116 - SPORTS ALTERNATIFS : UN ABORDAGE CRITIQUE EMANCIPATÓRIA DANS LE CONTEXTE SCOLAIRE

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1, INTRODUCTION

The physical Education is one disciplines that after its curricular organization proposal for LDB 9394/96, establishes a conception differentiated for pedagogical practical its. Conception this structuralized and directed by the National Curricular Parameters (PCN's 1997), which establish that its contents must make possible live deeply corporal that they are based in the corporal culture, or either, that the citizen lives deeply and experiencie the culture that this inserted one through the proper body. Therefore, we can say that the body passes to be perceived as organism (physiological factors), but on everything as body that if relates inside of a sociocultural context.

For the work I specify of disciplines, the cited document in says them that it is important that is made possible to the pupils activities that are related the three blocks of contents: sports, games and other gymnasticses; rhythmic activities; e knowledge on the body. For each one of these blocks some types of activities are established that are related to the context cultural partner. Amongst them we find some types of games, tricks and sports. E here that we will go to rescue the Alternative Sports as sports of batons and raquetes so little explored in the daily one of the lessons of Physical Education, but is established as with priority content of the PCN's.

Observing the reality of the pertaining to school context in the last year, we detect certain difficulty of the professor of the physical education, therefore we perceive that the same ones finish for not working less with popularized sports. An annual plan of a professor of physical education, in its great majority if occupies more of the popularized collective sports, being these the soccer, voleibol, basketball, handebol and atletismo. They attribute this to it, beyond the reality of the comodismo, the lack of physical conditions and available materials for the practical one of "inaccessible" sports as the tennis of field, golf, swimming and other less explored.

With this problematização in question, we opt to a subject that establishes practical pedagogical the established one in bolder and alternative a resume, as foreseen and considered by the PCN's. Practical these that they will be assisting and influenced in the maximização of the physical and cognitivas qualities of the pupil, through sports that popularly are not practised. This procedure generates a bigger attention of the pupils for the newness, harvesting of them bigger persistence and acceptance for the practical one of Physical Education.

Another pertinent factor in the practical one of these alternative sports is the enrichment of the culture on the part of the pupils, whom a sport popular of another country will be knowing, being able even though being worked parallel to the other disciplines, as for example, geography and history, in the context of the interdisciplinaridade.

Ahead of these ranks it is basic to understand that the agreement of Alternative Sports is configured by the PCN`s as the principle of the diversity.

The principle of the diversity applies in the construction of the processes of education and learning and guides the choice of objectives and contents, aiming at to extend the relations between the knowledge of the corporal culture of movement and the citizens of the learning. One searchs to legitimize the diverse possibilities of learning that if establish with the consideration of the affective dimensions, cognitivas, motor and sociocultural of the pupils (PCN, 1997:19).

The use of the esportiva newness in the lesson of physical education brings a new conception of practical pertaining to school. In its great majority these sports are "the elitizados" said ones, for being practised for the bourgeoisie and its practical to demand materials that raised cost has more. If to use as example the golf, we will see that for its practical ideal, would be necessary extensive and appropriate a field, parquet blocks of different performances, balls, bandeirinhas, holes, at last, a gamma of products that possess a high cost very to be practised by the inferior classrooms, besides very being little known by not having space in the popular media.

Therefore, it fits to ahead point out that of this context of a infinity of sports that generally are only seen in the television, and developed in appropriate places, which the pupils have desire to practise it some day, are that we justify the development of this work.

Being thus the intention of exactly it is to develop in the lessons of Physical Education the practical one of these Alternative Sports, so that let us can guarantee in such a way what it comes being rank for the PCN's, as to make possible the experience of had sports as elitizados for all a population.

