63 - MULTIEDUCAÇÃO BASIC CURRICULUM CORE: CONVERGENCE AND DIVERGENCE

LISANDRO RAMOS FEITOSA; CLARISSA DORO; SILVIO TELLES.
UGF/RJ/BR
lisandrorf@gmail.com

INTRODUCTION

The Core Curriculum Base Multieducação (NCBM) is an education proposal provided by the municipal secretary of education in Rio de Janeiro on which the municipal schools across the city, create and organize their educational projects and redefine the children's Public School and the Basic Schools, contemplating the several aspects of the council and the different cultural contexts in which live their students, parents and teachers, suggesting an approach of curricular subjects from educational principles and conceptual cores (NCBM, 2003).

Based on the Nation Curricular Parameters (PCN) the Municipal Bureau of Education of Rio de Janeiro (SME) developed its own educational project, and send the program to its entire network of education, with the assumption "deal with the multiple universes that are in school "(NCBM, 1996, p.108), seeking a unity among diversity. But what are and which are these principles educational and conceptual cores?

The NCBM is the very document that supports the educational concepts of the principles and conceptual cores, in addition to guide the teaching of basic subjects, as proposed in 1996. The educational principles can be understood as subjects of social relevance that rising from the current context, in a significant manner to the pedagogical practice in the development of different areas of knowledge. At the end of the XX century, they were: Environment, Work, Culture and Languages. These principles had as a guiding axis the general proposals of the Multieducação, and should be coordinating with the conceptual cores, defined as: Identity, Time, Space and Transformation. According to Multieducação, the articulation of educational principles, conceptual core and expertise, occur in a simultaneous and conscious way. Teachers must be alerte to the emergence of new principles and conceptual cores, highlighting that there are interfaces that are more clearly demonstrate in teaching practice, in some contents more than in others.

The act of a student throw garbage on the court, for example, can be a opportunity for the professor of Physical Education discuss with the students in the class, topics related to personal hygiene, explanations of the workings of a "dump" in a large city like Rio de Janeiro or to discuss how lives the people who survive from a “dump". The possibilities of articulation of the principles of Environment, Health and Labor attached to the concepts of Space, Time and Transformation may even be the most emphasized due to the proximity to the subject. But other matters can be discussed such as: social differences and the forms of violence and social exclusion.

The problem that guided our study based on the real applicability in the vision of teachers of Physical Education of some of the proposals Multieducação within the municipal schools in Rio de Janeiro.

For the three cycles of training, we see the following topics for analysis of similarities and differences:

Languages x Space -"Enrichment of the student activities” (games and tricks) through interaction with other communities.” (NCBM, 1996, p.249). **Culture x Transformation** - “knowledge of the cultural heritage expressed in the games and tricks, comparing recreational activities of different communities." (NCBM, 1996, p.253). **Space x Environment** "Knowledge of the adequate resources needed to the demands of each sport and the ability to adapt to informal execution on places not adequated.”(NCBM, 1996, p.362). **Space x Environment** "Identification of the physical and natural spaces available, enabling the development of various sports." (NCBM, 1996, p.362). **Work x Space** "Perception and organization of activities / games depending on the material available." (NCBM, 1996, p.362). **Language x Identity** "Identification and knowledge of the foundations and practice of each sport" (NCBM, 1996, p.363). **Language x Identity** "Integration between body expression, music and games." (NCBM, 1996, p.363). **Environment x Identity** - "Recognizing of the opportunities that the environment (school and community) provides for the conduct of physical activities and sports differentiated and the influence that this means to the diversity of identities training exercises these communities” (NCBN,1996,p.366).

Space x Environment "Proper use of the surrounding area for sports games / dancing aiming the best organization / expression of the group." (NCBM, 1996, p.366).

Work x Identity "Applications of body postures, desirable habits and attitudes in extra-class activities." (NCBM, 1996, p.366). **Culture x Identity** "Knowledge and implementation of activities / traditional games from other countries." (NCBM, 1996, p.367). **Languages x Identity** "Improving the sporting gesture as a form of expression and communication through interaction with other languages (video, TV, movies, etc) (NCBM, 1996, p .367).

