51 - CHALLENGES OF THE SCHOOL PHYSICAL EDUCATION IN THE TEACHING MEDIUM FRONT TO THE NEW SOCIETY

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INTRODUCTION

The Physical Education in the school was always developed as moment of recreational classes and practices sporting. Some being discipline to regulate in the project politic of the school, this conception still continues being done for the students and for some teachers.

The largest challenge of the Physical Education in the High School this contemporary word and atmospheres school with groups heterogeneous as to the aspects anthropometrics, physical, affective, cognitive and motors distributed a lot of times with numbers above fifty students. Become every time more difficult to supply a Physical Education with this aspect universal participation verified the wild use of the practice sporting in the atmospheres schools of the midia, that contribute significantly in the students, behavior in the school atmospheres (MONTAGNER e RODRIGUES, 2003). A lot of times motivated for you politicize you publish where technological and competitive subjects are prioritized tends as example school games without offer of specialized classes. (COLLECTIVE of AUTHORS, 2005) e (CASTELANI FILHO, 2002).

(…)there were a form where the revenue and do the competitions have another paper, another several sense of that what it possesses in the ambit of the revenue sport or high competition? We understood that yes. Therefore the treated and privileged sport in the school can be that contribute a less central meaning to the maximum revenue and the competition and it tries to allow to the students to also five forms of practices sporting that privately before the possible revenue and cooperation(BRACHT, 1997, p.19).

It is done necessary to move away the traditional methodologies in detriment to the objectives of the Physical Education in the high school proposed by LDB Nº 9394/96, the one which in your article 27 interruption 1V shows the value the educational sport leaving a side the sport of the school for the sport in the school, blocking the formation of a critical-constructive subject, based in the understanding it informs and technological relating and discussing the theory and practices of the contents valuing in the disciplines in the righ school (BRAZIL, 1996).

It's noticed a significant change of our teens today influenced by the media and technological progress what it affects every school following that a lot of times still and governed by traditional methodologies. In this sense the importance is verified of rethinking which objectives of the equal school Physical Education the high school on that new millennium and how to work with this pedagogic transformation. The Physical Education in the school atmospheres should accomplish your role in the school, contributing in a citizen's formation citizens and conscious where through the worked contents, it is can contributed to the citizen to create it's again and transform, giving subsidies for participation of the Physical activities, always respecting the human individually. With the progress technologic vein an expressive increase of the comfort making possible ways different from socialization influencing negatively a lot ok times in the human beings life especially of the teens contributing to the sedentary and consequently in the appearance of contemporary pathologies, advents principally for the increase of the obesity of the population.

PROFILE OF THE PHYSICAL EDUCATION IN THE HIGH SCHOOL

It is waited that the Physical Education in the High School it can contribute with the student activities, valuing them as resource for improvement of your physical aptitudes, making possible to develop the conceptual notions of effort, intensity and frequency applying than in your practices corporal culture, being capable of dicemí-las and interpretation in basis your inform, adopting an autonomous posture in the selection of activities and producers for the maintenance or acquisition of the greets, waking up a posture in activate in the practices and conscious of their importance in the citizens life.(PCNS 1988).

In the contemporary world, where the sedentary and inadequate feeding are made present in the teens life becomes important discussion in the physical and mental showing to the students the importance of practices of the Physical Education for a better life quality, giving subsidies for the students to develop activities with prizes and not with sacrifice and bad will, and at the some time to form a critical citizen and conscientious, providing knowledge that the student passes to use inside an outside the school atmospheres. (NAHAS-2003). And well known to focus that it is to owe of the Physical Education in High School to value the theoretical knowledge, guaranteeing like this a larger autonomy to the student, for a better understanding to be had on the corporal culture and at the some time to provide tools for one criticizes reflexive and constructive. (DARIDO 1999).

