10 - THE PHYSICAL EDUCATION AND THE TAKING OF CONSCIENCE OF THE MOTOR ACTIONS

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This work searches to analyze as it disciplines of Physical Education comes occupying of the process of taking of conscience of the motor action of the citizen. For this first we will go to analyze the main historical characteristics of the Physical Education and later we will approach the levels of taking of conscience of the citizen in the sensori-motor period of training.

In the end of century XIX the disciplines of Physical Education suffered it to fort influence from the medical classroom with the objective to infuse in the population hygienical habits searching to form strong, agile, healthful and resistant bodies to take care of to the long work hours of the rising capitalism. Methods of corporal exercises in which had been implanted in the schools took advantage an agreement of Physical Education while automatic practical activity and mechanics, directed toward the development of the physical capacities.

After this period, the lessons of Physical Education had passed to be given by military instructors, where practical pedagogical that gave the support to this work had its foundations constructed on exhausting sessions of physical training, thus the pedagogy of the quarter multiplied in the school. In this period the pupils were separate for sex, where the masculine sex stops was destined preparatory exercises for the combat and the women had to prepare themselves for them housewife and the future maternity. The lessons of Physical Education were only summarized to one practical mechanics (GALLARDO, 1998).

We see that the Physical Education had conquered its space in the school, however did not have a concern with the theoretical reflection on the knowledge of this disciplines. Its existence was reduced to the practical one of the physical exercise.

In the second half of century XX, under an American model, it of sports was distinguished practical. A projection of Brazil in the international scene was intended with the sports, where the school would be the base for the election of gifts futures that would go for regional and national centers of training. This model did not take care of to its initial objectives, however to break of this time the sport to the few it started to be the only content to be given in the lessons of Physical Education.

In the decade of 70 it had a great search of the pedagogical aspects of the Physical Education, and on the influence of the workmanships of It reads Le Boulch, attended the impulse to it of the psicomotricity that made opposition to the entailing of the Physical Education of sports prevalence. In accordance with (DAOLIO, 1998), it installs concern with education motor through psicomotricity, that it was believed to educate the citizen through the movement that would guarantee the learning of cognition contents, thus the Physical Education appeared as to assist of the others you discipline without possessing specific contents.

Today we find in the majority of the schools a double conception of body and mind, where practical the pedagogical one classifies its activities in cognitions or corporal. The cognitive category would be the position of disciplines them had as theoreticians as: Portuguese, mathematics, where if he imagines to only use the brain. In the other category the corporal one, area of the Physical Education, also understood of make a mistake form, left clearly that to understand the body as a unit that thinks and makes is a to be broken paradigm.

We today see some authors worried about this double conception of body still present in our schools and mainly in the formation of future professors, among them is distinguished the work of the Portuguese philosopher Manuel Sergio, where in them he presents the science of the human motricity being as a possibility of advance in the question of the understanding of our motricity.

Ahead of this short historical analysis of disciplines of Physical Education can see that walking of this it disciplines passed for many distinct understandings of its function in the school, however today sees an advance in the agreement of the function of this disciplines for the official agencies, as the LDB nº. 9394/96 and of the resolution of the Chamber of Basic Education, where the Law determines that it disciplines it of Physical Education is present in the Basic Education adjusting to pedagogical proposal it of the school and that the Chamber of Basic Education understands that the Physical Education is knowledge area, thus leaving of being activity area. This new way that is present for this area in them makes to rethink the teaching action, where the professor in the mediator function will have to make possible to its students the understanding and appropriation of its motricity..

One of the possibilities to reach this understanding guideline in the studies of Jean Piaget (1974) called for it of "Taking of Conscience". To follow we will be presenting the development of the process of taking of conscience of our motricity.

So that the citizen constructs conscience of the possibilities of its motricity, we understand that it is necessary the taking of conscience of its action. For this it will be necessary to analyze this problematic in view of its genesis in the sensori-motor period of training.

