79 - THE DAILY OF THE PHYSICAL EDUCATION IN THE SCHOOL: THE PROPOSALS AND THE REALITY

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Introduction

The crisis that took the fall of the authoritarian regime in Brazil, in the end of the years 1970, it shattered excessively all the spheres of the daily social. The physical education was not unharmed to this process. As " reflex of a reality that needed to be transformed ", in that area everything was questioned by the scientific community's certain portion that it elaborated severe critics to the attributed partner-political paper the that discipline, that is, of ideological alignment to the established power during the period of the military dictatorship. Like this, we will observe an intense academic production and the emergency of different and, not rare divergentes conceptions, initially classified as "progressive".

Some authors, soon in the first moments of that process, they pointed the "existent exaggeration" between that academic production and the effective practice of the physical education in the daily school. Questioned with relationship to that estrangement between the theory " and the "practice", many started to address your studies to make possible and to give materiality to your proposals in the ambit of the pedagogic practice.

Today, after approximately twenty-five years of those first publications in the area of the physical education, we believed to be important that is verified and that your influence is analyzed (and consequences) in the mischievous pedagogic practices to effect in the school middle. The objective of that study is it of verifying, in the ambit of the physical education, the critics and the proposals formulated by the scientific community, in the last thirty years, in what he/she refers to the pedagogic practice they found resonance in the school middle.

In the first contacts accomplished the schools close to it could be verified that the contents and activities characterized as game, so much in your dimension lúdica as in your sporting dimension, they are supplied thoroughly by the teachers of that discipline. The fact of the game, considered in your dimensions playful and sporting, to be one of the contents more subject in the proposals also elaborated by the studied authors, for times in an exclusive way, she did with that in him we centered our attention, limiting in that way our work to the observation of your manifestations in practice pedagogic in the school middle.

To assist our objectives we opted in this investigation for the methodological delineation of the qualitative research, because we understood that the intended analysis surpasses in a wider way that bounded by the objective data (TRIVIÑOS, 1992). The information for the research were collected at schools of fundamental and medium teaching, starting from observations accomplished in the physical education classes registered in field diaries.

I. physical education in the School: what says the legislation and the official documents

In this part of the text we revisited the Brazilian legislation and some referring official documents the education. We tried to point out aspects of the legislation and of the documents that we considered important for the analysis that we intended to develop about the school physical education.

The Federal Constitution (CF) of 1988 it considered the access the education as one of the citizen's social rights (Art. 6th), and as a duty of the State and of the family (Art. 205), besides stipulating your beginnings (Art. 206). The right the education was regulated eight years after having promulgated CF 1988, in 1996, through the Law of Guidelines and Bases of the Education (LDB). LDB disciplines the school education in Brazil, determining that she is rendered predominantly through the teaching and in own institutions (paragraph 1st, Art. 1st). In the paragraph 2nd, still of Art. 1st, it establishes that the school education should be linked to the work and the social practice. The entail to the work is reinforced in Art. 2nd of that law: The education (...) he has for purpose the student's full development, your preparation for the exercise of the citizenship and your qualification for the **work** (I underline our). It is it also stipulates as beginning the vinculação among the school education, the work and the social " practices (Art. 3rd, interruption XI).

Still as beginnings, so much CF 1988 as LDB establish the professional's of the school " education valorization (Art. 206 of CF 1988, interruption V and Art. 3rd of LDB, incisoVII) and " it guaranteed of quality " pattern (Art. 2006 of CF 1988, interruption VII and Art. 3rd. Of LDB, interruption IX).

The duty of the State to the education is defined in Art. 4th of LDB and it should be executed, among other, with the warranty of " patterns minima of teaching quality, defined as the variety and amount low, for student, of indispensable inputs to the development of the teaching-learning " process.

LDB credits to the schools the responsibility for " to elaborate and to execute your pedagogic " proposal (Art. 12, interruption I) and " to veil for the execution of the plan of work of each educational " one (Art. 12, interruption IV).

