44 - HIGH SCHOOL STUDENTS´ EXPECTATIONS ABOUT PHISICAL EDUCATION CLASSES

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Physical Education in High School

Physical Education, in the last years, has suffered a series of changes in its structure, enabling a broader and more varied growing into our present society. Several innovations and tendencies have brought new adepts to fitness practice in many social classes, simply for being unusual, different.

With such an extension and innovation in the physical education field, some practices that, for so long, had been using old and unattractive methods, now give space to new methodologies which fit the needs from those who practice them. At school physical education, for example, many studies have been done to improve the teaching and discipline practice. Some of these studies try to solve several problems that P. E. are facing in our high schools. Others allow us to reflect about teaching and application of this subject in our schools. Among these, I distinguish some that helped me on the basis of my expectations in this study, such as: Chaves (2001), with reflections about contents selection on the school physical education, Sayão (2001), about the creation of a physical education program for High School, Lorenz and Tibeau (2003) in their exploratory studies about theoretical contents of physical education in High School.

Getting closer to the Rio Grande do Sul reality, I distinguish: Faggion (2000) who analyses teaching practice from physical education teachers, from public High Schools in Caxias do Sul, and Bonone (2001), in a similar study from the previous one, but in private schools in the same city. At Centro Universitário Feevale, I distinguish: Fleck (1999), about students evasion in Physical Education classes in High School, Possebon (2001) who studies the absence of Physical Education in High School and its implications, and Piccoli (2004) about school Physical Education: the conception of High School students.

Analyzing such studies, I reinforce my thought that school Physical Education can and must be changed and improved in its practice for High Schools students. On the contrary there wouldn't be so many studies including this part of school population.

Characterization of the study

Aiming to know and understand the High School students' expectations concerning to the Physical Education classes, I've chosen as a methodology the qualitative-interpretative pattern, using case study, and analyzing the perspectives from teachers and students. The tools used on this searching of data were: field observation, semi-structured interviews, document analysis and daily investigation. The study field involved a private school in the city of Taquara-RS.

The interview was taken from fifteen High School students chosen by lot among the ones from the investigated groups. The total visits were four Physical Education classes in High School, since the researcher is already working for more than three years on it. The analyzed documentation involved curricular references from the institution the class plans from the High School Physical Education Teachers.

Study Context

The case to be studied refers to a group of students from High School in a private academy in the city of Taquara. The institution is a confessional school located about 1,86 miles from downtown Taquara, 43,5 miles from the capital of the state of Rio Grande do Sul, Porto Alegre and 24,85 miles from the mountain range. The region is strongly influenced by the Italian and German colonization. The school has as a purpose offering to its students a complete education system, where their intellectual, physical and spiritual potentialities can be stimulated and developed. According to the school pedagogical proposal, those three aspects should involve all the activities and pedagogical practice inside and outside the classroom, allowing the growing of the individual not only in an intellectual basis. The pedagogical proposal also determines that teaching values should influence individuals in their actions, in order that they could be based on basic principles of ethics, valuation of life, family, environment, body and the individual himself, giving sense to living and relationships. Only in High School there are more than 600 students.

Built amidst nature, the school has a wide green area and a well varied physical space. Among them, a sport center with 5 multi sportive courts outdoors, a multi sportive stadium for volleyball, basketball, handball, indoors soccer and badminton practice - semi-Olympic swimming pools, sauna, a gym and a good soccer field. Besides that, the athletics complex is on the way to be finished soon, including another soccer field for eleven players. Recently a skate track with ramps and obstacles was inaugurated. The Physical Education classes are divided by genre, masculine and feminine from the 5th graders and so on, with a specific teacher for each group. For the initial grades it is ministered to both groups by only one teacher. There are three P.E teachers at the school. Classes are twice a week in the same study hours.

Expectations

This extract of the study is concerned about bringing up the expectations High School students have on the aspects related to the practice of the subject Physical Education, such as:

The class moment and its structure, the teacher and his/her pedagogical practice and all the contents and activities involved in this discipline. I begin outlining the students expectations about Physical Education classes concerning its structure, organization and application by the teacher. Although the curricular reference of the investigated point to a variety of activities in Physical Education classes, those activities should be even more varied, as students opinions demonstrate. The division of types of sports bimonthly presented in the annual planning of the subject and evidenced by the interviewed students cooperates to a lack of activity diversity in class. This way, the Hildebrandt-Stramann's idea (2001) in which the sport system reduce possibilities on the human movement, can be relevant in this context, where, once elected as basic principle of Physical Education at school, sports can overtop other body practices. It also applies to this expectations presented by students the statement of Souza and Vago (1997) saying that "Physical Education is for production of other corporal practices, or of other meanings for existing corporal practices."