In contrast of that we can imagine, the conscience taking is not about more or less automatic mechanisms of functioning. One is not about an illumination of a given knowledge already, existing a priori. (PIAGET 1977, p. 13), it defends the hypothesis on that "the conscience taking depends on active regulations that hold more or less intentional choices and not of more or less automatic sensori-motor regulations".

We can understand then that the conscience in itself is the always provisory result of successive taking of conscience, that they leave more of more elementary levels for elaborated levels, or either, it has a process of reorganization of the structures based on the action of the citizen and has a taking of conscience of this action. In this direction, the some taking of conscience beyond successive is partial and always provisory.

PIAGET (1987) defends that it has a continuity enters the sensori-motor scheme (proper of practical intelligence - to know how to make) and the conceptual scheme (characteristic of reflected intelligence - understanding). The sensori-motor scheme go being (re)organized to the measure that the citizen becomes related with the world of objects, giving origin the new levels of agreement, or either, the evolution of knowing how to make are materialize thanks to the successive taking of conscience. To argue this evolution, we will retake the development of the human being leaving of the exercise of the reflex, what it allows, later, the construction of the habits, the circular reactions, the successive coordinations that discharge in the tertiary circular reactions, the distinction between half scheme e scheme ends and, finally, the domain of the conceptual thought or understanding properly said. This is equivalent to say that we will go in to lean over them on relation enters to make (construction of the motor action of the citizen) and to understand (to know the mechanisms of the structures that it allows the construction of the concepts), therefore understands that the conscience taking nothing more is of that the reconstruction, in the plan of the thought, of ours motor actions.

Valley to remember that initially, for the child, it does not have a clear differentiation between citizen and object. In the first months of life the child makes use only of some hereditary structures so that she can initiate the process of adaptation to the world.

These first hereditary structures of which we make use are the reflex and is in its functioning, by means of the processes

of assimilation and understanding, that the differentiation between citizen and object will occur later. Therefore, the functioning of all this transformation is in the exercise of the reflex as, for example, the suction, hearing, vision, hold.

We understand then that the reflex are not about automatic and mechanical manifestations. They are in the truth, complex structures that compose totalities that when exercising itself place in functioning "the intellectual" behaviors of the individual. The functioning of the reflex guarantees, initially, the relation of the citizen with the half exterior thus promoting the adaptation process, being implicitly in this, the processes that if complement: the assimilation and the understanding.

For PIAGET (1987), the beginning of psychology is in the functioning of the reflex, more specifically in the assimilation, therefore initially it is treated, the consequence, of a hereditary assembly that never functioned. Three circumstances are inserted in this process of functioning of the reflex.

In the first one of them, the assimilation is a common process in such a way to how much to the organic life of for psychological an alive organism. This in allows them to affirm, in accordance with PIAGET (1987) that it has a physiological assimilation and another psychological one.

The second circumstance explains the manifestation most primitive of the psychic life that is the repetition. This presents a functional meaning, or either, the repetition if it coats with meaning for the citizen, therefore it allows the conservation of the organism.

To the measure that the reflex is exercised by means of the repetition, it is possible that if establish coordination between new and the old one. Therefore, the functional assimilation makes possible the difference between activity and passive habit. This coordination deals with the third circumstance.

To the measure that the reflected ones go exercising themselves, (re)organizing themselves and adapting themselves, some modifications go being incorporated to its functioning, that is, the hereditary adaptation, for influence of the exterior elements, suffer modifications and walk in direction of the acquired adaptation, therefore it has a search of new features, main characteristic of second period of the sensori-motor period. This adaptation acquired also can be called habit. For PIAGET (1987), this second period of the sensori-motor period it is presented as inferior limit the first not hereditary adaptations and as superior limit the intentional movements, which have its origin in primary the circular reaction, characteristic of the second level of the sensori-motor period.

The acquired adaptation is characterized for the presence of elements of the external way to the functioning of the hereditary adaptation. This does not hold no newness is of its functioning. This wants to say that a citizen transforms its action (the reflex) without function of the lived experience. We call this process acquired understanding.