In Art. 13 LDB establishes the teachers' incumbencies, of the which we detached " the participation of the elaboration of the pedagogic proposal of the establishment of the teaching " (interruption I), to " elaborate and to accomplish work plan, second pedagogic proposal of the school " (interruption II), to " care for for the student's " learning (interruption III).

In what he/she specifically refers to the physical education, LDB stipulates that she will owe " (...) to be integrated into the pedagogic proposal of the school, it is component curricular of the Basic Education (infantile, fundamental and average), being adjusted to the age groups and the conditions of the school population, being optional in the night " courses (Art. 26, paragraph 3rd).

With relationship to the contents curriculares of the basic education LDB establishes that should be followed the following guidelines (Art. 27): "orientation for the work" (interruption III) and "promotion of the educational sport and support to the no-formal" sport practices (interruption IV).

The fundamental teaching has as one of your objectives " the development of the learning capacity, tends in view the acquisition of knowledge and abilities and the formation of attitudes and values " (Art. 32, interruption III, LDB); in the medium teaching he/she stands out the student's aprimoramento as human person, including the ethical formation and the development of the intellectual autonomy and of the critical " thought (Art 36, interruption III, LDB).

It is worth to point out the federal government's initiative, soon after the sanction of LDB, when proposing Parameters National Curriculares (PCNs). The Parameters were formulated with instrumental purpose to aid the teacher in relation to your pedagogic practice in the school of fundamental teaching. Two documents were built: the first, to assist the demands of the first

four series of the fundamental teaching; the second, to assist the demands of the four final series of the fundamental teaching.

In what he/she refers to the first four series, the Parameters (2000, p. 15) they consider that the physical education is important because " it makes possible the students to have, early, the opportunity to develop corporal abilities and of participating in cultural activities, as games, sports, fights, gymnastics and dances, with leisure purposes, expression of feelings, affections and emotions ". with relationship to the four final series, the Parameters (1998, p. 15) they point out that the physical education " makes possible an amplification on the corporal culture of movement, and, like this, it makes possible the autonomy for the development of a personal practice and the capacity of interfering in the community (...)."

It should be noticed that PCNs incorporates certain conceptual aspects and of the critic formulated to the traditional " physical education ", elaborated by some authors.

The National Plan of Education (PNE), approved for the Law no. 10.172, of January 9, 2001, it defined the guidelines and the goals of the education for one decade. The physical education appears mentioned in the following guideline of PNE:

He should check the improvement of the physical infrastructure of the schools, generalizing the conditions besides for the use of the educational technologies in multimídia, being contemplated from the physical construction, with appropriate adaptations to bearers of special needs, until the specialized spaces of activities artistic-cultural, sporting, recreational and the adaptation of equipments ".

For that guideline, PNE presents the following goal:

To " elaborate, in the period of one year, national minimum patterns of infrastructure for the fundamental teaching, compatible with the size of the establishments and with the regional realities, including:

c) spaces for the sport, recreation, library and service of school snack;

d) adaptation of the school buildings for the students' bearers of special " needs attendance.

II. School physical education: between the game and the sport

Among the activities of the sphere of the corporal culture of movement, as we already pointed out, it interests us those that contain characteristics of the game " practices considering your two forms of manifestations: the lúdica and the sporting.

Proposed for the use of the game with educational purposes they are not innovation in the pedagogic science. In Brazil, Fernando of Azevedo, Lourenço Filho, Anísio Teixeira among other members of the group that was known as Pioneers of the New School, contributed to the game it was incorporated in the school middle and also in the public recreation (KISCHIMOTO, 1993). That perspective " developed " for an approach of the physical education with the sport starting from the creation of the Physical Education Division (DEF) close to structure of the Department of Education of Ministry of Education, in the middle of the decade of 1950, because it was aimed at to improve the Brazilian athletes results in international competitions.

