173 - SOCIAL REPRESENTATION ON THE LESSONS OF PHYSICAL EDUCATION FOR SCHOOL OF 8TH GRADE OF ELEMENTARY SCHOOL MARECHAL RONDON STATE COLLEGE OF THE MUNICIPALITY OF CAMPO MOURÃO-PR

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INTRODUCTION

According Castellani Son (1988) the area of Physical Education, particularly in Physical Education School, has had great development in Brazil over the last twenty years, was considered an area of expertise essentially practical, not theoretical basis. The undergraduate courses were only playing techniques of movement almost always sports. Later had a theoretical support for referential original and creative coming from various areas of knowledge of Social Sciences, a fact which allowed the discussion of Physical Education in schools as an area of knowledge rooted in culture and a producer of culture. However, it should be noted that the rapid development of academic Fitness School in Brazil had as a consequence, to a certain extent foreseeable, the gap between the theoretical and production professionals working in many schools across the country.

Daolio (1995) points out that this detachment occurs for several reasons, among them the fact that many professionals working in schools were trained in the 1970s and 1980s. Another aggravating factor is the lack of continuing education courses that would lead teachers to the theoretical advances produced in universities.

Despite all these reasons, the school does not cease to evolve within the social context and for both the professional who wants to work in education should seek alternative sources for their suitability to this market. What can be seen in the classes of Fitness is that there are certain mesmice imperialism in the practices and activities developed even further by professionals. What we have to ponder is how these programs and plans are drawn up.

For Darido and Rangel (2005) the Physical Education must be understood as a discipline that can offer equality and opportunity for all. Just how many students can not stay in school, many can not participate in a class of Physical Education. The reasons could be the most diverse and may pass between the lack of space, equipment, or even the lack of driving ability of the student, (as if one of the goals of discipline was even trying to teach these skills) and 'lack of interest students and teachers.

Starting from the perspective that there are real differences on the basis of Physical Education, allows us to remember that the school community and should have the right to explain their interpretation and desires about what is offered and the desired and it is left to investigate the social representations . As Moscovici (1981) the concept of social representation explains many points that remained unexplained, shows how to make the knowledge and thus enables one to set the process.

For him, knowledge emerges in the world where people meet and interact, the world where the human interests, needs and desires find expression, satisfaction or frustration. In summary, knowledge arises from human passions, and as such is never disinterested.

The social representations permeate most of the relationships established by individuals, objects that he produced or consumed and communications which established. More often they emerge from points of lasting conflict within the structures representacionais culture itself. (Id)

Sawai (1991, apud BARBOSA, 2001, p.70) highlights the need to leave "social relations to understand how and why men think and act a certain way." The social relationships deserve the attention that brings contributions to understanding the formation and consolidation of concepts socially run and maintained by teachers of Physical Education.

Attentive to the approach of Gramsci (1985, p. 45),

(...) That every social group creates for itself a dominant or more layers of intellectuals to give uniformity and awareness of the function itself, we find that the professor of Physical Education, with a professional body of knowledge forged by particular social group , Is like all other professionals (intellectuals) who graduate in a school, a key role in the preservation of "historic bloc" bourgeois, seeing history as a bloc (a social group that manages its hegemony on the other, creating a consensus around of his project of society and conception of the world).

The social representations concerning the Physical Education School, convey values that interpret and construct social reality in accordance with the interests of the bourgeois class. So when the professor of Physical Education believes it does what it does and does what he thinks, because an individual is free, unattended and with power to change the course of things, how and when you know that it is conditioned by historical factors - Social concrete. (BARBOSA, 2001).

Thus, the school as a society, must be careful not to end up transforming the nature of the body in social meanings discriminatory generating relationships of hierarchy of gender, relationship based on these differences between the male and female historically constructed.

In preparing the planning, content and activities should be based on cultural aspects, the nature of the play and playful as the discovery of the body, not a model of technical movements.

Aquino (2001) suggests that the body experiences should therefore take cultural diversity, ethics, physics and gender as a factor enriching the relations school and social life that is both democratic. As noted by the authors above is necessary to know how these concepts are not followed consistently within the educational lessons of Physical Education, and for this it is necessary to understand this historic building.

METHODOLOGY

Taking these notes literary tried to produce a work that aimed to identify the social representation on the lessons of Physical Education for students of 8th grades of elementary school in State College Marechal Rondon in the city of Campo Mourao-PR. thus proposing, through the speeches unveiling of the students and their interpretations as conceptualize the physical education classes, his teacher, and the content offered.