By treating the activities diversification and variations in classes, another relevant point on the study of students' perspectives appeared: Their participation on the activities proposed by the teachers. For many, the lack of participation is a reality that interferes in the process of the classes, and it must be combated through teacher demanding, involving all the students

on the activities, as shown on the statement below:

"I wish they could force people to do it, sort of, always be participating, ´cause all we see is people sitting around, doing nothing and making up excuses not to do it." St7

It's worth to remember that, in some cases, the lack of students participation, can be associated to the human growing stage they are facing in. To Palacios (1995), changes during adolescence turn the person more in touch with her/his body, so that any differences or similarities to other person's body are contrasted. This way, participation in any physical or corporal activity is to be meant an exposure of his/her frailties putting on risk his or her acceptation by the group.

For that, the curricular referential warns the educator "not to expose students to their frailties and self difficulties, promoting lack of motivation the physical activities, keep them away from a healthy and active life.", (p.75). Besides the expectations related to the Physical Education classes, the students have a position on what they expect from their teachers. Something that turns Physical Education useless for some students is the lack of teacher's background in any theoretical or practical content. The expected formation of the teacher has been defined by some students on the practical and academic perspective, according to Perez Gomez (1988), where, at first, learning comes from practice, through practice and for practice, then through teacher's knowledge. This way, students wish to receive from their master's technical and theoretical information so that they can help them on the proposed activities in class. Through this expectation of teacher's knowledge, there is another one pointing to the quality of explanation, when the student hopes there could have an intervention when practicing, in order to contribute for his or her learning process:

"In fact, when the teacher explains something, I can learn, but not always he explains many things… I wish he or she could help us when we are playing and making mistakes, saying what we could improve and correct, so that when we are competing we could make it right." St8

The relationship between teacher and student is also shown as their expectations in Physical Education classes. Characterized by Fierro (1995) as a stage when interpersonal conflicts are more usual and intense, the good relationship between teachers and students is evidenced as something very important for many pupils. Through an open relationship, based on respect and friendship, dialogue and activities combinations are possible, turning classes into the students' expectations. Other important aspect that exists about students' expectations related to the Physical Education teacher is that he or she pays attention in their opinions about what happens in class. The PCNs or NCP (National Curricular Parameters) (1998) states that, although it is the teacher's responsibility to choose the contents for Physical Education classes, to know the needs and will of the students gives you feedback for a pedagogical intervention. For some students, this is an opportunity of improving participation and involvement in classes, once he will be participating in something he or she likes.

"I wish it could be like that, kind of, we could make the sports planning together, because sometimes they are so boring and we don't cooperate, neither do it with more effort, because we don't like it." St.3

Although observations and the interviews have shown certain opening, given by teachers, so that the students could practice their preferable activities in some classes, many other activities and contents are meant to be ideal for some students. As it couldn't be different, sports, divided in its several modalities, sets the expectations of most part of the students concerning to contents that should be present in the Physical Education classes.

"Sports, like team sports, as volleyball and indoors soccer" St1

Besides sport activities, there are others related to gymnastics, anatomy, body building and recreation:

"Gymnastics is another interesting thing for us to learn." St2

"I love playing soccer and handball, I also think it's cool some of the recreation activities our teacher gives us." St4

"What I like the most are basketball, volleyball, handball and

I also like when they measure my height and my weight." St5

In some statements, it is noticible a concern about the body, by verifying the changes in physical structure through measurement. Attached to this matter of physical development, it is found a concern about aesthetics, which according Tavares (2003), the searching for a corporal image suitable to the stereotypes of the body, is one of the most amazing phenomena in the present society. After verifying the expectations concerning class organization, teacher's procedures and students' preferred contents and activities, it is obvious that, on the students' conception, the expected class pattern is the sportive traditional, in which the skills are trained after the guidance of well prepared coach to help on knowledge acquisition.

Final Considerations

Concerning to the problem demonstrated at the beginning of this study, I finish by saying that, in a general way, students expect that the class could be organized using the traditional sportive pattern, or as pointed by the Authors Collective(1998), in a perspective turned to the development of fitness, where practice could be related to training the needed skills for improving performance in sport modalities.

Yet about this issue, I make reference to the maturity and determination in which the students accept and defend this Physical Education pattern in their classes. In the interviews and class observations, they demonstrated conviction to consider that Physical Education classes justify itself for the learning and practice of a sport, in a way that their considerations about the aspects that should be improved in the classes were also kept in a pattern of learning and sport training.