Now they exist a group of proposed that trace other perspectives for the game and, also, for the sport, while content of the discipline physical education in the school. These break from the critic to the process of " esportivização " of the contents of the school physical education, that it assumed the codes of the revenue sport implicating, in the words of Bracht (1992, p. 22)" [...] not the sport of the school, but the sport in the school, what indicates your subordination to the códigos/sentidos of the sporting " institution. Perhaps the hardest attack accomplished to the sport (of revenue) it has left of Kunz (1994) in an article that pointed the doping and the precocious specialization as maximum expression of your inhuman dimensions.

The posture present determinist in those approaches was also criticized. Vago (1996), he doesn't stop recognizing the influence of the practice cultural sport in the school middle, but also, it believes that the school " produces a school culture of sport " that makes to emerge your contradictions and, therefore, it establishes " with her a permanent " tension (p. 16). Kunz (1993) it proposed that the school oportunizasse a critical appropriation of all the " stagings " of the sport, that is, of your manifestation possibilities for besides the " revenue ". the possibility of a pedagogic practice critic-emancipatória, in the author's opinion (1993, p.27), it would be rendered with the development of the capacity of " critical reflection on all the forms of sporting " staging in situations of a " to act communicative ". The contributions on the subject brought by Assis (2001), they also leave from the critic to the process of esportivização of the game in the school. The author (2001) he/she points out that the sport is distancing if of the character lúdico that was usually checked him/her, therefore, today what saw when we analyzed a class of school physical education it is a collection on the part of the teacher in the perfection of the technical gestures made essentially by the students with ends competitive. For this reason, he/she intends to revert the perspective of the treatment of the school sport: of a sport essentially competitive and seemingly lúdico for a sport essentially playful and seemingly competitive.

The most recent government proposal, in the federal level, to implement the practice of the sport in the school has your origin in the Ministry of the Sport, with the Program Second Time. In agreement with the site of the program, your objective is it of democratizing the access to the sporting practice, through sporting activities and of leisure accomplished in the school against-shift. He has the purpose of collaborating for the social inclusion, physical well-being, promotion of the health and intellectual and human development, and to assure the exercise of the citizenship.

The Program Second Time has been criticized in the scientific community's ambit in several aspects, among which she can highlight: inadequacy of financial resources, political use of the program, dissonance among intended him/it and executed him/it, inefficiency in the physical and financial execution. Besides, most of the time, the program is implanted at the schools without articulation with your political-pedagogic projects.

III. The observed schools

The study is being accomplished in ten (10) schools that belong to the public net (municipal and state) and toilet of teaching of the municipal districts of Pelotas and Rio Grande, both belonging to the State of Rio Grande do Sul. The schools possess complete fundamental teaching and they are located in the periphery and in the center of the two cities. That heterogeneity is deliberate, because it allows the control of variables you affect to the socioeconomic conditions in what he/she tells respect your influence in the mischievous pedagogic processes to effect in the daily school.

With relationship to the material aspects (infrastructure and material resources) of the schools, he hoped to meet significant disparities, especially among the public and private schools, with advantages for the last ones. That didn't happen as rule, because we found so much schools of the public net with great material conditions as schools of the net deprived with unfavorable conditions to the practice of the physical education. The educational politics implanted in the municipal districts it seems to be the decisive factor in this aspect. In one of them the Clerkship of Education has for politics to provide all the resources requested by the teachers, besides building spaces in the schools adapted to the practice of the physical education, with focus in the sports (gyms, blocks).

All the researched schools possess teachers with degree course in physical education and in your largest part with masters degree courses in specialization level. In what she concerns the state schools, it was observed that the effective teachers were being, in a growing way, substituted by contracted teachers, that reveals the instauration of a process of

precarização of the relationships and work conditions. It was also verified, the teachers' constant lack in this teaching net, problem that is consolidating if in the last years.