Understanding that the Physical Education since its primórdios has presented a trend to only use the entailed activities to the traditional Sports, we opt to considering a methodology pautada in the development of the Alternative Sports, having as base of the works the emancipatória critical boarding and didactic comunicativa, therefore this boarding makes possible that the pupil is directed to ahead analyze its performance in its objective and subjective envolvement of the carried through activities, leaving of being only one has asked for to be moved by the professor to become instrument functionary in the lesson.

2. EDUCAÇÃO FÍSICA: ENTENDENDO A HISTÓRIA, O CURRICULO E A PRÁTICA

The two centuries behind the Physical Education was tied to ace military institutions and á medical classroom, what it made with that in such a way established a resume directed toward the defense of the native land, constituting strong and healthful citizens, as for the eugenia, or either, one strong concern with the welfare physicist so that healthful and it was balanced organicamente.

It passed for a process of education based on the European ginásticos methods, until in 1961, the end of the New State, with the promulgation of the Law of Lines of direction and Bases of the Education, established an ample debate on the system of Brazilian education, as well as of the resume of the Physical Education, where the sport starts if to strenghten, through the Generalized Porting Médoto, opposing it the established Ginásticos Methods until then.

Already in 1971, with the Decree nº 69,450, the Physical Education was considered as "activity that, for its ways, processes and techniques, develops and improves physical, moral, civic, psychic and social forces of educando"(PCN, 2001:22), thus keeping, the emphasis in the physical aptitude, either for the organization of the activities, as for its control and evaluation.

In the decade of 80, the quarrels under the influence of the critical theories of the education had started, what also it reached the Physical Education extending its vision of a biological area, for the psychological, social dimensions, cognitivas and affective, starting to consider the pupil as an integral human being.

With the Law of Lines of Direction and Bases of 20 of December of 1996, the Physical Education comes transforming its action into intention to consider the particularitity of the population of each school, as well as evidencing its concern with the project pedagogical politician of the school, assuming the characteristics of social valuation, having as estimated theoreticians the corporal culture.

With the search da overcoming da conception of one disciplines come back pair to the physiological aspects and technician, the Physical Education, currently, understands that it is basic to increase to these aspects the dimensions, cultural, social, politics and affective, being that these are gifts in any citizen, since that this is perceived and understood as a citizen, therefore subject social that lives deeply its action through its body.

With relation to the contents that understand the knowledge on the body, they are boarded the anatomical, physiological,

biomechanic knowledge and biochemist, leaving of the idea of that the motor abilities will have to be learned during all the escolaridade, of form to take the pupil to understand and to perceive its proper body, analyzing you sweat movements in the time and the space (PCN's, 2001).

Already the rhythmic and expressivas activities, are the block of contents where the manifestations of the corporal culture are enclosed, therefore it presents the intention of expression and communication through the sonorous stimulatons for the development of the corporal movement. Therefore it works with the dance and the sung tricks, what it will make possible the professor to subsidize the understanding for the pupils of the dance "as artistic language".

As sports, games, fights and gymnastics it is another block of contents to be explored, fits to detach that the sport is considered as the practical ones that they adopt "rules of official and competitive character, organized in regional, national and international federacies that regulate the amateur performance and the professional" (PCN, 2001:48).

The games, are understood as those activities that even so are of competitive character, are exerted of cooperative form, in diverse situations of the daily one as simple pastime and diversion. Therefore, the regional tricks, the games of hall, table, tray, street and the infantile tricks in general way are included enter games " (PCN, 2001:49).

The fights are characterized for specific regulation, the end "to punish attitudes of violence and disloyalty" and the gymnasticses, are techniques of corporal work, that aim at the "perception of the proper body: to have conscience of the breath, to perceive relaxation and tension of the muscles, to feel the joints at last "(PCN, 2001:49), they can serve of preparation for other modalities of activities.

Ahead of that content for this block is established as, it is that the sports with baton and raquetes are rescued (baseball, tennis of table, tennis of field, golf), as possibilities of magnifying of the cultural knowledge of a population. Therefore they can and they must be part of the contents explored in the lessons of Physical Education.