We must insist then, that the great landmark in the way of the hereditary adaptation for the acquired adaptation is the presence of something new, exterior to the citizen, that is, the citizen finds a new result. It has here, in the acquired adaptation, a relation with the learning, therefore we are ahead of joined new features that are exterior to the functioning of the proper reflex.

In this second period it fulfills to us to clarify that the circular reaction is the synthesis of the understanding and the assimilation. The measure is assimilation that guarantees the functioning of the reflex and understanding, therefore allows new coordinations that are not initially proper of the innate reflex.

In the acquired adaptation it will have a gradual differentiation between assimilation and understanding, therefore it ahead happens a transformation of the project the measure that this if relates with the newness, that is materialize when the habitual consequences and associations will be applied, for the first time, of the half exterior.

We believe, as PIAGET (1987, p.139), that the circular reaction "implies the discovery and the conservation of the newness and in this differs from the pure reflex; but it is previous to the intentionality and in this it precedes said intelligence properly ". We can for a prolongation of the reflected activity unprovided of intentionality. Of the new results, only the discovery is fortuitous. Its conservation must it a suitable mechanism of combined assimilation and sensori-motor understanding.

The scheme of action of the second phase consist as an inseparable totality (totality in block); it still does not have spaces for coordination between projects. The relation enters objects is not intentional.

The necessities of exercise of the reflex still continue being the main reason of this functioning, or either, it does not have the concern of the citizen to grasp an object to launch or to suck. It is this functioning without derived ends, therefore without intentionality that can lead the new results. These, later, tend to the conservation thanks to the processes correlatives of assimilation and understanding that will lead the process to the third level.

The third phase is considered as a moment of great importance in the development of the citizen. The behaviors in the gifts (secondary reactions circular), still depend on the phenomenon of the repetition (even so either of bigger complexity of that that gift in the pure reflex of primary the circular reactions) and already depend on a said coordination intelligent, however without still having the differentiation between half projects e projects ends (characteristic of the fourth phase).

Initially this differentiation still occurs of elementary form in the third phase and a posteriori, or either, the citizen only it gives account that its action provokes an interesting result after this action to have been effected. At this moment, any attempt to conserve this action is bases on the past. Therefore, the secondary circular reactions cannot be analyzed as carrying of intentionality.

We believe that only when half scheme and scheme ends will be dissociated and could be recombined in different ways (coordination between the scheme), is that we will be able to really speak of intentionality.

One only becomes into secondary reaction circular phenomena that are felt as dependents of the action of the child, that is, initially the child does not perceive that its action is determinative so that a new picture if installs. This relation between citizen and object, when perceived, gives origin to the effort of the repetition, central element of the secondary circular reactions.

Thus we conclude that in the secondary circular reactions it has certain level of conscience, but still in acts, or either, this it does not imply that has had transformations in the cognitive structures that guaranteed the taking of conscience in the plan of reflected intelligence. The conscience taking happens when the subject one passes of the analysis of the results (success of the action) for the processes that build this result, or either, of the scheme ends for the half scheme.

We think that this differentiation will be constructed to the measure that the scheme of action of the citizen will be applied varied the exterior situations each time more. Thus, "the citizen is taken... to dissociate on them the respective elements and it considers it them as half or as ends, for soon regroup them of the most varied ways". (PIAGET, 1987, p. 151)

It is in this distinction between half scheme and scheme ends that are characterized the intentionality, therefore if I have an end for my action is necessary that determined half scheme they are applied, or either, the half scheme are subordinated to the scheme ends. We perceive then that while on the previous phase the citizen is based on actions tried in the past and that, therefore will be repeated without that they can be said as intelligent adaptations, in this the citizen meets ahead of unknown combinations, expressions of true acts of intelligence.

Then, still that the secondary circular reactions surpass primary the circular reactions for the meeting of the newness, centering therefore the interest of the citizen in the exterior result, nothing more is of that the prolongation of a scheme that already existed previously. We understand that the secondary scheme announce the intelligent adaptation, have seen the almost intentional relations between the things and the action of the citizen. Under this point of view, the secondary circular reactions

advance in its complexity if comparative primary the circular reactions.