It was evidenced at all the schools the formulation of the Political-pedagogic Projects (PPP). In a general way, all present wide objectives, of the educational point of view, as the one of forming people critical, conscious, responsible, with capacity to interact in the middle in that they live, participating in the community, making decisions, forming conscience of your rights and duties, finally, participating as citizen of the society.

Although PPPs of the observed schools, in your largest part, don't specify the relative activities to the physical education discipline, when these are approached they almost refer that exclusively to the sporting practices. Some schools still offer activities " extracurriculares " as, for instance, soccer schools, initiation in tennis and dance classes.

In some schools it was possible to access the plans of courses and the planning of the teachers' activities. The disparity among the contents selected for groups and students with " similar socioeconomic profiles " it is the most evident characteristic found in those documents. Another observed characteristic is the selection of contents concentrated on the collective games, in your dimension essentially sporting.

The observations accomplished in the physical education classes they allowed to verify, still in a very preliminary way, that the developed contents are centered in practice of some sports, mainly volleyball and handball. In some schools, the classes are considered " trainings " to prepare the student to participate in competitions promoted by the own school. The classes are organized, usually, containing three parts: initial, where heating exercises are accomplished; main, where the basic elements of the games are developed through " educational "; and, a final part, integrated by comments accomplished by the teacher or simply for the students' liberation for us to come back to the classes.

Final Considerations

In the apprenticeship in that meets the research it is not us possible to formulate definitive conclusions, just to point some tendencies starting from the accomplished observations. He seems to be correct the verifications accomplished by the studied authors as the prevalência of the content sport in the physical education classes. Without a doubt, it is big the influence of the sport in your revenue "manifestation" in that discipline. Of the point of view of the corporal culture of movement, the monoculture "of the sport is a limitation is tended as reference the group of possible experiences and considered fundamental for the student's development. Besides, in that type of manifestation of the sport they are strongly presents exclusion elements for being him/her inherent the seletividade through the competition and of the physical "revenue". Above all, possibilities of other characteristic existences of the sphere lúdica are eliminated and constituted by other human values. Like this, contradictions are evidenced among what it is proposed in official documents and scientific production of the area and the reality of the school physical education. Above all, this fact leads to another immediate contradiction, due to the conditions (or their inexistence) of most of the schools that you/they disable your efetivação in the daily school, in other words, most of the schools doesn't possess the necessary conditions to implant the revenue sport in all your expression, just staying the same as a " reference " to be pursued. Like this, the problems placed by authors as Bracht (1993) and I Wander (1996) they continue presents: on one side, the sport that shows at the school it is one more " copy " of the revenue sport practiced out of the school; on the other hand, the school didn't still get to produce a sporting culture with own characteristics, capable " to assume and to incorporate the codes and the functions of the own school " (VAGo, 1996, p. 16). finally, it is still worth to point out the difficulty of the teacher's permanent formation that is also made present in the daily of the school. This picture thwarts determinations for that existent discipline in legal documents (PCNs) and proposed elaborated in the academic ambit (as for instance, in the Bus of Authors, 1998). Like this, the study appears for the need improvements in the work conditions and for the teacher's permanent formation in the sense of enlarging your conscience and commitment with your students' educational process.

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ABSTRACT

In the last three proposed several decades they were elaborated seeking to improve the pedagogic practice of the physical education in the school ambit. This study aims at to verify the impacts of those proposals starting from the analysis of the work developed in that discipline in the schools of the Public and Private Net of the city of Pelotas and Rio Grande (RS). It is treated of studies of cases that use as instrument for collection of data observations, interviews, documental and bibliographical analysis. The study demonstrated that in the daily scholar of the physical education, the sport is the predominant content in the classes. Of the point of view of the corporal culture of movement, the “monoculture” of the sport is a limitation is tended as reference the group of possible experiences and considered fundamental for the student's development. Besides, in the sport it is strongly present exclusion elements for being him/her inherent the seletividade through the competition and of the physical " revenue ". Above all, possibilities of other existences of the sphere playful are eliminated constituted by other human values. Like this, it is verified contradictions among what it is proposed in official documents, the scientific production of the area and the reality of the school physical education.