Understanding the importance of the use of these metodológicos resources, we could use the Tennis of Field. A modality that use three different lands of performance, raquetes and small balls that also possess one high cost. The Tennis, however, already sufficiently is known in our national state which had to the access the popular media in the last years, for having one ídolo Brazilian that it reached the top of the champions. Sport this that possesss in practical its different motor requirements corporal-cognitivas for example of the demanded ones in the Golf, therefore while the golf requires a fine cognitiva ability and needs, using the notion of space and time ally to the control of force and sense of direction, the field tennis demands of the pupil physical explosion and tactical exploration, joining the exploration of diverse developed muscular groupings with the technique.

Another alternative sport that we can point out in the lessons of Physical Education is the Tennis of Table, therefore even so it is present in the pertaining to school context, finishes for not being worked with the pupils the diverse forms to develop it. The Tennis of Table, as well as the Tennis of Field also works very strong the question of the fine execution of the movements, however in shorter and more dynamic spaces, demanding maximum speed of sinapse nervous that it will offer a taking of instantaneous decision. Also we can detach Alternative Sports games as of Baseball.

The learning of the Baseball when initiated with the age from 6 years, first with the playful experience, it makes possible the child to learn: to have education, culture, it disciplines, friendship, union, honesty, responsibility, courage, spirit of fight and patience (http:// www.scielo.br). An initiated time the learning, and if applying to the perfect technique, the game if becomes each more interesting time, and with passing of the time it perceives that beisebol/softbol is not only to play, to strike the shot ball, to run to grasp the ball or to run between the bases; but what valley is the spirit and will to win the game, either the amateur or professional practitioner.

In the school we can use the baseball in the lesson of Physical Education improvising the equipment, as for example, using parquet blocks as baton, balls of tennis of field for normal and the buckets to make the form marking that the pupils run for return of them. Therefore, forms of the professional exist to make use of the metodológico resource, exactly without counting on the specific esportivo material.

Contextualizando the practical one of education through the Alternative Sports in relation to the pedagogical boardings of conception of education, we are supported by the emancipatória critical boarding and didactic Comunicativa, or either, communications.

The emancipatória critical boarding is centered in the education of the sports that was conceived for the Pertaining to school Physical Education. The use of the alternative sports searchs an ample reflection on the possibility to teach the sports for its didactic-pedagogical transformation and to become education an education for the critical and emancipated ability. With this idea, paradigms are broken and obscure parts of the Curricular Parameters are explored.

A pupil directed for a emancipatória critical vision is prepared to analyze its performance in its objective and subjective envolvement in the individual and situacional plan being given to it possibility to it to create the situation, leaving of being only one has asked for to be moved by the professor to become functional instrument in the lesson, creating solutions for its questionings, what he comes to the meeting of that pontua Kunz (1996:144) when affirms that: "a emancipadora Education, come back toward the formation of the citizenship of the young that leaves of being mere instrumentalização technique for the work, and starts to be the gerenciadora of the construction of critical and participativos citizens".

The comunicativa didactics is oriented for the development of conscientious a questionadora and argumentativa capacity of the pupil on the boarded subjects in lesson, in this emancipatória critical conception was understood as one to act comunicativo. Through this acting, the pupil participates in the conduction and in the construction of the lesson getting of the professor information that will be configured and reorganized in accordance with its you live deeply and its abilities. A time that the pupil has in the hands the power of being critical, practical its how much formador of opinion it plays a function of encouraging of proper itself for the accomplishment of practical the corporal alternatives, taking it it a higher level of creative cognitiva capacity. This vision if relates with the boarding of the conception of open lessons is what it detaches Bracht (1999:19), when says:

The conceptions of education are opened, when the pupils participate of the decisions in relation to the objectives, contents and scopes of transmission or inside of this complex of decision. The opening degree depends on the degree of co-decision possibility. The possibilities of decision of the pupils are determined each time more for the previous decision of the professor.