The search was characterized as qualitative character with descriptive, and a search of ethnographic field with nature, which used the analysis of speech. According to Gil (2006, p.42) the descriptive research "tends to be directed along in its development, moreover, does not measure search or list events and generally not employing statistical tools to analyze the data,

their focus of interest is broad and from a perspective of different meanings in the field of social sciences. "

Includes a number of different interpretive techniques that aim to describe and decode the components of a complex system of meanings. "Its purpose is to translate and express the sense of social phenomena in the world, it is to reduce the distance between indicator and indicated, between theory and data, between context and action."

It is asking for authorization to Direction of the school through a letter to implementation of the project. After the approval of direction, trying to complete the test pilot of a search tool, where it aims to seek validate the nature of the instrument. To this end, we tried to 3 students to conduct interviews and possible is a relationship of dialogue open between the interviewer and students. Votre (1983, p.63) indicates that the test pilot is "an opportunity to test the work as a whole, including the ability of the interviewer." The author considers this phase, the pilot of the test, as key to the success of the search.

As the lynchpin interviews were guided by informality, the dependency of the school, and then place it known natural for students, and during the interviews the researcher took care to let the students will be always with a book of annotations, and when it ended the interviews, is immediately used the notebooks to record their perceptions, attitudes of students who have been more characteristics during the interview.

The interviews took the following way: A call was made in all the rooms explaining the purpose of the study and examined how many students wanted to be part of the project, and was held to select them at random.

Parents of students were invited to a meeting where it was explained the purpose of the project and after its approval, their signatures were collected in the instrument of consent. In the sequence was scheduled with the students the times for carrying out the interviews. There was the choice of semi-structured and no fixed itinerary, because the same relevance in providing a rich collection of speeches from the reality of students. In this interview were collected information via guided interview, held preferably in the school of social actors, to allow for greater integration between the interviewer and interviewees.

After the talks, made the analysis of transcripts and speeches, that the second Votre (1983, p.64) the transmission is a "way to remain faithful to speak of social actors in the research," keeping all the features of speech, because They are produced in the interaction between interviewee and researcher, "even if the fidelity to the text of the interview not to edit, enhance or correct what he said."

The objective of the transcript is to facilitate the analysis and interpretation of information collected. For the categorization of speeches, was adopted a model where the responses were listed to conduct this analysis of the speech, transcribe, as the talks said on his part, to get the maximum reliability of the speeches (PIRES, 1995).

FINAL CONSIDERATIONS

Therefore, we sought in speeches or in their silences, the identification of the representation of students with the object researched: the lesson of Physical Education.

To seek a deeper look at issues, trying to live with the speeches of students, we believe that the lessons of Physical Education for All have a single anchor, that they are important for leisure and pleasure, as quoted by Duveen (1994) In our society, in general, there are social representations about the Physical Education School identifying it as a discipline solely responsible for the practice of sports training and practice for recreational and / or pleasure, without any concern to relate to the broader social reality, of which the school participates. However, they want experience and learn different things within the other routes which include the effect of Physical Education, therefore, there is not much meaning for them, noting that only include the Fitness through the bias of the sport. Parameters proposed National Curriculum (1996) that students are able to participate in physical activities, with the next, reject violence, adopt healthy habits of hygiene and nutrition, and critical thinking in relation to the imposition of standards of health, beauty and aesthetics .

From the analysis carried out, we were able to identify that for students, the role of teacher of physical education that is characterized, the good one that would be charged in addition to the rules of ethics and school pupils, also met, and allows us to infer that teachers should teach them to play well, identified as the model, the mirror to be followed by the students. These perceptions are addressed second Rangel (1994, p. 39) "the teacher serves as the coordinator, is characterized by the policy. Unfortunately the sport practiced and taught in school reinforces the addiction to the holder of knowledge, it is the teacher then dismember it can share with the student and the discovery process. "

On the importance of tuition for students in relation to other disciplines for students to see that the other disciplines have greater importance because things are taken seriously and that the content which operates or should be exploited is not important or is not well disclosed in class. It seems the sort of thinking to do.

To Guedes and Saldanha (2001), the more integrated areas, is more interesting to think together, build with areas that are related, or if it imagines that the teacher can exploit to work. The teacher should claim and is also to organize that.