A clear factor in the study, which reinforces this idea conceived by the students, in a perspective of development of physical skills for sport, is the one that, although this is not the pattern defended for Physical Education in this school, the teachers' pedagogical practice is based in a program in which sport is the "star" of the classes. In this way, the vision the students have is directed by the class referential they have daily.

This traditional-sportive characteristic, performed by the teacher in their classes, can be justified, after the moment that some aspects can be evidenced and considered. One of them is related to the professional formation that in many universities is based on this pattern (traditional-sportive).

The fact of being young teachers is another aspect to be considered, because their practice can still be associated to the pattern they received in their High School P.E. classes, when those characteristics of fitness for sports were stronger. Other aspect that can be highlighted is the fact that the didn't participate on the building of the curricular references for Physical Education in the institution, so that, some considerations contained in the document keep empty inside the context proposed for the practice. It can also be used as a justification the short time these teachers have for the school, making their practice something that can still be in adaptation to the reality demanded and found.

The interview and observations showed that the students are also interested that their teachers build a class structured according to their expectations. So that they can be according to what they think interesting to study or to practice, for they state that, many times, the chosen activities are taken only by the teacher point of view and not always are presented in a clear and direct way when they are performed in class.

However, the lack of dialogue between teacher and students about the activities in Physical Education classes, pledges the planning of the subject, leading the student to understand that the organization is confusing and the classes boring and irrelevant, and for the teacher, based on the students performance, his or her classes seem to be boring and unexciting.

I talk about dialogue, because the study shows that every time the students asked the teachers for other kind of activities, they fitted, as far as possible, their proposal to the students expectations.

Other aspect found on the students expectations, for High School Physical Education classes, is related to the matter of the teaching and learning process offered to them. It was noticed that the building and acquisition of know-how in class is compromised, many times, by two important aspects:

The first one points to the lack of utility of some classes, when their idea is that the short time to accomplish the activities associated to the practice itself (without teacher's intervention to correct movements and actions) cannot help in the learning process. The second, joins to the first one by saying that the lack of teacher's technical knowledge in some areas, makes that he or she don't get into students expectations using the traditional-sportive pattern. Here I strengthen the conviction level of the students about their perspective directed to the development of fitness for sport, in which the professional expected performance propose a movement pattern, through demonstration and correction of gestures and actions predominantly stereotyped.

I believe, however, that it is relevant to state that, if the perspective was based into the reflection of corporal culture, those aspects highlighted by the students about teachers actuation, it would badly affect the completion of activities and nor even would be considered by the students, since the reflection about practice comes through the relations among environment, culture and individuals. Although, being the expected perspective the one related to the matter of learning and sport practice, the factor of technical preparation teachers practice is basic in the Physical Education classes. The fact that some teachers do not have the ideal knowledge expected by the students can be related to the question that some of the teachers haven't completed their Physical Education degree yet.

As for that, I think about those teachers that are already graduated, for a long or a short time. Do they have all the practical and theoretical knowledge on most of the varied sports modalities, such as the student expect in order to have a meaningful learning? Of course, I don't mean that this knowledge is disposable or useless for the pedagogical practice of Physical Education, but I leave a question for future investigation: Does learning exist only when ministered by an extraordinary sport professional? I believe, from now on, that the aspect linked to teaching and learning as pointed by the students, is not only a fruit of professional practice, but it is also of the expected Physical Education pattern, because places the teacher as the only dominator of knowledge.

After these considerations, I see that this paper is not the end of a problem evidenced on the first stage of its construction, but the starting of many other questions coming from what was studied here. I hope this survey can help in the improvement of the pedagogical practice not only for me, but for all those who may be in contact with it.

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HIGH SCHOOL STUDENTS´ EXPECTATIONS ABOUT PHISICAL EDUCATION CLASSES
ABSTRACT

The present article shows the results of a survey presented as Final Paper from the Physical Education class at Centro Universitário Feevale in the year 2005. The investigated matter was: "What are the expectations from private high school students related to contents and practice to be performed in the physical education classes?" The main goal here was to learn and understand High School students' perception about the activities and contents developed on the physical education classes, for helping in teaching practice. This survey was based on qualitative, interpretative, descriptive pattern and case study. The tools used to collect the data were: class observation, semi-structured interviews, field reporting and document analysis. The survey was accomplished in a private school in Taquara, Rio Grande do Sul, Brasil, with the cooperation of some High School students. The results showed that students expect to have physical education classes directed to the development of fitness for sports and they show their expectations concerning to class organization, methodology and professional teacher performance, activities and contents to be developed in high school classes.

Keywords: Students Expectations, Physical Education, High School.

