shift of Education. Since paradigms such structures are "crucial not only in the way of conceiving education, but to act educationally, emphasizes the validity is to know about them and reflect on them under penalty of having serious restrictions in the realization of a practical teaching sector.

This study finds support in Assmann (1994), Behrens (2005), Capra (1995), Crema (1995) and Freire (1997) among others, to support the conduct of the literature search. And after these readings found that many proposals assist the teaching of Physical Education and that the so-called Innovative Education Paradigms are able to ensure an action consistent with the current aspects of education.

There still, a co-existence of different approaches, showing that each work tends to mean re-scientific theories and assign them to their historical and socially constructed conceptions. When teacher trainer for teachers of Physical Education, before these new paradigms, it rebuild roads that rescue the pleasure in work, education and life through the perspective of competence, creativity and commitment.

PHYSICAL EDUCATION AND THE EDUCATION OF INNOVATIVE PARADIGMS

In the early 1980's the Fitness through a period of reform, redirect methodology. There were questions about the dominant thought, which favored the emergence of new proposals. According to Falcon (1996, p.57), began to show signs of significant measures to promote changes in the curricula of degree courses of Physical Education. The process of demilitarization of Physical Education soften the authoritarian and hierarchical behavior of teachers in the area.

At the end of the twentieth century, there was a need for an education for the advancement of mankind and the development of the whole human being.

Ghirardelli Junior (1988) believes that the Physical Education needs a new approach: the progressive approach, based on assumptions of Critical Pedagogy, Social content, which we must enlist critical and intellectually into society and commit itself to its object of study.

In this sense, Freire (1992, p.135-136) in talking about the questions arising from an ideal teaching activities: ... that teach content in favor that teach them, to whom, against that, against whom? Which chooses the content and how it is taught. What is teaching? What is learning? How do you make the links between teaching and learning? What is done to learn from experience? We can discard it as vague, disjointed? How to overcome it? What is the teacher? What is your role? And the student, who is? And its role is not equal to the student means the teacher must be authoritarian? You can be democratic and dialogue while being teacher, other than the student? It means a dialogue chat inconsistent with the ideal atmosphere would be "no longer as it is to see how it is? There may be a serious attempt at writing and reading of the word without reading the world? Honors the critical need for education that the bank educator who does not have to teach and what not to do it? Is not that a teacher can teach? What is the encoding, what its role under a theory of knowledge? Understanding the relationship theory circulation without the catchword phrase turn?

That is, in the view of the progressive approach, the teacher needs to become reflective about their own teaching activities. After all, are not rare in the days that we as teachers enter a classroom, day of "evidence" and to find a quiet class, with clear and visible signs of fear, it feels like super-powerful beings. Nor are the rare situations where we as teachers commend the student draft, anonymous, which does not express opinions, but who says yes sir to all our questions.

As Freire (1997, p.100) were a kind of teacher that "according to the authoritarian past, not always with security in a modern ambiguous, poised to be among authoritarian ways and silent. Among a certain tyranny to freedom and exacerbated the authority or in combination of the two hypotheses. " And yet pure and simple lack of dialogue left to be "progressive teachers."

In a progressive approach, the teacher encourages the student to get the divergent thinking considering this as part of the teaching process.

The "progressive student" is an autonomous subject, which hosts its own experience and knowledge builds on interaction with the world and with the other. It is critical and active, self-confident, reflective, as Misukami points (1986).

It should be worth, about the lessons of Physical Education, when the so-called "free lessons" are so common. Making the students learn by itself does not let you discover the world alone. The self discovery must be searched, but with responsibility, affinity, such as speech Freire (apud DANKE, 1995, p.88): The role of the teacher becomes relevant in this conception of education. Its main task is problematize. As it is going dialogue draws attention to obscure points or naïve, as good for the discoveries being made by individuals involved in the situation. Therefore, the progressive approach shows new proposals for the practice of teaching professor of Physical Education, transposing old patterns impregnated in daily practice, transforming the classroom "in a critical environment, where the cultural wealth is down with a springboard for criticism" (Ghirardelli JÚNIOR, 1998, p.58). As the conflict in Physical Education was crucial for change and in this sense, Gusdorf (1997) says that whenever human beings conflicts with the West, he looks for the East. How agrees Buarque (1994, p.37): With the rediscovery of Eastern thought, with the acceptance of alternative ways of thinking, the West is beginning to challenge its materialism and as objective as a method of thinking. Comes an appreciation of the use of intuition, the feeling of the whole. Resurfaces a practice of spirituality without complex of inferiority. The holism is stated as a practical intellectual ... the university teaches all the names of all rivers, but cancels the students the ability to stir up when you see one. Teaches that the economy is unbalanced, but each student brings to ignore that there are names behind the unemployment created.