Already the characteristic behaviors of the fourth phase present since the beginning, the distinction between half and end. Beyond this distinction, it has the intentional coordination of the schemes, which previously were relative to other situations. So that the citizen can distinguish half scheme and scheme ends and co-ordinates them intentionally, it is necessary to have a process of conscience taking (still in acts - the citizen has knowledge of its actions that allows it to reach a purpose). To surpass an obstacle and to reach an objective, for example, it is necessary that some schemes are raised to the half condition. Being thus, the internal coordination of each scheme can "be modified", thus modifying its totality (new combinations are possible). It has then internal mobility to the scheme and in the coordination between the schemes, which can be dissociate to be regrouped of a different form of the initial, they become possible of generalizations.

We conclude then that, in the behaviors of the fourth stage the purpose is identified without having been previously joined. One is about projects that are born in the continuation of the action of the citizen and this will have to improvise the ways them which will make use and to eliminate the obstacles that separate the intention of the final result.

The measure that the coordination of the schemes becomes more complex, the citizen can better directs them for the resolution of problems; therefore they are, now in the fifth phase, more enriched. Now the attempt is directed, therefore the characteristics of the way are considered for the citizen. It has then a intentionality, or either, a conscience of the desire that is inherited of the previous phase. The newness of this phase is the possibility to have experiences and to try to solve the challenges finding new ways (construction of new half schemes to reach the ends). It has an improvement of the coordination of the schemes what it guarantees a citizen more powerful if compared with the previous moments.

In the sixth phase it has a still bigger refinement of the coordinations, therefore the citizen already is capable to invent new ways for mental combination them consisting schemes already. This would be the newness of this phase: almost the premeditation of the action for the citizen. The experimentation of schemes, gifts in the previous phase, give place to the taking of solutions of mental dimension. It is the beginning of the thought before the action of the citizen.

Although the fifth and sixth phase establish a continuity relation, valley to detach an important difference enters the processes materialize in these two moments, until the fifth stage the construction of schemes and its coordination is materialize in the plan of the motor action of the citizen. The structure of the world in relation to the schemes of the citizen presents a successive coordination (a scheme after the other). Therefore, one is about a slower process. Already in sixth phase you make is as if it had, gradual, a continuity of this material experience for the mental plan, what it would become the manifestation of the citizen fastest, therefore the schemes more flexible, more mobile and are evoked mentally for the resolution of the challenges. The citizen no more depends on its plastic action on the world, therefore already it can anticipate mentally.

It has at this moment a continuity and a discontinuity. The manifest continuity when we conclude: they are the motor schemes that, the measure that is exercised and coordinated, become more complex and evolve in the direction of the construction of the concepts. And the discontinuity would be present in this "way" of the motor plan for a work in the mental plan. The newness of this phase is the premeditation condition.

Ahead of the closing of this topic, we conclude that the conscience taking still has its origin in the sensori-motor period, when in we lean over them on the intentionality of the action of the citizen, initially in the third phase and still in acts and, later, the measure that new levels of conscience and knowledge go structuralizing themselves, we follow in the direction of reflected intelligence and a conscience that, even so has been structuralized on the practical action, becomes if previous the this being that the thought already precedes the action.

We conclude then that in he disciplines of Physical Education, does not fit the agreement of the motor action as something purely automatic and mechanic. An epistemological explanation for the motor action of the citizen is necessary. The Physical Education disciplines, It differently it of the concern with the efficiency mechanics of the movement, must provide to the pupils chances that allow to the construction and the agreement of its motricity. For in such a way it is indispensable the relation between making and understanding that structure gradual the measure that the citizen takes conscience of its action. During our lessons where our pupils live deeply expressions of our corporal culture, the pupils must be stimulated frequent to decide mental conflicts, therefore ahead these they need to create hypotheses as solution and tests them, in a constant movement of action and reflection. Thus, the measure that will be taking conscience of its action, this same action could be reorganized and be enriched. Therefore we saw that initially the acts preceded the conceptualization and now the concepts supply given the action, having the possibility of anticipation of its action thus materialize the taking of conscience of the action for the citizen, express for a more complex thought.

