117 - CULTURE OF THE MOVEMENT: CONSTRUCTING FELT/MEANINGS IN THE LESSONS OF PHYSICAL EDUCATION

TIAGO CRISTIANO RÉGIS BARBOZA; GUSTAVO OF ANGELIS; DINÁ CORBETTA OF SILVEIRA
University of the Valley of the Itajaí - UNIVALI, Itajaí, Santa Catarina, Brazil
silveira@univali.br

1. INTRODUCTION

As Physical Education teacher, we are always interested to optimize the performance and development of this subject in the schools, and verify that inspite our devotion to the function that we occupy, using modern education methods , we still find unsatisfactory resultes . What happens is that the objectives of the Physical Education and the objectives in the general planning are very vague, many plans are inadequate and the lessons do not produce, at least, the expected results, having in mind what Bracht (1999:81) ponders when affirms that "[...] it is necessary to clearly have that the correct use of a new referencial to understand the human movement is in the dependence of social imaginary change on the body and corporal activities". The students, because of not knowing the Physical Education importance, and due to lack of knowledge and learing technics, individually or in group, are not motivated for the lessons, because not being aware of the methods and its principles.

In this Kunz perspective (2004b:165) he affirms that "the Physical Education has a great influence the formation/conditioning for direction/means of the Human Movement", in a way that start to constitute as a culture of the movement, understanding for movement a dialogue between the man and the world, extending [...] the conception of *if to put in movement as a* relationary fenomenológical event.

Based on the understanding, and the conception that practicing the pedagogical activities must consist in a emancipation process of the citizens .We realized during the monitoring activities, that this was not usual between the Physical Education teachers, having in mind what Bracht (1999:78) points when affirming that "the picture of the pedagogical proposals in this area has more options. In spite pedagogical excercize still resists to changes, that means that it is still based on the paradigma of the physical and sports ability [...]", or incorporating practical old speeches and bringing up to date. Thinking in this direction, what we propose is to consider to use in a pratical way during the lessons of the Physical School Education, the emancipatóry critical point of vue, that really searchs the autonomy of the citizens and the construction close to the educators of the directions/meanings of the corporal culture.

For this, the present research-action, intends to build together with the educators the sens/meanings of the culture movement, starting with previous knowledge , feeling themselves as citizens while they perceiving their own and proper development in a critical and emancipatóry way.

2. THE MOVEMENT CULTURE AND THE CORPORAL KNOWLEDGE - A CRITICAL EMANCIPATÓRY POINT OF VUE

In an critical emancipatóry understanding of the Physical Education School , no movement can be studied/analyzed as something in itself, therefore nobody can isolate the objects movement from the human being that moves (KUNZ, 2004a), in a way that is necessary to review teacher pratical pedagogical of Physical Education at to school environment.

Kunz (2004b:162) remembers us them that "the Human Movement in the called Sports Sciences, or Physical Education, has received always an interpretation based on the analysis from Natural Sciences, which is: it has been interpreted as a physical phenomenon that can be recognized and clarified in a simple and very objective form, independent, also from, the proper Human that realize it", initiating therefore a necessary reflection ,about the way the Physical Education was structuralizing throughout its own development.

The author still considers that the human being is conditionated by genetic points, cultural and of classroom, but not determined by them, in way that teaching "[...] is not *to transfer knowledge*, but a creation possibilities for his production or construction" (FREIRE, 1996:23). Therefore, Freire (1996) understands that who educates, if educates when educating and that who is educated, educates to the educated human being, in a way which does not exist education without learning. The learning is seen as dialeticaly related to the development and, both, as dialética l and dialógue processes, which is, based in the movement of contradictions, builded cultural and historically.

We realize, in this way, that pedagogical practical of the teacher of Physical Education, as well as all the others educators, must be based in the autonomy searching of themselves and with the educators, which autonomy that only can be obtained through the critical construction of the human being, to get the reflection possibility and choice freedom, being essential the construction, next to the educators, of sens/meanings of the movement culture.

The present research has a qualitative character, with a point of view which seeks to understand how the directions/meanings of the movement culture, build in the lessons of Physical Education, contributes that the educators can realized as citizens of their own development.

Bogdan and Biklen (1994:16) declare when "we use the expression *qualitative inquiry* as a generic term that groups diverse strategies of inquiry which divide determinated features ", being necessary to clarify which would be the features of this inquiry.