The central idea would not be the lack of teaching domain in the imposition of the content, but yes the arrival to an objective determined for the professor for distinct ways that will vary of them you live deeply of each pupil. The professor leaves of being only one repassador of the knowledge to assume each time plus a paper of mediator in the construction of each pupil of this knowledge.

Thus we perceive that practical the pedagogical one of the professor of Physical Education, as of all excessively the professors, must be pautada in the search of the autonomy of and with the educandos, autonomy this that if it only gets for the critical construction of the being, for the possibility of reflection and freedom of choice, being essential the together work to the educandos with differentiated metodológicos resources, using the Alternative Sports.

For in such a way the present research it is characterized as qualitative, of the type research-action, therefore it searchs the meaning of the facts in the context where they occur, or either, in the proper school and you live deeply of the citizens. It is the type of study that if foca in the way as to the definitions if they form, through fenomenológicas analyses or dialectics (BOGDAN & BIKLEN, 2004).

Being the characteristic of the qualitative inquiry it is to collect given in the source the present research directly in as intention to investigate the possibility to work with the development of practical metodológicas differentiated in the lessons of Physical Education using the Alternative Sports and searching the agreement of as they can assist in the one in the learning and corporal conscience of the pupils.

As Bogdan & Biklen (1994) the researcher can lead its studies through the action plan, instrument these that can be considered as a descriptive declaration, formal, contends methods and procedures, on the way as it goes to work in elapsing of the

collection of data of the research.

Ahead of this type of research, he opted himself to using instruments as the plan of action, informal protocols of comment, colloquies and interviews, so that let us can identify and interpret referring information to the boarded subject.

To carry through the analyses, first we will systemize the data collected, identifying standards and thus establishing categories under different aspects that can be learned on the thematic one studied, therefore as pontua According to Bogdan and Biklen (1994, p.205)"the analysis involves the work with the data, its organization, division in manipulable units, synthesis, search of standards, discovery of the important aspects and of that it must be learned, and the decision on what it goes to be transmitted to the others".

The research was developed in the Municipal Net of Education of Itajaí/SC, in the Basic School Alberto Professor Werner, as secundariamente involved citizens the administrative team of the school and the Professor of Physical Education, and directly involved all the pupils regularly registered in the groups of 5ª 8ª series of Basic Ensino, in view of that the Basic Education will have to reach in the three following semesters all. The educandos of this school, in its great majority, are children of the local community, which presents characteristics economic partners little favored.

The collection of the information was made through colloquies with the professors of Physical Education, the administrative team of the searched school, and later of the occured experiences at the monitoria moments.

At the comment moments, informal colloquies, interviews with the administrative team, Professor of Physical Education and educandos, in the Plans of Action, the schedules and periods of intervention allowed them to organize the structure of the practical lessons using as documents, besides making possible the understanding and choice of the metodológica boarding to be used at the monitoria moments. It also offered, subsidies to evidence the material resources that the school offered and the ones to us that we would have to construct, with or without aid of the educandos. It was at these moments that we could in approaching them and searching to know the diverse groups of pupils and to perceive, its characteristics, its gostos, its attitudes in the practical lessons, its referring desires to disciplines, as well as its difficulties.

The following step was to the organization of the Plans Action for the monitorias, being that in each one of them, we were evaluated by the Orienting Teacher under the form as we had acted, or either, our metodológica didactics. These monitorias had been thought and structuralized, according to that it was foreseen in the Plan of Education of the proper institution. You live deeply them carried through in them made possible the survey of problematic of research and a form of development of the activities of the lessons of Physical Education in the future interventions, therefore in it allowed them to establish a specific metodológica boarding to work with the pupils in the development of the three following semesters of period of training.