EXPECTATIVE DES ELEVES DU LYCEE POUR LES COURSES D'EDUCATION PHYSIQUE
RÉSUMÉ

Cet article montre les résultats d'une recherche présentée comme Travail d'accomplissement du Course d'Éducation Physique du Centre Unniversitaire Feevale/RS - Brésil, à 2005. Le problème recherché fut: «Quelles sont les expectatives des élèves du lycée d'une école du réseau privé municipal de Taquara (cité brésillienne), concernantes aux contenus et practiques à être réalisés aux courses d'Éducation Physique?» Son but c'était de connaître et de comprendre la perception des élèves du lycèe aux activités et contenus développés aux courses d'Éducation Physique, pour aider la practique enseignante. Cette recherche se délinéa sous le paradigme qualitatif, descriptif interprétatif comme étude d'affaire. Les instruments employés pour la collecte de données furent: observation des courses, interview demi-structurée, journal de champ et analyse de documents. La recherche fut réalisée dans un'école du réseau privé d'enseilgnement du municipe de Taquara/RS, ayant comme collaborateurs de la recherche, quelques'uns des élèves du lycée. Les résultats mirent en évidence que les élèves expèrent d'avoir une Éducation Physique tournée vers la perspective du développement des aptitudes physiques pour le sport, et présentent ses attentes quant à l'organization des courses, quant à la métode et l'agissement professionel de l'enseignant, au delà des ses expectatives pur les activités et contenus à être développés aux courses d'Éducation Physique dan le lycée.

Mots-clefs: Expectatives - Éducation Physique - Lycée

EXPECTATIVAS DE LOS ALUMNOS DE EDUCACION SECUNDARIA PARA LAS CLASES DE EDUCACION FISICA
RESUMEN

El presente artículo muestra los resultados de una investigación presentada como trabajo de conclusión del curso de Educación Física en el Centro Universitário Feevale en el ano de 2005. El problema investigado fué: "Cuáles son las expectativas de los alumnos de Educación Secundaria de un colégio de red privada del municipio de Taquara en lo que se refiere a los contenidos que fueron realizados en las clases de Educación Física?" El objetivo desta era conocer y compreender la percepción de los alumnos de Educación Secundária sobre las actividades y contenidos desarrollados para auxiliar en la práctica docente. Esta investigación fué delineada bajo el paradigma cualitativo, descriptivo, interpretativo con estudio de caso. Los instrumentos empleados para recolectar los datos fueron: observación en las clases, entrevistas semi-estructuradas, diário de campo y análisis de documentos. La investigación fué realizada en un colegio de red privada de enseñanza de Taquara-RS/BR con alumnos de Educación Secundaria. Los resultados revelaron que los alumnos esperan tener una Educación Física hacia la perspectiva del desarrollo de las aptitudes físicas para el deporte y presentan sus expectativas sobre la organización de las clases, la metodologia y actuación profesional del profesor además de sus expectativas para actividades y contenidos que serán desarrollados en las clases de Educación Física de la Educación Secundaria.

Palabras claves: Expectativas- Educación Física -Educación Secundaria

EXPECTATIVAS DOS ALUNOS DO ENSINO MÉDIO PARA AS AULAS DE EDUCAÇÀO FÍSICA
RESUMO

O presente artigo mostra os resultados de uma pesquisa apresentada como Trabalho de Conclusão de Curso de Educação Física no Centro Universitário Feevale no ano de 2005. O problema investigado foi: "Quais as expectativas dos alunos do Ensino Médio de um colégio da rede particular do município de Taquara referentes aos conteúdos e práticas a serem realizadas nas aulas de Educação Física?" O objetivo desta era conhecer e compreender a percepção dos alunos do Ensino Médio nas atividades e conteúdos desenvolvidos nas aulas de Educação Física, para auxiliar na prática docente. Esta pesquisa se delineou sob o paradigma qualitativo, descritivo interpretativo com estudo de caso. Os instrumentos empregados para coleta de dados foram: observação das aulas, entrevista semi-estruturada, diário de campo e análise de documentos. A pesquisa foi realizada em um colégio da rede particular de ensino do Município de Taquara - RS, tendo como colaboradores da pesquisa alguns alunos do Ensino Médio. Os resultados evidenciaram que os alunos esperam ter uma Educação Física voltada à perspectiva do desenvolvimento das aptidões físicas para o esporte e apresentam suas expectativas quanto à organização das aulas, quanto à metodologia e atuação profissional do professor além de suas expectativas para atividades e conteúdos a serem desenvolvidos nas aulas de Educação Física no Ensino Médio.

Palavras-chave: Expectativas, Educação Física, Ensino Médio.