Therfore, we can declare that the qualitative research is based on the understanding of that:

a) the direct data source is the natural environment, being the investigator the main instrument; b) the inquiry is descriptive; b1). the process is more important to be understood and analyzed instead of the resulted/product/; b2) has tendency in analyzing the data in a inductive form e; c) the meaning is of vital importance for the construction of the knowledge (BOGDAN and BIKLEN, 1994).

The citizens of this research had been the regularly registered educators at the Application College of the UNIVALI, from the Childish Education to High School, who participated to the lessons of Physical Education during the period of application to which they participated at the same time they frequent. The Application College of the UNIVALI is part of a private school net education. As all college of application, it was created with the purpose to make possible to the academics of the most various graduation disciplines and pos-graduation of the University, research application field, accomplishment of periods of training and

[1] Acadêmico do Curso de Educação Física, 5º período
[2] Acadêmico do Curso de Educação Física, 5º período
[3] Mestre em Psicologia - PUCRS/UNIVALI - Professora do Curso de Educação Física, disciplinas de Introdução á Educação Física, Educação Física na Educação Infantil, Metodologia do Ensino da Educação Física, Estágio Supervisionado: Pesquisa da Prática Pedagógica e Prática Docente - Projetos Integrados - UNIVALI - silveira@univali.br

programs of extension. The educators of this school, in their great majority, are suns of employees and professors of the University itself.

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

The dialogue with the teachers and administrative staff ,allowed us to realize, the existing material resources at the school for practising the Physical Education, as well as understanding the systematics of functioning of this discipline in the school. Therefore, we could have the perception of the following factors: the organization of the lesson schedules , its distribution and the physical space at the school, the policies pedagogical project, the lessons structure , the methodology used by the teacher, and its conceptions, among others things. Also we learned the various students groups and to perceive, their characteristics, their preferences in terms of activities about the lessons of Physical Education, what they desire referring to disciplines, as well as difficulties.

This study made possible the creations of Action Plans for the monitories, which had been developed for groups of basic education. In each monitory staff, we were evaluated under the form as we had acted, and also in the way the students speak and involved in the developed activities. These monitories has been thought and structuralized, according to foreseen Plan of Education of the same institution. This study made possible discuss the problematic of research and a form of development of the activities of the lessons of Physical Education in the future interventions, what allowed us to establish a methodológy boarding specific to work with the students ,in the development of the other periods of training.

With problematic and the method to be used in the established interventions, it was necessary to determine how we would work to take conscience of what students learned.Then we establish at the beginning of the intervention, and in the other semesters, we will realize a concil where the searchers will start the thematic culture of movement and global development for the educators (respecting and adapting the question for the educators in the most various age lines), recording the answers and ideas that will be said. In the last meeting with the researched citizens, a new concil with the same technique will be realized, where it will be again enter with the thematic culture of the movement and global development, with the purpose to analyze if the intervention realized for the construction of knowing the culture of the movement during the lessons of Physical Education had come to contribute in order the educators if perceived themselves as citizens of their own development. This concil also will be recorded e, both the writings (of the first one and of it finishes assembly), will be transcribing for posterior analysis.

The interventions will happen during the lessons of Physical Education of each group. The searchers had taking care the lessons of Physical Education during period to be determined, with the groups of Infantile Education till to high school.

The lessons of Physical Education of the school consist in periods of fifty minutes, time which will be used for the intervention .The searchers will construct lessons plans with the activities description to be realized , with the learning objective ,evaluation and contents to be worked, always looking for the construction of sens/meanings of the movement culture.

During the lessons/interventions, the searchers will point out to the educators the directions/meanings of the movement culture worked and, in concil, will look for to construct with these, sens/meanings of the movement culture and relations between these and the educators development in the most various figure aspects (cognitive, affective, social, motor, etc), having in mind that we understand that the human being is not fragmented.

Kunz (2004b:165) affirms that " the school Physical Education is an act which has great influence in the constitution/conditioning of the sens/meant of the Human Movement. It consists in *lócus* social more important, most of the time, for the determination of this sense [...]", being this the reason for which the intervention will occur during the lessons of Physical Education.

The information collected through the recorded councils, will be analyzed following the proposals of Content Analysis, having as established categories *a priori*: sens/meanings of the educators on the movement culture; relation of the directions/meanings of the educators on the movement culture and the global development of these. Other categories could in accordance with the collected informations could be created.