Giving continuity to the works we determine as we would work in the distribution of the referring activities to each type of Alternative Sport and the minimum time necessary to develop them. The interventions had always occurred during the lessons of Physical Education of each group, being respected moments of heating, work with the beddings, and moments of game. The lessons of Physical Education of the school consist of lessons of one hour, time this that was used for the intervention. The researchers will construct plans of lesson with the description of the activities to be carried through, objective of learning, evaluation and contents to be worked, aiming at, always, the use of the Alternative Sports.

You live deeply them of monitorias, in made possible them to evidence that the boarding criticizes emancipatória is the adjusted methodology more for the development of the project of period of training for the three following semesters, therefore we could perceive that the participation of the pupils in the practical activities and its behaviors in the carried through activities and the pertaining to school context, had been gradual being modified. He favored the reflections between practical theory and, therefore he in such a way made possible me one constant process of learning in that the pedagogical didactic actions say respect, as in the importance to be searching professors, has seen the fact of that with the constant reflections for reorganization of the Plans of Action and you live deeply, was possible to perceive the importance always to search subsidies to deal with our object education with the professional commitment that we must have and that the educandos have right.

3, FINAL CONSIDERAÇÕES

Having as base the current pertaining to school context, where the practical one of disciplines of the Physical Education, still demonstrates continuity of the previous paradigms to that it is considered by LDB 9,394/96, that backwards the corporal culture as primordial bedding of the education of the Physical Education, we understand that the emancipatória critical boarding is the one that more will give sustentation for a practical metodológica didactic that it answers the necessities of a resume directed toward the construction and appropriation for the educandos of its conceptions and understanding of the body and its forms of manifestation in the sociocultural context, thus favoring the formation of critical, participativos and transforming citizens of contextual reality, conception this established by the National Curricular Parameters for Basic Ensino (PCN's, 2001).

You live deeply through the monitorias showed them the importance that exists of the professional Professor of Physical Education, to perceive itself as responsible for a study object that cousin for the aiding to educating of if auto knowing and being able to have access the esportivas information constituted socially, as much the ones whom they are considered as popularized, as those considered elitizadas. E also favored to the agreement that, all professional must search solutions to minimize the lack of material resources for the development and oferecimento of information established for the pertaining to school resume, as it was the resources established for this work "Alternative Sports".

What it comes to meeting of that in them detaches Freire (1996:27) when affirms "[...] is not to transfer knowledge, but to create possibilities for its production or its construction if it accomplishes through the proper manifestation of each one", or still as it detaches Kunz (2004:165) when pontuar that "the pertaining to school Physical Education is one practical one that has great influence in the formação/condicionamento of the Human Movement. It consists in lócus social more important, in the majority of the times, for the determination of felt of the corporal culture [...] ".

Therefore we understand that in the case of the school not to possess the materials adjusted for the practical ones, a good solution is the use of alternative materials, even though confectioned in the proper lesson. The adaptation of diverse sports that do not possess structure to work in the school is an ability of the professor that it needs to be extended and to be developed to each day, getting capacities to create cabíveis solutions in different the situation-problem of the daily one.

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SPORTS ALTERNATIFS : UN ABORDAGE CRITIQUE EMANCIPATÓRIA DANS LE CONTEXTE SCOLAIRE
ABSTRACT