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THE PHYSICAL EDUCATION AND THE TAKING OF CONSCIENCE OF THE MOTOR ACTIONS

Main the characteristics of discipline of Physical Education were to be activity area and it was always worried about the education of the movement, seeing it as a manifestation mechanics only. In the last decades that this disciplines it only started to be understood as knowledge area. Its objective is to contribute for the construction and agreement of the motricity human being. For that is indispensable the conscience taking that initially structure in acts, and later become in the thought condition. We have in a first level the exercitação of the consequences. The acquired adaptations or habits that add to this functioning the newness of the external way, through primary the circular reactions are followed. The secondary circular reactions mark the third level and guarantee the repetition of the permanent spectacles, even so the differentiation enter projects half e ends happen a posteriori,

occurring the taking of conscience in acts. The conscience characterizes in the room level when it has a distinction between project half e ends, therefore the subject one passes of the analysis of the results of its action for the ways that make possible the success. It has then internal mobility to the project and in the coordination between the scheme, that can be separable to be regrouped of different form. It has, in the ticket for the fifth phase, an enrichment of the projects that the citizen will allow to try, to try to solve the challenges, new half projects. This confers in the sixth level a bigger refinement of the coordinations; the citizen already is capable to evoke new ways for mental combination. The conscience taking is guaranteed through a process that has left of practical intelligence and walks in the direction of reflected intelligence. Being thus the Physical Education it must provide to the pupils the construction and the agreement of its motricity; it is indispensable to argue the relation between making and understanding that structure gradual the measure that the citizen takes conscience of its action.

KEY WORDS: Physical Education, Taking of Conscience**,** Motor Action

L'ÉDUCATION PHYSIQUE ET À DE PRISE DE CONSCIENCE DES ACTIONS MOTRICES

RESUMÉ

Le principal caractéristique de la discipline d'Éducation Physique c'était être secteur d'activité et toujours observa avec l'éducation du mouvement, le voyant comme une manifestation mécanique. Seulement dans les dernières décennies que cette discipline commença à être comprise comme secteur de connaissance. Son objectif est contribuer à la construction et compréhension de la motricité humaine. Pour ceci c'est indispensable la prise de conscience que initialement se structure dans des actes, et ultérieurement interiorise dans la condition de pensée. On a à un premier niveau a l´ exercice des réflexes. Ils se suivent les adaptations acquises ou les habitudes qui s' ajoutent à ce fonctionnement la nouveauté du moyen externe, à travers des réactions circulaires primaires. Les réactions circulaires secondaires marquent le troisième niveau et garantissent la répétition des spectacles permanents, pourtant la différenciation entre les schéma demi et les fins arrive a posteriori, se produisant à prise de conscience dans des actes. La conscience se caractérise au quatrième niveau quand y a une distinction entre schéma demi et fins, parceque le sujet passe de l'analyse des résultats de son action pour les moyens qui rendent possible le succès. Il y a alors de la mobilité interne au schéma et en la coordination entre les schéma, qui peuvent se dissocier pour se regrouper de forme différente. Il a, dans le passage pour la cinquième phase, un enrichissement des schéma qui permettra au sujet d'essayer, pour essayer de résoudre les défis, nouveaux schéma demi. Cela confère au sixième niveau un refinement plus grand des coordinations, le sujet déjà est capable d'évoquer de nouveaux moyens par combinaison mentale. À prise de conscience est garantie à travers un processus qui part de l'intelligence pratique et marche dans la direction de l'intelligence réfléchiée. En étant ainsi l'Éducation Physique doit fournir aux élèves la construction et la compréhension de sa motricité; c'est indispensable de discuter la relation entre le faire et le comprendre que se structure graduellement à mesure que le sujet prend conscience de leurs actions. **MOTS CLÉ :** Éducation Physique, Prise de Conscience, Action motrice.