In search of an education that focused aggregation of the individual, there is the holistic vision of education. The holistic paradigm is, the vision of Capra (1995, p. 14), replacing "the concepts of an outdated vision of world-view of the mechanistic world of science Cartesian-Newtonian." The author elaborates in his book, "The point of changing", a detailed description of how the Cartesian mechanism has been incorporated by all the traditional sciences, leading to the crisis individual,

social and environmental global in nature which we live today.

The holistic vision intended not only stimulates the performance or the social criticality relevant to be a transformer structures, but rather a vision that encourages the learner to "learn to learn to develop their potential.

According to Capra (1993, p.14): To properly describe the world, we need an ecological perspective that the vision of non-Cartesian world offers us. We need therefore to a new "paradigm" ... a new vision of reality, a fundamental change in our thoughts, perceptions and values ... the mechanistic conception of reality to a holistic, are already visible in all fields and susceptible to dominate the current decade.

We can easily see the holistic approach as a more humane approach, because inovadoramente considers the intuition and feeling as a means of building the real and not just the reason as was being done under the most conservative aspect of paradigms.

According Crema (1995) only when we are whole beings developed the brain faculties of both the left hemisphere (critical rationality, logic, memory), as of right hemisphere (creativity, aesthetic sensibility, passion, sense).

Corroborate with Paulo Freire about the incompleteness of being, and this in training and constant development, but the whole concept of being attached the new paradigm.

Based on holistic design, as advocated by Capra (1988, p. 207-208), Costa (1997) presents education as a key element in that context. The author proposes the redemption of all as opposed to fragmented vision of man. In this respect, advocates a Fitness freed from the instrumental character or the means to be a means of Fitness that regardless of the activity employed (dance, gymnastics or sports), is a political action with the following characteristics: dialogic, democratic, socially productive and liberating. By making the criticism of the process of training, the author is expressed thus: (...) does not seem to have been an overriding concern with the complete professional training of Physical Education. If the majority of courses are focused on the training of teaching professionals, almost always in complete disconnection between the departments of Physical Education and the colleges of education, this implies a limited education and poor, leaving fields of professional action without specific training (p .217). Faced with these issues, you can imagine how much can be tolerable for Fitness resize all its compartmentalized vision of education, supported until recently by a dominant culture. Shares of the Fitness always revolved around the competence, efficiency and productivity. Behrens (2005, p.59) talks about this challenge that is not only of Fitness: The great challenge of holistic vision will learn to overcome the fragmentation that has been divided into schools in isolated disciplines, similar to the work in which industry become specialized and divided into sectors and, consequently, the men spent in school and at work, to restrict the tasks accessories without the awareness of the overall process and the product being produced.

Values such as education dichotomous of body and mind, yet so present in Physical Education, must be broken so that a holistic education is effect, since its content seek a balance of the harmonious development of students in all its dimensions: body, intellect, feeling and spirit.

As believe Crema (1995, p.64): Neither the educator and the educated are not alone in the center energy that drives the learning process. This center is the meeting between them, as a dance in which the steps labeled pro just flow freely, making almost imperceptible who leads or who it is conducted.

The recent opening for the analysis of new epistemologies in the practice of research in Physical Education indicates new paths for allowing the integration of this area with other areas of knowledge.

Feitosa (1986) stresses that teachers of Physical Education have failed to discern, in its theoretical and practical actions, the social dimension of Fitness to justify their own existence. To this author's Fitness should commit itself to the "increased awareness" as a decisive factor for the human being recognizes their right to freedom.

In the early 1990s, the education crowd again toward social change. Information and knowledge are now available on networks of computers and communication.

Behrens (2005, p.81) in states that: The funds computerized crossed borders and provided the knowledge causing a revolution in the media, and especially learning in general. The challenge that is needed in this society is that of how to access the information received, but interpret it and, above all, how to produce new information with creativity, ethics and global vision.

The challenge reviewed by the author and seen from the viewpoint of the new approach to teaching with research becomes even greater if we think that in this context, the student is co-responsible for learning and the teacher can only teach what research. Otherwise, just learn to copy.