The Parameters National Curricular of Physical Education bring a proposal that tries to democratize, to humanize and to diversity her practices pedagogic of area looking for, to enlarge just of vision biological, of the students. They incorporate, in organized way, the main subjects that teacher should consider in the developed of your work, subsiding the discussions, the planning and evaluations of Physical Education (BRASIL 1999 p. 15).

Verderi (1988) it shows the importance of the Physical Education in all the teaching levels indicating that should promote the sociabilization and all the students insert in your practice them corporal, contributing so that she can value, to appreciate and to enjoy of the proportionate benefits for the corporal culture of movement, noticing and understanding it influenced sport in the society, giving theorical and methodological subsidies for the students to can usurers the time free from leisure, rescuing the pleasure while fundamental aspect for the improvement of the life quality, valuing, through the knowledge about the body, and formation of healthy habits, developing contents so that the students of the High School can understand and to analyze social values critically as aesthetics problems, relationship between the sexes and prejudices where all have will in participating in the school activities.

Although it is very complex the interdisciplinary in the school atmospheres, BRACHT (1997) and NAHAS (2003) they focus the importance of the interdisciplinary Physical Education in the classes showing that when it uses coherent of manner, can to provide an inactive methodology contributes in the dissemination of culture body with the several school disciplines, principally with eats physiology of the exercises where anatomy, biology and math can give important subsidies for a interdisciplinary work.

We can not deny her influences of the sport on the society the one which this inserted in a system capitalist purulent where you value as productivity and competition they are published thoroughly and applied the compete with media and easy task for the applied educational sport in the school atmospheres, but should be worked by the professional of the Physical Education the subjects that involve the competitive sports as the violence competition excess respect the opponent principally to the thin body

so that can contribute with the e citizen's formation I criticize very well focused by kens that tells school with subject heterogeneous where the failure with ability psychomotor or corporal adiposity doesn't mean exclusion of the Physical Education classes.

PEDAGOGIC PRACTICES OF PHYSICAL EDUCATION IN CONTEMPORARY SCHOOL

In the years 80 Medina (1983) already mentioned a new conception for Physical Education. This same author affirmed the authorization of the biological aspects, psychology and social, propose a better life quality more human and he deigns, and the art and sciences of the human movement would contribute in the formation of a fairer and free society.

Verified today four main slops, which use significant methodologies for the development of the Physical Education in the school atmospheres, talked of methodology of the teaching, open critic superiorly, constructive and criticize emancipation, which you join provide important tools for practices of the Physical Education in the school. A teaching open proposal contributes so that a relationship teacher student can act together in the resolution of the problems giving autonomy so that the students can create and to create again the contents (Berger and Luckman, 1985). The criticize superiors proposed by authors' bus (1992) and Bracket (1997), he/she has your axis norteator in the conception I historical-criticize, where the student should build, to demonstrate and to understand to explain and to intervene, using the corporal culture of the movement as practice pedagogic in confrontation with the social complexity, using as content the games, gymnastics, dances and sports. Freire (1989) and Tani (et. al, 1988), they express the importance of the constructivism, valuing the pedagogy of the conflict, affirming that starting from the acquired knowledge, the own subject actuary critically in the suggestion of changes for a to do conscious, giving emphasis to the knowledge theoretical advents of the Biological Sciences. It is finally, the methodology critical-emancipators proposed by Kunz (1991) and (1994), it shows the importance of the research in the area of the school physical education, changing the focus of playing in the physical education classes to learn with pleasure, affirming that the school is not place to play, but to study, focusing that the physical education is a discipline curricular as any another of the curriculum and that she cannot use her merely as one schedule for leisure. This same author values the human movement contemplating the lúdic, the dance and the sport.

The use of the sporting practice as main content of the physical education classes in the Medium Teaching, without a theoretical embossment that it prioritizes besides the rules the context anthropological, sociological and philosophical, it contributes more and more to that discipline to lose your identity while it disciplines integral of the curriculum of the teaching in the basic education. (BRACHT, 1997).