LA EDUCACIÓN FÍSICA Y LA TOMA DE CONCIENCIA DE LAS ACCIONES MOTRICES

RESUMEN

La principal característica de la disciplina de Educación Física era ser sector de actividad y observó siempre con la educación del movimiento, lo vendo como una manifestación mecánica. Solamente en las últimas décadas que esta disciplina comenzó incluirse como sector de conocimiento. Su objetivo es contribuir para la construcción y comprensión de la motricidad humana. Para esto es indispensable la toma de conciencia que inicialmente se estructura en actos, y posteriormente en la condición de pensamiento. Se tiene a un primer nivel el ejercicio de los reflejos. Se siguen las adaptaciones adquiridas o las prácticas que se añaden a este funcionamiento, la novedad del medio externo, a través de las reacciones circulares primarias. Las reacciones circulares secundarias señalan el tercer nivel y garantizan la repetición de los espectáculos permanentes, sin embargo la diferenciación entre el medio esquema y los finales llega a posteriori, produciéndose la toma de conciencia en actos. La conciencia se caracteriza al cuarto nivel hay una distinción entre medio esquema y finales, pues el sujeto paso del análisis de los resultados de su acción para los medios que hacen posible el éxito. Hay hace entonces la movilidad interna al esquema y en la coordinación entre el esquema, que pueden disociarse para reagruparse de diferente forma. Tiene, en el paso para la quinta fase, un enriquecimiento del esquema que permitirá a lo sujeto intentar, para intentar solucionar los retos, nuevos medio esquema. Eso confiere al sexto nivel un refinamiento mayor de las coordinaciones, el sujeto ya es capaz de mencionar nuevos medios por combinación mental. La toma de conciencia se garantiza a través de un proceso que va de la inteligencia práctica y va en la dirección de la inteligencia reflejada. Siendo así la Educación Física debe proporcionar a los alumnos la construcción y la comprensión de su motricidad; es indispensable discutir la relación entre hacerlo e incluirlo que se estructura poco a poco a medida que el tema tome conciencia de sus acciones. **PALABRAS CLAVE :** Educación Física, Toma de Conciencia, Acción motriz.

A EDUCAÇÃO FÍSICA E A TOMADA DE CONSCIÊNCIA DAS AÇÕES MOTORAS

RESUMO

A principal característica da disciplina de Educação Física era ser área de atividade e sempre se preocupou com a educação do movimento, vendo-o como uma manifestação mecânica apenas. Somente nas últimas décadas que esta disciplina começou a ser entendida como área de conhecimento. Seu objetivo é contribuir para a construção e entendimento da motricidade humana. Para isto é indispensável a tomada de consciência que inicialmente estrutura-se em atos, e posteriormente internaliza-se na condição de pensamento. Temos num primeiro nível a exercitação dos reflexos. Seguem-se as adaptações adquiridas ou hábitos que acrescentam a este funcionamento a novidade do meio externo, através das reações circulares primárias. As reações circulares secundárias marcam o terceiro nível e garantem a repetição dos espetáculos permanentes, embora a diferenciação entre os esquemas meio e fins aconteça a posteriori, ocorrendo a tomada de consciência em atos. A consciência caracteriza-se no quarto nível quando há uma distinção entre esquemas meios e fins, pois o sujeito passa da análise dos resultados da sua ação para os meios que possibilitaram o êxito. Há então mobilidade interna ao esquema e na coordenação entre os esquemas, que podem dissociar-se para reagruparem-se de forma diferente. Há, na passagem para a quinta fase, um enriquecimento dos esquemas que permitirá ao sujeito experimentar, para tentar solucionar os desafios, novos esquemas meios. Isto confere no sexto nível um refinamento maior das coordenações, o sujeito já é capaz de evocar novos meios por combinação mental. A tomada de consciência fica garantida através de um processo que parte da inteligência prática e caminha na direção da inteligência refletida. Sendo assim a Educação Física deve proporcionar aos alunos a construção e o entendimento de sua motricidade; é indispensável discutir a relação entre o fazer e o compreender que estrutura-se gradativamente a medida que o sujeito toma consciência de suas ações. **PALAVRAS CHAVE :** Educação Física, Tomada de Consciência, Ação motora.