MATERIAL AND METHOD

Through a study we had utilized the descriptive method to achieve the goals. The sample was composed by 29 teachers of Physical Education of both sexes working and teaching at the public network of Education of Rio de Janeiro that worked in the west area of the city.

Used as a tool for collecting data a questionnaire mixed, with ten objective questions and two dissertative questions, which was implemented personally by the components of this group of studies was applied to the teachers "targets" of this search.

The statistical processing was performed through the analysis of the percentage of answers did to the objective questions and for the principal answers did to the dissertative ones.

DISCUSSION AND ANALYSIS OF RESULTS

The question number 1 of the search was: What is the knowledge of teachers of Physical Education regarding the proposal from Core Curriculum Basic Multieducação?

Analyzing the responses we founded that 83% of teachers questioned say know the topics proposed by Multieducação, while 17% say not knowing it. Meanwhile in question 2, about the possibility of realization of the themes proposed by Multieducação and its applicability in schools, it was founded that 100% of teachers responded yes. Less than half of teachers (41%) cited correctly subject proposed, 34% cited education principles and conceptual core of Multieducação, instead of a proposed theme and 25% did not know how to answer. The real ignorance on the topic has been the first obstacle to their applicability.

Even within the same analysis, the 83% of the sample of teachers of Physical Education who said they knew the Multieducação, 75% (taking into account that 25% said not know), in fact try to apply their proposals in the daily life of their classes. But those 75% of teachers questioned, 34% show not differentiate clearly the core concepts and principles of educational themes proposed by Multieducação. Due to this, this study indicates that all the answers to the search from now on, refer to the group of 75% of teachers who actually have shown some knowledge about Multieducação.

REALITY OF MUNICIPAL SCHOOLS

The question number 3 presented the following inquiry: What is the reality of your school? Among the professionals who have been shown to have some knowledge about the Multieducação (group of 75%), 86% claimed not put into practice part of the topics proposed by the Municipal Bureau of the Secretariat of Education, due to a lack of material resources, and 90% due to lack of a proper space for the classes. A large number of students per class and the coincidence of hours of work from several teachers at the same time in the same physical space to the achievements of practical courses was also the allegation of 25% of the teachers interviewed.

Doing to this we verify that there is a contradiction on the issue of Multieducação: "Knowledge of the needs of adequate resources to the demands of each sport and the ability to adapt to run in places not informal" (NCBM, 1996, p.362), because even with local not fit for the sport, it is required a minimal amount of teaching materials for the development of lessons 86% of teachers responded that the teaching materials used in their classes for Physical Education, is insufficient, of low quality and low durability, while 62% say that the spaces for classes practices are inadequate for the number of students. The theme of Multieducação: "Identification of the physical and natural spaces available, enabling the development of various sports" (NCBM, 1996, p.362), is reduced only to the natural physical space limited their school.

The themes of Multieducação: "Perception and organization of activities / games depending on the material available" (NCBM, 1996, p.362) and "Improving the sporting gesture as a form of expression and communication through interaction with other languages (video, TV, cinema, etc. ... (NCBM, 1996, p.367), stayed as proposals that were partially reached because these subjects depend directly on teaching materials specific to their achievement.

About 10% of teachers surveyed also said: "Sometimes, until there is the money for the purchase of material for classroom practices, but the director prefers using those resources in other areas they consider priorities in relation to the Physical Education."

Even about the reality of the schools, there is seem below that some themes proposed by Multieducação, in fact, are not met by teachers interviewed:

The theme: "Enrichessement of the student activities (games and tricks) through interaction with other communities" (NCBM, 1996.p.249), it was found that this item could not be met by most of the sample of teachers surveyed, having in view that most of them are not allowed to leave the school with their students.

About the theme: "Recognizing the opportunities that the environment (school and community) provides for the conduct of physical activities and sports and the influence that the diversity of this means exercises in the training of identities who coexist there" also can not be achieved by same reason. Teachers feel they are unable to make interactions with other communities, because they can not leave with their students, according to determination of the CRE (Regional Coordination of Education), and those who can do it, made for risk and commitments of their respective directions.