The experiences lived during the monitories, shown us, the forms more adequate to structuralize our project of development of the period of training, showing us that the school identity established for the Project Pedagogical Politician, must be kept, and that the methodology of work of the professor must be accordingly with the contextual reality, which allow them to detach the critical emancipation boarding as form to develop our future interventions, therefore offers us the methodology most adequate for the educational work considered proposed by the PPP of the school unit.

3. FINAL CONSIDERAÇÕES

Understanding that, the human movement is understood as a form of communication with the world, the proposal criticizes emancipatória in the works of it disciplines of Physical Education points with respect to the tematização of the elements of the culture of the movement, of form to develop in the pupils the capacity to analyze and to act critically in this sphere, that is, to be understood as citizens of its proper development.

The emancipatória boarding critical was for us detached for the development of the works with the pupils for the fact to have as objective end the pedagogical critical emancipation, action this that comes to the meeting of the Proposal Pedagogical of the School, when the same one establishes that it has the mission to form critical and participativos citizens, transforming of its reality. Therefore, as it affirms Kunz (2004a):

[...] the subject pupil while of the education process must be enabled to its participation in the social , cultural and esportiva life, what it not only means the acquisition of a capacity of functional action, but the capacity to know, to recognize and to problematizar sensible and meanings in this life, through the critical reflection.

Being thus we can affirm that, to recognize the critical participation and emancipatória of educating the e, at the same time, of the intervention of the professor for the learning of specific contents, in the case the Physical Education, is the basic base so that educating can be subject of its proper formation, but not any citizen, and, yes, a citizen that establishes relations dialectics and dialógicas with the half professor and its ambient and sociocultural one. For in such a way they pontuam that it fits to the educational field to propitiate to the pupils the capacity to live deeply different forms of sociopolítica and cultural insertion.

Therefore it is necessary that in the process of teach-learning, the used methodologies, they search to make use of strategies that make possible the construction of the knowledge, the argument, the critical spirit, the limits, at last, that they propitiate to the pupil the discovery of its potentialities as well as the use of the same ones.

For this it is necessary that the work of the Physical Education in the schools adopts a metodológica position of teach-learning that favors "(...) the development of the autonomy, the cooperation, the social participation and the democratic affirmation of value and principles" (BRAZIL, 2001a:28). Being thus, it can be said that the Physical Education has the incumbency to deepen quarrels/reflections on ethical and social aspects. Kunz (2004a:31) comes to contribute in this quarrel, being pointed that "the subject pupil while of the education process must be enabled to its participation in the social, cultural and esportiva life, what it not only means the acquisition of a capacity of functional action, but the capacity to know, to recognize and to problematizar sensible

and meanings in this life, through the critical reflection".

3 REFERENCES

BOGDAN, Robert; BIKLEN, Sari. Characteristics of the qualitative inquiry. In: BOGDAN, Robert; BIKLEN, Sari. **Qualitative inquiry in Education:** an introduction to the theory and the methods. Port: Port Publishing company, 1994.
BRACHT, Valter. The constitution of the pedagogical theories of the physical education. In: **Notebooks You yield.** n. 48. Available in: www.scielo.br. Removed in: 23/06/2006.
BRAZIL. **National curricular parameters.** vol.7. Brasilia: MEC/SEF. 2001a.
BRAZIL. **National curricular parameters:** 5ª 8ª series. Brasilia: MEC/SEF, 2001b.
FREIRE, Pablo. **Pedagogia of the autonomy:** to know necessary practical the educative one. 33.ed. São Paulo, 1996.
KUNZ, Elenor. **Didactic-pedagogical transformations of the sport.** 6.ed. Ijuí: Unijuí publishing company, 2004a.
KUNZ, Elenor. **Physical education:** education & changes. 3.ed. Ijuí: Unijuí publishing company, 2004b.
TO SOUND, Carmem Lúcia. **Methodology of the education of Physical Education.** São Paulo: Cortez, 1992.

Rua Maria Sedrez, nº142, Fazendinha, Itajaí, Santa Catarina, Brasil CEP 88306-180
Fone (047) 33440195 / 99650175 - silveira@univali.br

CULTURE OF THE MOVEMENT: CONSTRUCTING FELT/MEANINGS IN THE LESSONS OF PHYSICAL EDUCATION

ABSTRACT

This work has for objective to present reflections on the directions/meanings of the culture of the movement, constructed in the lessons of Physical Education, in the College of Application of the UNIVALI. The work was developed in disciplines them of Supervised Period of training: Practical research of the Pedagogical and Practical Professor - Integrated Projects were pautou in the principles of the qualitative research, and the collection of data was become fullfilled by means of interview, participant comment, guided by daily of field and planned monitorias. The research occurred in the period of March the June of 2006 with the intention of problematizar the teaching action to identify problematic, a discutiz one it and to consider metodológicas alternatives. The experience of the monitorias made possible the joint practical theory, reflection of the context of the pertaining to school physical education and organization of the plan of action for the interventions. The analysis of the collected data contributed for the understanding of the paper of the professor as mediating in the process of constitution of sensible and meanings related to the corporal culture.

