133 - SPEAK THE WORLD, READ THE WORLD AND TO REGISTER THE WORLD: PRACTICAL HISTÓRICO-SOCIAIS THAT IF MATERIALIZE IN A METHODOLOGY OF TEACH FOR THE PHYSICAL EDUCATION IN HIGH SCHOOL

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INTRODUCTION

Observing it absence of a systemize methodology and a work with significant contents to the pertaining citizens to Average Ensino, as well as the position of the professors, had as mere transmitters of knowledge, in this article presents a methodology centered in description-social parameters - having as steps the orality, the reading and the writing - in a work where the vertebrador axle will be the considered Articuladores Elements in the Curricular Lines of direction of the Physical Education for Average Ensino of the State of the Paraná (DCEFEMPR - Julho/2006).

The Transversal Subjects, gifts in the National Curricular Parameters, had been also significant for the referring work.

The World-wide Declaration on the Education for All detaches, in one of its articles, that all person - child, adolescent or adult - must be able to benefit itself of a conceived formation to answer to its basic educative necessities. These necessities understand the essential instruments of learning in such a way (reading, writing, verbal expression, calculation, resolution of problems) as educative contents (concepts, attitudes, values), of which the human being has necessity to live and to work with dignity, to participate fully of the development, to improve the quality of its existence, to take decisions of clarified form and to continue to learn (PCN - 5ª 8ª series. 1998, P. 17)

This means the conquest of the citizenship, for in such a way the work with urgent questions in our society in this end of milênio if it makes gift in the school. One searchs to develop contents that are part of the daily one, that they make possible the understanding and the critical one of the reality, that offers to the pupils the chance of if appropriating of them as instruments to reflect and to change its proper life. One estimates new demands for the education, where if they detach these contents that make sensible for the moment of present life and that at the same time they favor the learning of that the process to learn is permanent. The Articuladores Elements pointed by the DCEFEMPR (July, p.28; 31) as the desportivização; the media; the body; the health; the leisure; tactics and technique; the diversity and others directly related with the community where the school is inserted, must be the vertebrador axle of the resume and that the Estruturantes Contents - sports, games, gymnastics, fights and dances - are articulated for this axle.

This form of work for the Physical Education of Average Ensino, inverting the functions between the Estruturantes Contents and the Articuladores Elements, had been inspired in Busquets, where in its book it suggests that:

The transversal subjects, that constitute the center of the current social concerns, must be the axle around which it must turn thematic of the curricular areas, that they acquire thus, as much for the faculty as for the pupils, value of necessary instruments for attainment of the desired purposes. (1993. P. 37)

This comparison between the Transversal Subjects and the Articuladores Elements makes possible a format where the Estruturantes Contents start to have sensible in its use in the different situations of day-by-day. Pertaining to school systemize knowing is entailed with popular knowing, completing it and providing one meaning scientific.

Being a different vision in the formation of the resume, as consequence appears new strategies in the organization of the work forms being worried about the development of thinking.

DEVELOPMENT

As well as the considered Articuladores Elements in DCEFEMPR (July), as well as the democratic principles that give to them base is deriving of description-social attitudes, presents a methodology materialized from practical social, based at three distinct moments: to speak, to read and to register.

For saying the world I understand that it is the moment where the pupil develops its orality. The exchange of information and the dialógica inquiry are gifts. For the pupil it is the moment to display its knowledge, experiences and feelings in relation to one determined subject and to become related with the other; for the professor, when participating of this activity, it will have the chance to know the experiences of its pupils.

As teacher who passed for the different levels and modalities of education, always I was uneasy and of certain it forms silence discomforted me. I do not mention myself here to the silence that if opposes to the noise, but to silence taciturno of not the participation, of the absence of the dialogue in the daily one of the lesson.

In the continuation of pedagogical practical mine I perceived that if it made necessary, as much for the professor, how much for the pupil, re-to learn to speak and to hear. To transpose the daily colloquy for the classroom and to make of the dialogue an education method, would be an exit front to there present pedagogical silence.

To speak and to hear are changedded into a moment of the methodology presented here, to accomplish in the process to teach and to learn, the dialógica relation. It is important to detach that:

the communication enters the men can be practised in some dimensions, that go since the culture as a whole, until the amena colloquy between two people. It can be source of wealth and joys. (...) She does not have doubts of that one of the basic objectives of the education is to make with that the pupil obtains to participate of the universe of the communication human being, learning by means of listening, of the reading, the look (...); she is to make with that she is capable of, by means of speaks (...) to emit its proper messages. (PCN, 1997, P. 109)

It urges to make with that the pupil participates of this universe. To speak is a natural activity of the human being and is condition for the pertaining to school learning. Unhappyly the experience has testified that the majority of the pupils has fear of speaking in the front of the professor and the too much members of the classroom. Fear to be ridicularizados or humiliated before the group. È necessary to revert this picture, "if what it matters is that the individual speaks, `because speaking it makes the language', is necessary that education if interest for the language that the child (or adult) possesss in the daily communication, with all its imperfections and inexatidões, but that it is the base of which must leave." (REIZÁBAL, 1999, P. 25)

The author, cited above, points tracks with respect to a first step in the metodológica walked one of speech (and to hear), one of them is the proper one speaks daily of the pupil. She must yourself be considered, at some moment of the lesson, an activity with dialógico character. With a dose of creativity, this moment could be pleasant. It is opportune to bring this moment for

the planning, being organized it at lesson moment.

To say the world is an activity without much frequency of use in the pertaining to school education, demands on the part of the professor a more careful devotion in the elaboration of the activity during the planning of the lesson. This moment requires, as another content any, the following didactic sistematizações: to elaborate objective, contents, methodologies and evaluations.