Teachers asked if they were are able to be develop extra-class activities with their students, most of them felt that could develop extra-class activities provided that these activities were carried out within the school, because as previously mentioned, if these activities were outside the school they will not succeed in developing them, otherwise promote interdisciplinary, also due that they could not leave with the students of their respective school units. The theme: "Applications of body postures, habits / desirable attitudes in extra-class activities" (NCBM, 1996, p.366), it met for about 52% of teachers, provided that the lessons were developed within their own school.

Another point to highlight is that the majority of the sample of teachers of Physical Education, have knowledge of the theory and practice of each sport, and applies it the most possible to their students. So when there was a confrontation of such data with two of the themes of Multieducação selected for this study, there was the possibility of fulfillment of topics from teachers. They are: "Identification and knowledge of each sport" (NCBM, 1996, p.363) and "Knowledge and implementation of activities / traditional games from other countries" (NCBM, 1996, p.367).It was see that despite the knowledge of each sport, not constituting part of the academic work of the Physical Education, he thinks he is able to transmit such content to their students through their self-knowledge taking into account that the arrangement sports to be worked on are the most popular as Handball, Basketball, Football and Volleyball, even if there are limiting factors as mentioned above.

The issue number 10 of the search , asked the teachers if they developed activities related to the cultural reality of their community school, and the chart below shows the results: Among the teachers who have some knowledge about the Multieducação, said that the dominant culture in their schools was that of "football and the funk," and therefore "bring the knowledge of the cultural heritage expressed in the games and tricks, comparing activities recreational from different communities (NCBM, 1996, p.253), would be very difficult." The teachers demonstrated through their responses, how subcultures rised from modernity, erased cultures that traditionally were provided in schools for generations to generations. Games and popular playing, little by little were giving space to what is exposed by the mass media. As the dancing most of the sample of teachers said that develops activities of the cultural reality of their community school, it was found that the body expressions worked through the funk dancing and sport games are represented by football by the majority of students. Toughing it is a subculture of the moment, the theme: "Proper use of the surrounding area for sports games / dance, to the best organization / expression of the group" (NCBM, 1996, p.366), is applicable because the funk and the football game are actually local realities. Teachers use this to in any way try to pass their content and responding to Multieducação.

About the study of Question 3: What are the contents proposed by Multieducação, when faced with the collection of data of search, could be subject to controversy.

Among the teachers surveyed, 75% of respondents correctly cited a theme proposed by Multieducação answering the following question in the questionnaire they filled: "If you know cite a theme proposed by the Core Curriculum Base Multieducação used in their practice teaching." Due to this, they proposed to have their answers the question number 12 of the same questionnaire analyzed for confrontation. The answers the question "Show a difference between a theme proposed by the Core Curriculum Base Multieducação and its practice teaching," in this case the most of answers were correct, because the fact that the teachers responded about differences presented and they have relationed it with some themes selected for this study. This factor indicated the controversy in some subjects of the Multieducação system present in that search.

The themes selected for the Multieducação for this study, which showed some controversy, according to collecting data and information from teachers are: "Perception and organization of activities / games depending on the material available"

(NCBM, 1996, p.362) and "Improving the sporting gesture as a way of expression and communication through interaction with other languages (video, TV, movies, etc. ... (NCBM, 1996, p.367). The teachers said that the response to these proposals would be directly linked to the teaching resources materials available in their school units.

SIMILARITIES AND DIVERGENCES OF "MULTIEDUCAÇÃO"

On the question 11: What are the similarities and differences between the proposal of the Official Municipal Secretary of education in Rio de Janeiro and the reality of municipal schools, it was found that none of the teachers who responded to the search, said that there are only convergences among the Multieducação and its applicability in school. Among the teachers who showed even know partially Multieducação, 86% said there are similarities and differences between theory and its application on schools, 7% mentioned that there are differences, while another 7% did not respond or said not know how to respond. The theme "Enrichessement of the student activities (games and tricks) through interaction with other communities" (NCBM, 1996, p.249), revealed itself as different from the practice of teachers, because unless authorized by CRE students are not authorized to leave their schools during one day joint class.