Understanding the work of it disciplines of Physical Education as the moment where the pupils understand its proper corporeidade, this work has for objective to prove that the insertion of the practical one of alternative sports in the lessons of this disciplines makes possible the change of position and behavior of the pupils and mobilizes the interest in the practical one and lives deeply corporal. The work was developed in disciplines them of Supervised Period of training: Practical research of the Pedagogical and Practical Professor - Integrated Projects, having as research field the Basic School Alberto Professor Werner, which belongs to the Municipal Net of Education of Itajaí/SC. With the intention of better understanding the research process, the work, it had as base the principles of the qualitative research, being used for collection of the data instruments as: informal interviews, participant comment, guided by daily of field and stages of planned monitorias. They had been citizens of the research, the administrative team of the school, the professor of Physical Education and the pupils registered the groups of 5ª 8ª series of Basic Ensino. The research occurred in the period of March á June of 2006 with the intention of problematizar the teaching action to identify problematic, a discutiz one it and to consider metodológicas alternatives, using as education object alternative sports. The organization of the Plans of Action for the interventions in the stages of monitoria, was made possible by the previous moments of participant comment and informal interviews, favoring the reflections of the context of the lessons of Physical Education and lives deeply with a differentiated methodology. The experience of the monitorias made possible the joint practical theory, new reflections and reorganization of the following monitorias. The analysis of the collected data contributed for the understanding of the paper of the professor as mediating in the process of position changes and behavior of the pupils related to its you live deeply corporal and showed to the importance of the use of the alternative sports as resources didactic metodológico. **Word-keys**: Pertaining to school Physical Education - Alternative Sports - Practical Metodológicas

SPORTS ALTERNATIFS : UN ABORDAGE CRITIQUE EMANCIPATÓRIA DANS LE CONTEXTE SCOLAIRE
RÉSUMÉ

En comprenant le travail de la discipline d'Éducation Physique comme le moment où les élèves comprennent leur propre corporéité, ce travail a objectif vérifier que l'insertion de la pratique de sports alternatifs dans les leçons de cette discipline rend possible le changement de position et la conduite des élèves et mobilise l'intérêt dans la pratique et vit intensément corporel. Le travail s'est développé dans les disciplines de Stage Supervisé : Recherche de la Pratique Pédagogique et Pratique Professeur - Projets Intégrés, ayant je mange champ de recherche l'École Basique Enseignant Alberto Werner, qui appartient au Filet Municipal d'Enseignement d'Itajaí/SC. Avec l'intention mieux de decomprendre du processus de recherche, à travail, a eu comme base les principes de la recherche qualitative, étant utilisé pour rassemble des données des instruments comme : entrevues informelles, commentaire participant, guidé par quotidien de champ et d'étapes de monitorias prévues. Ce ont été des sujets de la recherche, l'équipe administrative de l'école, l'enseignant d'Éducation Physique et les élèves inscrits dans les groupes de 5ème A 8ème série de Ensino Fondamental. La recherche s'est produite le la période de mars á juin 2006 avec l'intention de problematizar l'action enseignante identifier une problématique, discutiz l'et proposer des alternatives méthodologiques, utilisant je mange objet de enseigne des sports alternatifs. L'organisation des Plans d'Action pour les interventions dans les étapes de monitoria, a été rendue possible par les moments précédents de commentaire participant et d'entrevues informelles, favorisant les réflexions du contexte des leçons d'Éducation Physique et vis intensément avec une méthodologie différenciée. L'expérience des monitorias a rendu possible le joint théorie pratique, nouvelles réflexions et réorganisation des monitorias suivantes. L'analyse des données rassemblées a contribué à la compréhension du rôle de l'enseignant mange médiateur dans le processus de changements de position et conduite des élèves rapportées à leurs tu vis intensément corporels et a montré l'importance de l'utilisation des sports alternatifs mange des ressources didactique méthodologique. **Palavras-chaves**: Éducation Physique Scolaire - Sports Alternatifs - Pratiques Méthodologiques