Word-keys: Pertaining to school Physical education - Corporeidade - Alternative Metodológicas

CULTURE DU MOUVEMENT: EN CONSTRUISANT SENS/SIGNIFICATIONS DURANT LES CLASSES D'ÉDUCATION PHYSIQUE

RÉSUMÉ

Ce travaille a comme objectif de presenter des reflexions sur les sens/significations de la culture du mouvement, constrís durant les classes d'Éducation Physique, a l'Univeersite Univali durant le College. Le travail a ete developpe durant lês disciplines de Stage Supervisione: la recherche de la Pratique Pedagogique et des Professeur - Projets Integrés ce sont basés selon les principes de la recherche qualitative et atravers la compilation dês donnés colectées, atravers dês entrevues et com entaire des participants guider par la coodenation, d'informations "in loco", et atravers les supervisionements prevus. La recherche s'est produite entre mars et juin 2006 avec l'intention de decouvrir des problemas de l'action enseignante et identifier les-mêmes pour discuter des alternatives methodologiques. L'expérience de supervisionement a rendu possible etudier et avoir une reflexion du cõteé pratique et theorique dans le contexte de l'éducation physique escolaire et l'organisation d'um plan d'action pour les interventions. L'analise des donnés collectés a contribué pour compredre lê role du professeur comme mediateur du proces de la contributiondes sens et des raisons arelaciones a la culture corporelle.

Palavras-chaves: Éducation Physique Escolaire - Corporeité - Alternatives Methodologiques

CULTURA DEL MOVIMIENTO: CONSTRUIR EL DIRECCIONES/LOS SIGNIFICADOS EN LAS CLASSES DE EDUCACION FíSICA

RESUMEN

Este trabajo tiene por objetivo de mostrar reflexiones sobre las direcciones/los significados de la cultura del movimiento, construidas durante las classes de educacion física, en la Universidad UNIVALI, no Colégio de Aplicação, durante los ensayos. El trabajo fue desarrollado en disciplinas durante el período de entrenamiento supervisionado a través de investigacion pratica y pedagógica - pautada em pesquisas quualitativas. El recogimento de datos fue hecho por médio de entrevistas y observaciones de los participantes, guiadas a través de diario de campo y monitorias planeadas. La investigacióon sucedeu durante el período de março a junio de 2006 com objetivo de crear y identificar los problemas de accion de la enseñanza y discutir-las sugiriendo alternativas metodológicas. La experiência de las monitorias permitio que con la articulación entre la parte pratica y teóríca, huviera uma reflexion em el contexto de la educacion física escolar y una organizacion de um plan de accion para intervenciones. La analise de los datos recogidos contribuyo para la comprension del papel del profesor, como mediador del processo de constitucion de los sentidos y significados relacionados com la cultura corporal.

Palabra-llaves: Educacion física de la escuela - Corporeidade - Alternativas Metodológicas

CULTURA DO MOVIMENTO: CONSTRUINDO SENTIDOS / SIGNIFICADOS NAS AULAS DE EDUCAçãO FíSICA

RESUMO

Este trabalho tem por objetivo apresentar reflexões sobre os sentidos/significados da cultura do movimento, construídos nas aulas de Educação Física, no Colégio de Aplicação da UNIVALI. O trabalho desenvolveu-se nas disciplinas de Estágio Supervisionado: Pesquisa da Prática Pedagógica e Prática Docente - Projetos Integrados pautou-se nos princípios da pesquisa qualitativa, e a coleta de dados realizou-se por meio de entrevista, observação participante, guiada por diário de campo e monitorias planejadas. 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. A vivência das monitorias possibilitou a articulação teoria prática, reflexão do contexto da educação física escolar e organização do plano de ação para as intervenções. A análise dos dados coletados contribuiu para a compreensão do papel do professor como mediador no processo de constituição de sentidos e significados relacionados à cultura corporal.

Palavras-chaves: Educação Física Escolar - Corporeidade - Alternativas Metodológicas.