The themes: "Recognizing the opportunities that the environment (school and community) provides for the conduct of physical activities and differentiated sports and its influence on the diversity of identities exercised in the place they live" (NCBM, 1996, p. 366), and "Knowledge of the cultural heritage expressed in the games and tricks, comparing recreational activities of different communities" (NCBM, 1996, p.253), revealed itself as different from the practice of teaching for the same reason.

The theme "Knowledge of the needs of adequate resources to the demands of each sport to the possibilities of adaptation to run it in informal places" (NCBM, 1996, p.362), are also highlighted as divergent, because despite the technical competence of teachers interviewed, 25% claimed to be "impossible" to make adjustments in some places for a particular sport, or they said have not physical space for classroom practices, even if these places were not of themselves. Also the theme "Identifying the physical and natural spaces available, enabling the development of various sports" (NCBM, 1996, p.362), showed himself as different from the daily practice of teachers, because some sports, even when adapted, need a space corresponding to the dynamics of the mode and some of them require specific material, limiting factor according to the vision of those interviewed. The subjects' "Identification and knowledge of the fundamentals and practice of each sport "(NCBM, 1996, p.363)," Integration between body expression, music and games "(NCBM, 1996, p.363) and" Knowledge and implementation of activities / games from other countries "(NCBM, 1996, p.367), revealed itself as converging with the practical teaching, because the same independent of educational resources or specific physical spaces for their implementation.

However the themes "Proper use of the area surrounding for sports games / dance, to the best organization / expression of the group" (NCBM, 1996, p.366) and "Applications of body postures, habits / desirable attitudes in extra-class activities" (NCBM, 1996, p.366), were analyzed as converging with the teaching practice with the exception that all activities are developed within the school unit.

Of the subjects of the proposed Multieducação selected for this study, two of them did not show similarities and differences nor on its applicability, however were liable to controversy, because their achievements depend directly on educational resources available. They are: "Perception and organization of activities / games depending on the material available" (NCBM, 1996, p.362) and "Improving the sporting gesture as a form of expression and communication through interaction with other languages (video, TV, film etc) (NCBM, 1996, p.367).

CONCLUSION

Most of the teachers who responded to the questionnaire reported not to apply some themes proposed by Multieducação due to operational limitations in their schools, such as: the lack of physical space suitable for the classroom practices in relation to the number of pupils and the little resource of materials available. But we see that there are conditions to "meet" part of the themes selected for this study because some of them independent of the operational limitations.

We observe that the lack of educational resources, lack of funding and the overcrowding of students in the physical space available in schools for the lessons of Physical Education, are not always the only determinants to not comply with the proposals of Multieducação. These problems may also be conditioned to the wrong distribution of financial resources available in the school in what concerns to the Physical Education and what is relevant to other duties required by the directions and a bad distribution of the time of teachers in their days.

Of the 12 proposals submitted by the Multieducação this study for analysis, it appears that five of them are different from the teaching practice, while other five are converging, which makes us conclude that in fact there are similarities and differences between the themes proposed in Multieducação and its applicability by the teachers in their schools. Two of the proposals of Multieducação selected for this research are possible to controversy because they are directly related to the availability of educational resources in each school.

We know that this study is not the only way to assess the applicability of the Core Curriculum Base Multieducação to the schools of Rio de Janeiro, because not all the subjects were selected. However, we suggest to the Municipal Bureau of Education, a review of the issues proposed, so that they can be much in accordance with the reality of the city and "meet" the objectives of the Physical Education School.

We believe that much of the differences occur due to the chaotic situation present in the public education. In theory the possibilities of not success multiply itself since distanced itself from reality. Inside the interventionist action from the difficulties and the bureaucratization of the educational system ultimately impeach the process of teaching-learning growth of the student body in a manner more fully. So even we though that besides the necessary guidelines the plans lose efficiency through the reality imposed to the most needy population, public mass of municipal schools in Rio de Janeiro.

REFERENCES

BRASIL. Secretaria de Educação Fundamental. **Parâmetros Curriculares Nacionais.** Educação Física, 1º e 2º ciclos, v. 7, Brasília: MEC, 1997.

_____. Secretaria de Educação Fundamental. **Parâmetros Curriculares Nacionais.** Educação Física, 3º e 4º ciclos, v. 7, Brasília: MEC, 1998.