(…) In the foundations sociologic philosophic anthropological, psychological and emphatically, in the biological ones, to educate the man strong, agile, capable, enterprising, that disputes a situation social privileges in the competitive society of free competition: the capitalist. Seeks, through the, education to adapt the man to the society, alienating her/it of your condition of historical capable to interfere in the transformation of the same. It falls back upon the liberal philosophy for the formation of the individual's character, valuing the obedience, the respect to the norms and an hierarchy. You leans on in the traditional pedagogy influenced by the tendency biologics to train him. Those conceptions and foundations inform a given treatment of the knowledge (COLLECTIVE OF AUTHORS, 1992, P. 36).

Kunz (2003) it criticizes the physical education deeply Traditional, showing the importance of the study of the human movement in the School physical education, stimulating the formation of a subject capable to analyze and to criticize constructively and through this understanding it can be capable of a suppuration forming a new theoretical landing. Very well focused by Daolio (2004), that enhances the importance of the human movement, because each movement has your meaning inside of the inserted historical-cultural context, which in the physical education, this structured in practice of games, gymnastics exercises, sports, etc. Already Betti (1998), reference the subject of the non-exclusion, suggesting a range of activities so that the own students can choose your activities critically. The Physical Education discipline should be studied and criticized constructively starting from the cultural manifestations and corporal expressions and I move human (DAÓLIO, 1995). Confirmed by Gallo (1999) that affirms that is through our own body it is that our individualities are manifested and without him we cannot live nor to have conscience of the world.

With all these theories proposed in the search of an identity of the School Physical Education, each one with an important focus an estrangement is still verified among the relationship of the theoretical and he/she practices her, indeed accomplished in the school atmospheres, where renowned works have been published with proposed innovative, but little applied in the school in all the teaching degrees. (MUNIZ, 1996).

FINALLY CONSIDERATIONS

It is well known to know of the new studies of the intervention of the physical education while it disciplines curricular. A similarity of these new slopes is noticed for the physical education, which expresses the importance of the discipline in the process teaching learning. It is necessary urgently to break paradigms taken root in practice of the classes of School physical education, mainly the linked ones the esportivation in the school atmospheres, so that we can have like this a true identity It is not possible to continue with situations where for political subjects, unknown comedies, they are nailed a methodology and it is executed other totally different. It is done necessary a wide discussion in the whole national academic middle, so that it is proposed competences and abilities in the whole school following, from the primary-school to the Teaching Medium, equal that she can create mechanisms more actuates, with democratic discussions in the search of an identity for the school physical education. To change paradigms taken root along the history it is a difficult task, but it is done necessary, because we are in an evolutionary process, that is, in constant so much transformation in the human subjects as technological, so that we can build like this a new methodological focus for the physical education, in all your followings, front to the new educational needs.

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ABSTRACT

The present article tries to show a study of the current reality of the school Physical education in the High School and the new emerging slopes in the area of the Physical education. It is verified today, a high sports index in the atmospheres school, proceeding mainly of the identity lack while it curriculum disciplines of the School Physical education. The technological progress, through the media and computer science, altered the adolescents' behavior significantly. In this sense, if it turns indispensable a new methodology in the field of the School Physical education aided by the new Law of Guidelines and nº9394 Bases of, December 20, 1996, front to the new methodologies, open, critical - higher, constructivist and critical-independent the ones which, with their peculiarities and similarities, they emerge as the best road to be proceeded so that the School Physical education own identity, forming a discipline obligation with the transmission and production of knowledge in all of the teaching levels, mainly in the High School.