Key words: Sport; School physical education; Pedagogic practice.

RESUMÉ

Dans les trois derniers proposé plusieurs décennies elles étaient chercher élaboré à améliorer la pratique pédagogique de l'éducation physique dans l'ambit d'école. Cette étude vise à vérifier les impacts de ces propositions à partir de l'analyse du travail développé dans cette discipline dans les écoles du filet public et privé de la ville des Pelotas basques et de Rio Grande (RS). Elle est traitée des études des cas qui emploient comme instrument pour la collecte des données analyse d'observations, d'entrevues, documental et bibliographique. L'étude a démontré que dans le disciple quotidien de l'éducation physique, le sport est le contenu prédominant dans les classes. Du point de vue de la culture corporelle du mouvement, la "monoculture" du sport est une limitation est tendue car référence le groupe des expériences possibles et du principe fondamental considéré pour le développement de l'étudiant. En outre, dans le sport c'est les éléments fortement actuels d'exclusion pour être him/her inhérent le seletividade par la concurrence et du "revenu" physique. Surtout, on élimine des possibilités d'autres existences de la sphère espiègle ont constitué par d'autres valeurs humaines. Comme ceci, c'est des contradictions vérifiées parmi ce qu'on lui propose dans les documents officiels, la production scientifique du secteur et la réalité de l'éducation physique d'école.

RESUMEN

En los tres pasados propuesto varias décadas eran el intentar elaborado mejorar la práctica pedagógica de la educación física en el ambiente de la escuela. Este estudio tiene como objetivo verificar los impactos de esas ofertas que empiezan con el análisis del trabajo desarrollado en esa disciplina en las escuelas de la red pública y privada de la ciudad de Pelotas y de Río Grande (RS). Se trata de estudios de los casos que utilizan como instrumento para la recogida de análisis de las observaciones, de las entrevistas, documental y bibliográfico de los datos. El estudio demostró que en el erudito diario de la educación física, el deporte es el contenido predominante en las clases. Del punto de vista de la cultura corporal del movimiento, el "monocultivo" del deporte es una limitación se tiende pues referencia el grupo de experiencias posibles y del fundamental considerado para el desarrollo del estudiante. Además, en el deporte es fuertemente actuales elementos de la exclusión para ser inherente el seletividade a través de la competición y del "rédito físico". Sobretodo, las posibilidades de otras existencias de la esfera juguetona se eliminan constituyeron por otros valores humanos. Como esto, es contradicciones verificadas entre lo que se propone en documentos oficiales, la producción científica del área y la realidad de la educación física de la escuela.

O COTIDIANO DA EDUCAÇÃO FÍSICA NA ESCOLA: AS PROPOSTAS E A REALIDADE

RESUMO

Nas últimas três décadas diversas propostas foram elaboradas visando melhorar a prática pedagógica da Educação Física no âmbito escolar. Este estudo objetiva verificar os impactos dessas propostas a partir da análise do trabalho desenvolvido nessa disciplina nas escolas da Rede Pública e Privada da cidade de Pelotas e Rio Grande (RS). Trata-se de estudos de casos que utilizam como instrumento para coleta de dados observações, entrevistas, análise documental e bibliográfica. O estudo demonstrou que no cotidiano escolar da educação física, o esporte é o conteúdo predominante nas aulas. Do ponto de vista da cultura corporal de movimento, a “monocultura” do esporte é uma limitação tendo-se como referência o conjunto de experiências possíveis e consideradas fundamentais para desenvolvimento do aluno. Além disso, no esporte está fortemente presente elementos de exclusão por lhe ser inerente a seletividade por meio da competição e do rendimento “físico”. Sobretudo, eliminam-se possibilidades de outras vivências da esfera lúdica constituídas por outros valores humanos. Assim, se constata contradições entre o que é proposto em documentos oficiais, a produção científica da área e a realidade da educação física escolar.