The comparison clearly exposed is that the importance of the lessons of Physical Education and other disciplines, is in what is offered to students, how is conveyed and that emphasis and importance is given to the discipline and how it will be redeemed learn prepared .

And about how these classes are represented according to gender identified that the talk was characterized that boys are more attracted by the activity of the ball, and the girls prefer to have more situations where they can interact in the classroom itself and does not require much effort physical, eradicating the background for the activities of competition. Aquino (2001) suggests that the body experiences should therefore take cultural diversity, ethics, physics and gender as a factor enriching the relations school and social life that is both democratic. , Which promotes this great accentuation between gender and the prevalence of content that does not allow this approach more interactive and interpersonal, which in contrast are still reduces the competition through indirect actions rooting techniques that strengthens the concept of bias from strong man and woman fragile.

Thus we can conclude saying that the speech of the students was evident as the bias of the sports car classes in chief of Physical Education, which promotes a vision technicist about the planning bid, thereby contributing to the eradication of opportunity for the students, when abstê of them of other content that would make possible an opportunity both to the students about the very Fitness to be seen with other eyes near the social community.

This characterizes the consistency identified by some scholars, about the Physical Education is seen as an activity that is solely and exclusively the physical fitness of pupils and students, whose purpose is to turn them into athletes in any sport mode. The methodological referrals are almost always focused on the use of the ball, where this means that some pupils and students to feel excluded from school.

Around these representations investigated propose to teachers, greater analysis and discussions with students about the role of Physical Education in the social context. What can understand that the attitudes of non-compliance with a practice based teaching and founded his business has weakened. The area of Physical Education as a discipline and articulating great importance, is not consistently identified with the students, putting - as the subterfuge, which characterizes its devaluation in the community socio-educational.

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SOCIAL REPRESENTATION ON THE LESSONS OF PHYSICAL EDUCATION FOR SCHOOL OF 8TH GRADE OF ELEMENTARY SCHOOL MARECHAL RONDON STATE COLLEGE OF THE MUNICIPALITY OF CAMPO MOURÃO-PR

The present study sought to verify the social representation on the lessons of Physical Education for pupils in 8th grade of elementary school in State College Marechal Rondon de Campo Mourao - Pastor was a qualitative research, which used a semi-structured, with roadmap not fixed as sampling and 18 students from 8th grades. We seek understanding in the speech of students, said by the unsaid and the representations they have on the lessons of Physical Education. Thus, we realize that the lessons of Physical Education are important to them, but the significance lies in another sphere in the sphere of pleasure, to do by doing, it has character of leisure-entertainment. In their speeches on the desired class show their desires to know and work with cooperative games, entertainment, dance, theater, karate, among others, and also theoretical fad practices, experiences foreground. Conceptualize the good teacher as well as one that charged the rules of the students, the meeting also allows us to infer that the teacher should be the model, the mirror to be followed by the students. With regard to gender representation by the great stress that fosters this is the prevalence of content based on sports activities in competition and force, which reinforces the concept of bias from strong man and woman frágil.Tópicos as physical development and welfare were mentioned in number smaller than the sport.

KEY WORDS: Social Representation; Fitness; students.

DE LA REPRÉSENTATION SOCIALE SUR LES ENSEIGNEMENTS DE L'ÉDUCATION PHYSIQUE À L'ÉCOLE DE LA 8 ANNÉE DE L'ÉCOLE PRIMAIRE MARECHAL RONDON STATE COLLEGE DE LA MUNICIPALITÉ DE CAMPO MOURÃO-PR.

La présente étude visait à vérifier la représentation sociale sur les enseignements de l'éducation physique pour les élèves en 8ème année de l'école élémentaire de State College Marechal Rondon de Campo Mourao - Pastor a été la recherche qualitative, qui a utilisé un semi-structuré, avec feuille de route ne fixe que l'échantillonnage et 18 élèves de 8 classes. Nous cherchons à comprendre le discours des étudiants, a déclaré par le non-dit et les représentations qu'ils ont sur les leçons d'éducation physique. Ainsi, nous nous rendons compte que les enseignements de l'éducation physique sont importantes pour eux, mais l'importance réside dans un autre domaine dans le domaine du plaisir, de faire en faisant, elle a le caractère de loisir-divertissement. Dans leurs discours sur la catégorie désirée montrer leur désir de connaître et de travailler en coopération avec des jeux, des divertissements, de la danse, du théâtre, le karaté, entre autres, et aussi théorique FAD pratiques, les expériences avant-plan. Conceptualiser le bon enseignant ainsi que d'un accusé que les règles des étudiants, la réunion nous permet également de déduire que l'enseignant doit être le modèle, le miroir à suivre par les étudiants. En ce qui concerne la représentation des femmes par le grand stress ce qui favorise la prévalence est de contenu basé sur des activités sportives de la concurrence et de la force, ce qui renforce la notion de parti pris fort de l'homme et la femme frágil.Tópicos que le développement physique et le bien-être ont été mentionnés dans nombre plus petit que le sport.