KEY-WORDS: Physical Education; High School, Methodology of the Physical Education

DÉFIS DE L'ÉDUCATION PHYSIQUE SCOLAIRE DANS LE DEVANT DU MOYEN DE L'ENSEIGNEMENT À LA NOUVELLE SOCIÉTÉ

RÉSUMÉ

L'article actuel essaye de montrer une étude de la réalité courante de l'éducation physique d'école dans le lycée et des nouvelles pentes naissantes dans le secteur de l'éducation physique. On le vérifie aujourd'hui, un index de sports de haute dans l'école des atmosphères, procédant principalement du manque d'identité tandis qu'il des disciplines curriculaires de l'éducation physique d'école. Le progrès technologique, par les médias et l'informatique, a changé de manière significative le comportement des adolescents. Dans ce sens, s'il tourne indispensable une nouvelle méthodologie dans le domaine de l'éducation physique d'école facilitée par la nouvelle loi des directives et des bases nº9394 de, décembre 20, 1996, avant aux nouvelles méthodologies, ouvert, critiques - plus haut, constructiviste et l'critique-indépendant que, avec leurs particularités et similitudes, ils émergent car la meilleure route à procéder de sorte que l'éducation physique d'école ait pour posséder l'identité, formant un engagement de discipline avec la transmission et la production de la connaissance en tout des niveaux d'enseignement, principalement dans le lycée.

MOTS-CLEF: Éducation physique; Enseignement moyen; Méthodologie de l'éducation Physique

LOS DESAFÍOS DE LA EDUCACIÓN FÍSICA ESCOLAR EN EL FRENTE ELEMENTO INSTRUCCIÓN A LA NUEVA SOCIEDAD

RESUMEN

El actual artículo intenta demostrar un estudio de la realidad actual de la educación física de la escuela en la enseñanza secundaria y de las nuevas cuestas que emergen en el área de la educación física. Se verifica hoy, un índice de los deportes del colmo en la escuela de las atmósferas, procediendo principalmente de la carencia de la identidad mientras las disciplinas del plan de estudios de la educación física de la escuela. El progreso tecnológico, y los medios de la información, alteró el comportamiento de los adolescentes perceptiblemente. En este sentido, si vuelta imprescindible a una nueva metodología en el campo de la educación física de la escuela ayudada por la nueva ley de pautas y de las bases nº9394, de diciembre 20 de 1996, frente a las nuevas metodologías, abierto a las críticas - más arriba, construtivista "constructivist" y critical-independiente los que, con sus particularidades y semejanzas, emergen posse a el mejor camino que se procederá de modo que la educación física de la escuela tenga poseer la identidad, formando una obligación de la disciplina con la transmisión y la producción del conocimiento en todos los niveles de enseñanza, principalmente en la enseñanza secundaria.

LAS PALABRAS CLAVES: La educación física; La enseñanza secundaria; La metodología de la educación Física

DESAFIOS DA EDUCAÇÃO FISICA ESCOLAR NO ENSINO MÉDIO FRENTE À SOCIEDADE COMTEMPORÂNEA

RESUMO

O presente artigo procura mostrar um estudo da atual realidade da Educação Física escolar no Ensino Médio e as novas vertentes emergentes na área da Educação Física. Verifica-se hoje, um alto índice de esportivação nos ambientes escolares, oriundos principalmente da falta de identidade enquanto disciplina curricular da Educação Física Escolar. O avanço tecnológico, através da mídia e informática, alterou significativamente o comportamento dos adolescentes. Neste sentido, se torna indispensável uma nova metodologia no campo da Educação Física Escolar amparada pela nova Lei de Diretrizes e Bases de nº9394 de, 20 de dezembro de 1996, frente às novas metodologias, aberta, crítico-superadora, construtivista e crítico-emancipadora, as quais, com suas peculiaridades e similaridades, emergem como o melhor caminho a ser seguido para que a Educação Física Escolar tenha sua própria identidade, formando uma disciplina compromissada com a transmissão e produção de conhecimentos em todos os níveis de ensino, principalmente no Ensino Médio.

PALAVRAS-CHAVE: Educação Física; Ensino Médio; Metodologia da Educação Física.