DEPORTES ALTERNATIVOS: UN ABORDAJE CRÍTICO EMANCIPATÓRIA EN EL CONTEXTO ESCOLAR
RESUMEN

Al incluir el trabajo de la disciplina de Educación Física como el momento en que los alumnos comprenden su propio corporéité, este trabajo tiene objetivo comprobar que la inserción de la práctica de deportes alternativos en las lecciones de esta disciplina hace posible el cambio de posición y la conducta de los alumnos y moviliza el interés en la práctica y vive corporal intensamente. El trabajo se desarrolló en las disciplinas de Período de prácticas Supervisado: Búsqueda de la Práctica Pedagógica y Práctico Profesor - Integrados Proyectos, teniendo como campo de investigación la Escuela Básico a Enseñar Alberto Werner, que pertenece a la Red Municipal de Enseñanza de Itajaí/SC con la intención mejor de decompre del proceso de investigación, dado que se utilizó a trabajo, tuvo como base los principios de la investigación cualitativa, para reúne datos de los instrumentos como: entrevistas informales, comentario participante, guiado por diario de campo y etapas de monitorias previstas. Este fueron temas de la investigación, el equipo administrativo de la escuela, el profesor de Educación Físico y los alumnos inscritos en los grupos de 5.o A 8.o serie de Ensino Fundamental. La investigación se produjo el período de marzo junio de 2006 con la intención de problematizar la acción que enseñaba definir una problemática, discutiz y proponer alternativas metodológicas, utilizando yo lo come objeto de signo de los deportes alternativos. La organización de los Planes de Acción para las intervenciones en las etapas de monitoria, fue posible por los momentos anteriores de comentario que participaban y de entrevistas informales, favoreciendo las reflexiones del contexto de las lecciones de Educación Física y tornillo intensamente con metodología diferenciada. La experiencia de los monitorias hizo posible la junta teoría práctica, nuevas reflexiones y reorganización de los monitorias siguientes. El análisis de los datos reunidos contribuyó a la comprensión del papel del profesor come a mediador en el proceso de cambios de posición y conducta de los alumnos informados a sus vive corporal intensamente y mostró la importancia de la utilización de los deportes alternativos come recursos didáctico metodológico.

Palavras-chaves: Educación Física Escolar - Deportes Alternativos - Prácticas Metodológicas

ESPORTES ALTERNATIVOS: UMA ABORDAGEM CRÍTICO EMANCIPATÓRIA NO CONTEXTO ESCOLAR
RESUMO

Entendendo o trabalho da disciplina de Educação Física como o momento em que os alunos compreendem sua própria corporeidade, este trabalho tem por objetivo comprovar que a inserção da prática de esportes alternativos nas aulas dessa disciplina possibilita a mudança de postura e conduta dos alunos e mobiliza o interesse na prática e vivencia corporal. O trabalho desenvolveu-se nas disciplinas de Estágio Supervisionado: Pesquisa da Prática Pedagógica e Prática Docente - Projetos Integrados, tendo como campo de pesquisa a Escola Básica Professor Alberto Werner, a qual pertence à Rede Municipal de Ensino de Itajaí/SC. Com a intenção de melhor compreender o processo de pesquisa, a trabalho, teve como base os princípios da pesquisa qualitativa, sendo utilizado para coleta dos dados instrumentos como: entrevistas informais, observação participante, guiada por diário de campo e etapas de monitorias planejadas. Foram sujeitos da pesquisa, a equipe administrativa da escola, o professor de Educação Física e os alunos matriculados nas turmas de 5ª a 8ª série do Ensino Fundamental. A pesquisa ocorreu no período de março á junho de 2006 com o intuito de problematizar a ação docente identificar uma problemática, discuti-la e propor alternativas metodológicas, utilizando como objeto de ensino esportes alternativos. A organização dos Planos de Ação para as intervenções nas etapas de monitoria, foi possibilitado pelos momentos anteriores de observação participante e entrevistas informais, favorecendo as reflexões do contexto das aulas de Educação Física e vivencias com uma metodologia diferenciada. A vivência das monitorias possibilitou a articulação teoria prática, novas reflexões e reorganização das monitorias seguintes. A análise dos dados coletados contribuiu para a compreensão do papel do professor como mediador no processo de mudanças de postura e conduta dos alunos relacionadas às suas vivencias corporais e mostrou a importância da utilização dos esportes alternativos como recursos didático metodológico.

Palavras-chaves: Educação Física Escolar - Esportes Alternativos - Práticas Metodológicas.