MOTS CLÉS: la représentation sociale, de remise en forme, les étudiants.

REPRESENTACIÓN SOCIAL EN LAS ENSEÑANZAS DE LA EDUCACIÓN FÍSICA PARA LA ESCUELA DE 8 º GRADO DE LA ESCUELA ELEMENTAL MARECHAL RONDÓN STATE COLLEGE DE LA MUNICIPALIDAD DE CAMPO MOURÃO-PR.

El presente estudio trató de verificar la representación social en las enseñanzas de la Educación Física para los alumnos de 8 º grado de escuela primaria en State College Marechal Rondón de Campo Mourao - Pastor fue una investigación cualitativa, que utilizó una entrevista semi-estructurada, con plan de trabajo no fijo como el muestreo y 18 estudiantes de 8 º grados. Buscamos la comprensión en el discurso de los estudiantes, dijo por lo no dicho y las representaciones que tienen en las enseñanzas de la Educación Física. Por lo tanto, nos damos cuenta de que las enseñanzas de la Educación Física son importantes para ellos, pero la importancia radica en otro ámbito en el ámbito de placer, para hacer por ello, ha de carácter ocio-entretenimiento. En sus discursos sobre la clase que desee mostrar sus deseos de conocer y trabajar con juegos cooperativos, entretenimiento, danza, teatro, karate, entre otros, y también moda teórico prácticas, las experiencias adquiridos. Conceptualizar el buen maestro, así como una cargada que las normas de los estudiantes, la reunión también nos permite inferir que el profesor debe ser el modelo, el espejo a seguir por los estudiantes. En lo que respecta a la representación de los géneros

por el gran estrés que fomente esta es la prevalencia de contenidos basados en las actividades deportivas en la competencia y la fuerza, lo que refuerza el concepto de sesgo de hombre fuerte y la mujer frágil.Tópicos como el desarrollo físico y el bienestar se mencionan en el número más pequeño que el deporte.

PALABRAS CLAVE: Representación Social; Fitness; estudiantes.

REPRESENTAÇÃO SOCIAL SOBRE AS AULAS DE EDUCAÇÃO FÍSICA PARA ESCOLARES DAS 8ª SÉRIES DO ENSINO FUNDAMENTAL DO COLÉGIO ESTADUAL MARECHAL RONDON DO MUNICÍPIO DE CAMPO MOURÃO-PR.

A presente pesquisa buscou verificar a representação social sobre as aulas de Educação Física para os alunos das 8ª séries do Ensino Fundamental do Colégio Estadual Marechal Rondon de Campo Mourão - Pr. Foi uma pesquisa qualitativa, na qual utilizamos uma entrevista semi-estruturada, com roteiro não fixo e como amostragem 18 alunos das 8ª séries. Buscamos entender no discurso dos alunos, através do dito e do não dito às representações que eles possuem sobre as aulas de Educação Física. Desta forma, percebemos que as aulas de Educação Física têm importância para eles, mas esta importância situa-se em outra esfera a esfera do prazer, do fazer por fazer, possui caráter de lazer-lúdico. Nos seus discursos sobre a aula desejada mostram seus desejos de conhecerem e trabalharem com jogos cooperativos, recreativos, dança, teatro, karatê, entre outros e também aulas teóricas atreladas as práticas, experienciando novos conhecimentos. Conceituam o bom professor como sendo aquele que além de cobrar as regras dos alunos, também as cumprisse, permite-nos inferir que o professor deve ser o modelo, o espelho para ser seguido pelos alunos. Em relação á representação por gênero o que fomenta esta grande acentuação é a prevalência dos conteúdos embasados em atividades desportivas de competição e força, que reforça o viés de conceituação de homem forte e mulher frágil.Tópicos como desenvolvimento físico e bem estar foram mencionados em número menor do que o esporte.

PALAVRAS CHAVE: Representação Social; Educação Física; alunos.