For Demo (1991, p.14) "who teaches search needs; who teach research needs. Teacher who only teaches, never has been. "

The research should subsidize the students, so that it read, reflect and produce knowledge. Hence the importance of the teacher, at the moment, is carrying on a dynamic and creative, mediating a reflection of the student and helping to build their knowledge through an innovative and highly participatory environment. As proposed Demo (1996, p.47): The powers that the school should consolidate and renew always founded on property that is known as the most effective tool for empowering the people and society. In this contest, mere transmission is low, although as an input is essential. In terms emancipatory, skills never coincide as copying, reproduction, imitation. It is essential to build positive attitude, constructive, critical and creative, typical of the "learning to learn."

With regard to Fitness, one can think that running a moving body has not social significance or that can be reflected, thought, liable only of repetitions on the part of students, but this is one of the attitudes that you want to work with estinguir like this.

The body language when experienced in education, can open prospects for construction and production of balance in the learning process, in which "the discussion on the knowledge today covers all natural and social processes where they generate, and hence are taken into account, ways of learning. Anything that lives meets cognitive processes "(ASSMANN, 1996, p. 26-27). Also according to Assmann: I see the bridge between basic education and drive key role in the body participation in learning processes. All knowledge is established as a learning mediated by internal and external movements of the body alive. All learning is a membership body. There is no mentoring corporalização. Therefore, the learner is the body reference fundante of all learning. The morphogenesis of knowledge happens inside the drive body of human beings. And the unity of cognitive processes with the vital processes usually follows the dynamics of a prazerosidade (1996, p.47).

FINAL CONSIDERATIONS

The Physical Education, while teaching class in basic education, an area seen as responsible for the teaching of knowledge, should give students, the content specific to them, situations involving analysis, reflection and abstraction on your drive is not limited only to a simple "do" in which the student is "configured" as executor of standardized movements, stereotyped, mechanical (ZAGREB, 2001).

The Teaching with Research, then, as proposed for Fitness, can operationalize the curriculum content in an

integrated, systemic, providing, as a result, an interdisciplinary education and an integrated vision of the world rather than fragmented as in traditional teaching. Arousing the interest of students because they learn doing, solving a major problem in schools of today - to ensure the motivation of students and their attention to learning.

Finally, we hope that this work is an incentive to other emerging and increasingly referenciais researchers interested in seeking educational innovators, especially near the area of Physical Education still so poor here, so trying to transform the education and targeting the production of knowledge in detriment of their pure and simple reproduction.

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ABSTRACT

One of the great challenges of the twenty-first century education focuses on training of professionals beyond the accumulation of knowledge to transform them, contextualize them and adapt them to current reality. So, think about the training of future teachers of Physical Education, higher goal of this work, stumbles into a very important point that is the paradigm shift of Education. Since paradigms such structures are "crucial not only in the way of conceiving education, but to act educationally, emphasizes the validity is to know about them and reflect on them under penalty of having serious restrictions in the realization of a practical teaching sector. This study finds support in Assmann (1994), Behrens (2005), Capra (1995), Crema (1995) and Freire (1997) among others, to support the conduct of the literature search. And after these readings found that many proposals assist the teaching of Physical Education and that the so-called Innovative Education Paradigms are able to ensure an action consistent with the current aspects of education. Still occurs, a co-existence of different approaches, showing that each work tends to mean re-scientific theories and assign them to their historical and socially constructed conceptions. When teacher trainer for teachers of Physical Education, before these new paradigms, it rebuild roads that rescue the pleasure in work, education and life through the perspective of competence, creativity and commitment.

Keywords: Fitness; Paradigms Innovative Education, Training of Teachers.