SECRETARIA MUNICIPAL DE EDUCAÇÃO DO RIO DE JANEIRO. **Núcleo Curricular Básico MULTIEDUCAÇÃO.** Rio de Janeiro, 1996.

_____. **Núcleo Curricular Básico MULTIEDUCAÇÃO**: Princípios Educativos e Núcleos Conceituais. Rio de Janeiro, 2003.

Rua Felisberto de Menezes, nº 31/Ap:606
Praça da Bandeira - Rio de Janeiro. CEP: 20270-300
lisandrorf@gmail.com

MULTIEDUCAÇÃO BASIC CURRICULUM CORE: CONVERGENCE AND DIVERGENCE

ABSTRACT

This study aimed to evaluate the similarities and differences between the Multieducacao basic curriculum core and the reality of Physical Education teachers from the network of municipal education of Rio de Janeiro. Through a field study with application of a mixed questionnaire to 29 teachers we noticed that 83% of teachers say knowing such a document. Of the 12 Multieducação proposals submitted by this study for analysis, it was found that five of them are different from the practice teaching, while other five are converging with the practice teaching, which makes us conclude that in fact there are similarities and differences between the themes proposed in Multieducação and its applicability on the part of teachers in their schools.

KEY-WORDS: Physical Education School - Multieducação - Rio de Janeiro

NOYAU CURRICULAR BASIQUE MULTIEDUCAÇÃO: POINTS CONCOURANTS ET DIVERGENTS

RESUMÉE

Cet étude a eut comme bout l'évaluation des points concourants et divergents entre le noyau curricular basique de la Multieducação Noyau et la réalité des professeurs d'Education Physique dans ler réseau Municipal d'enseignement à Rio de Janeiro. A travers d'un étude avec l'application d'un questionnaire mixte avec 29 professeurs on a constaté que 83% des professeurs interrogés ont dit connaitre le document sur la Multieducação. Des douze questions presentées dans l'enquête on a observé que cinq sont appliqués dans les écoles et cinq ne sont pas. Cela nous fait conclure que en effect il y a une différence entre les propositions de la Multieducação et son application.

MOTS-CLEFS: Education Physique Scolaire - Multieducação - Rio de Janeiro

NÚCLEO CURRICULAR BÁSICO MULTIEDUCAÇÃO: CONVERGENCIAS Y DIVERGENCIAS

RESUMEN

Este estudio tuvo como objetivo evaluar las convergencias y divergencias entre el núcleo curricular básico Multieducação y la realidad de profesores de Educación Física de la red municipal de enseñanza del Río de Janeiro. A través de un estudio de campo con la aplicación de un cuestionario misceláneo a 29 profesores, percibimos que 83% de ellos dicen conocer tal documento. De las doce propuestas del Multieducação presentadas por este estudio para análisis, se há observado que cinco de esas son divergentes de la práctica docente, mientras otras cinco son convergentes con la práctica del profesorado, lo que nos hace deducir que en verdad existen convergencias y divergencias entre las temáticas ofrecidas en el Multieducação y su aplicación por parte del profesorado em sus escuelas.

PALABRAS LLAVES: Educación Física Escolar - Multieducação - Rio de Janeiro

NÚCLEO CURRICULAR BÁSICO MULTIEDUCAÇÃO: CONVERGÊNCIAS E DIVERGÊNCIAS

RESUMO

Este estudo teve como objetivo avaliar as convergências e divergências entre o núcleo curricular básico Multieducacao e a realidade de professores de Educação Física da rede municipal de ensino do Rio de Janeiro. Através de um estudo de campo com aplicação de um questionário misto a 29 professores percebemos que 83% dos professores dizem conhecer tal documento. Das doze propostas do Multieducação apresentadas por esse estudo para análise, observou-se que cinco delas são divergentes da prática docente, enquanto outras cinco são convergentes com a prática docente, o que nos faz concluir, que de fato existem convergências e divergências entre os temas propostos no Multieducação e a sua aplicabilidade por parte dos professores em suas escolas.

PALAVRAS-CHAVES: Educação Física Escolar - Multieducação - Rio de Janeiro.