L'ÉDUCATION PHYSIQUE ET L'ÉDUCATION DES PARADIGMES INNOVANTS

ABSTRACT

Un des grands défis du vingt et unième siècle, l'éducation met l'accent sur la formation des professionnels au-delà de l'accumulation de connaissances à les transformer, de les contextualiser et de les adapter à la réalité actuelle. Alors, pensez à la formation des futurs enseignants de l'éducation physique, d'objectif plus élevé de ces travaux, bute contre un point très important est que le changement de paradigme de l'éducation. Depuis paradigmes de telles structures sont "crucial non seulement dans la manière de concevoir l'éducation, mais d'agir en matière d'éducation, met l'accent sur la validité est de savoir à leur sujet et de réfléchir sur eux sous peine d'avoir de graves restrictions à la réalisation d'un secteur de l'enseignement pratique. Cette étude s'appuie sur Assmann (1994), Behrens (2005), Capra (1995), Crema (1995) et Freire (1997), entre autres, pour soutenir la réalisation de la recherche documentaire. Et après ces lectures a constaté que de nombreuses propositions aider l'enseignement de l'éducation physique et que le soi-disant Innovative Education paradigmes sont en mesure d'assurer une action cohérente avec les aspects actuels de l'éducation. Toujours se produit, une co-existence de différentes approches, ce qui montre que chaque travail a tendance à re-dire les théories scientifiques et les assigner à leur historique et des conceptions socialement construit. Lorsque des enseignants formateurs pour les enseignants de l'éducation physique, avant que ces nouveaux paradigmes, à reconstruire les routes de secours que le plaisir dans le travail, l'éducation et la vie à travers la perspective de la compétence, la créativité et l'engagement.

Mots-clés: Fitness; paradigmes Innovative Education, formation des enseignants.

LA EDUCACIÓN FÍSICA Y LA EDUCACIÓN DE LOS PARADIGMAS INNOVADORES

RESUMEN

Uno de los grandes desafíos del siglo XXI la educación se centra en la formación de los profesionales que más allá de la acumulación de conocimientos para transformarlos, contextualizar y adaptarlos a la realidad actual. Por lo tanto, pensar en la formación de los futuros profesores de Educación Física, mayor objetivo de este trabajo, tropieza en un punto muy importante que es el cambio de paradigma de la Educación. Desde los paradigmas tales estructuras son "cruciales no sólo en la forma de concebir la educación, sino para actuar educativo, se hace hincapié en la validez es saber acerca de ellos y reflexionar sobre

ellos bajo pena de tener graves restricciones en la realización de una práctica de enseñanza del sector. Este estudio considera el apoyo en Assmann (1994), Behrens (2005), Capra (1995), Crema (1995) y Freire (1997), entre otros, para apoyar la realización de la búsqueda en la literatura. Y después de estas lecturas encontrado que muchas de las propuestas a la enseñanza de la Educación Física y que los llamados paradigmas innovadores de educación son capaces de garantizar una acción coherente con los actuales aspectos de la educación. Todavía se produce, una co-existencia de diferentes enfoques, lo que demuestra que cada obra tiende a re-significar las teorías científicas y asignar a su histórico y socialmente construido concepciones. Al maestro formador de profesores de Educación Física, antes de que estos nuevos paradigmas, es reconstruir las carreteras que rescate el placer en el trabajo, la educación y la vida a través de la perspectiva de la competencia, la creatividad y el compromiso.

Palabras clave: Fitness; paradigmas innovadores de la educación, la formación del personal docente.

A EDUCAÇÃO FÍSICA E OS PARADIGMAS INOVADORES DA EDUCAÇÃO

RESUMO

Um dos grandes desafios educacionais do século XXI focaliza-se na formação de profissionais que superem o acúmulo de saberes para transformá-los, contextualizá-los e adaptá-los à realidade atual. Assim, pensar a formação profissional do futuro docente de Educação Física, objetivo maior deste trabalho, esbarra num aspecto importante que é a mudança paradigmática da Educação. Uma vez que tais paradigmas são estruturas "determinantes não só da forma de conceber a educação, mas de agir educacionalmente, ressalta-se a validade de conhecê-los e refletir sobre eles sob pena de haver sérias restrições na efetivação de uma prática docente transformadora. Este estudo encontra suporte em Assmann (1994), Behrens (2005),Capra (1995), Crema (1995) e Freire (1997) entre outros, para dar sustentação aos trâmites da pesquisa bibliográfica. E após estas leituras verificou-se que muitas propostas auxiliam as práticas pedagógicas da Educação Física e que os chamados Paradigmas Inovadores da Educação são capazes de garantir uma ação condizente com as atuais vertentes do ensino. Ocorre ainda, uma co-existência de várias abordagens, demonstrando que cada profissional tende a re-significar as teorias científicas e associá-las às suas concepções históricas e socialmente construídas. Ao professor formador de professores de Educação Física, diante destes novos paradigmas, cabe recriar caminhos que resgatem o prazer no trabalho, na educação e na vida, através da ótica da competência, da criatividade e do comprometimento.

Palavras-Chaves: Educação Física; Paradigmas Inovadores da Educação; Formação de Professores.