In such a way, one perceives that this work demands a teaching commitment based on the dialógico character of the act of speaking and hearing. For the professor Pablo Freire: "the basic one is that professor and pupils know that the position of them, the professor and the pupils, dialógica, is opened, curious, indagadora and not apassivada, while it speaks or while it hears. What he matters that professor and pupils if assume epistemologicamente curious." (2002, P. 96)

She is necessary to make a work of awareness, pupils and professors, so that they perceive the necessity of this dialógica relation between the actions to speak and to hear. A wheel of colloquy or a dialogued exposition is my metodológica option of work.

To read the world means to report me it the idea of Pablo Freire (1986) on world reading that precedes the reading of the words. The pupil will go to know, to flood itself of knowing existing e (re) to construct it its context in accordance with. Here the educator.

The world of the life possesss one to know different of that world of the words of books. To understand this lived world is the first step for the real agreement of the reading of the word.

The act to read is a process of interaction between the citizen and the objects that surround it. This action is defined by Freire as oneprocess that involves a critical understanding of the act to read, that is not depleted in the pure descodificação of the written word or the written language, but that it is anticipated and if prolongates in the intelligence of the world. The reading of the world precedes the reading of the word, from there that the posterior reading of this cannot do without the continuity of the reading of that one. Language and reality if arrest dinamicamente. The understanding of the text to be reached by its critical reading implies the perception of the relations between the text and the context. (1986, P. 11)

I perceived the context since that I was born and I had the first contacts with the world. My body, through the directions, has its function of readers of everything what it surrounds me. For the skin experiment the sensations of heat, cold, pain, pleasure. With the eyes enxergo the life, the citizens and the objects. The olfato and the palate read the world feeling its smell and its taste. I listen to the words and I go unmasking the context where I am inserted. As Martins (1993), "the vision, the tato, the hearing, the olfato and the taste can be pointed as the referenciais most elementary of the act to read".

To think to read the world, in a didactic activity, is to rescue the context concrete inserting it in a theoretical perspective that articulates the reading of the word to the incorporated knowledge already. It is a process capable to instrumentalizar pupils and professor to think the lived world stops in it if organizing. In this direction, the concept of reading of the world if extends starting to translate the relations that the professor and the pupils have with the world of the knowledge of the corporal expressions.

Retaking the idea of Freire (1986, P. 22) of "that the reading of the world always precedes the reading of the word and the reading of this it implies the continuity of the reading of that one", is presented, in its majority, the works of the lesson of Physical Education, the corporal readings and of the word in the text. With proper method, the corporal reading sample what already it was produced by the humanity in terms of sports, games, gymnastics, fights and dances. "This is the chance of the pupil to have access, to know, to live deeply and to take ownership of the knowledge that moves the world and orders in the world of certain form". (OLIVEIRA, 2006)

A movement expressed in the ideas of Freire (1986, p.22) offers to a linking between this and the next moment to this methodology, when alert that "we can go more far and to say that the reading of the word only is not preceded by the reading of the world but by a certain form of `to write it' or `to rewrite it', wants to say, to transform it through conscientious practical ours."

In this third and last moment, appears the writing while it register. Retaking practical the description-social ones, the man registers its discoveries of different forms, as for example, the drawing, the writing, the photograph and the filming.

Historicamente, the man initiated its registers through the drawing. Jean (2002, P. 11) in the introduction of its book, in remembers them that: "twenty a thousand years of our age, in Lascaux, men trace its first drawings. She will be necessary to wait 17 fabulosas milênios so that if he initiates the one of facetas of the history of the humanity - writing". The writing is one of the oldest "technologies" that the humanity already knew.

Thus, the moment arrives to register this passage all. To register "new" the world of the knowledge, (re) discovered, from that he was "talked" and "read" on it.

To register the world synthecizes and registers this way covered. Professor and pupils can appeal to the most varied forms of register (artistic, reports, paper, pôsteres, periodical, daily of scientific portfólio, lesson, target log book, dossier, article and too much work), enriching the discovered activity proposal and sowing.

For this moment it is referred, the all moment, to the previous steps: to say the world and to read the world. This established movement, enters the three steps of the metodológico process considered here, intends to bear fruit a humanizado work. This methodology has shown that the pupil starts to be subject participant of the construction of the knowledge. The professor is then, that one that he uses of different possible instruments for an adequate and facilitadora pedagogical intervention of the production of the pupils. A production that allows to educating to ahead assume a critical position of the reality that lives and that it can reconstruct.

The methodology proposal is based here on an analogy enters the evolution of the man of daily pay-history until today - of the construction of it speaks tecnologicamente, the reading, produced the different writing and the language in passing of the times - with the development of the human being since the birth until the adult phase - that also it crosses the process of construction of speaks, reading and writing - systemize an action didactics directed toward its practical social.

Education cannot be other people's to this new form to conceive science - and the world - that already is predominating nowadays. The changes to be done in the school must follow the same sensible of this new idea of science, or it the risk will run to prepare the students for an inexistent future, providing an intellectual formation to them that is not in accordance with the necessities of the society in which they will have of living. (Busquets, 1993 p.23)

The paper of the educator also is being argued, therefore front to a metodológica change its position will have to go of meeting to the carried through work. Today it is seen as an person who orientates in the process education and learning, a mediator between the knowledge and the pupil, a participativo educator of a collective one of on people to the education, and mainly as he places Nacarato, Varani and Carvalho a "researcher, reflexive and professional." (1998, P. 102)

As teacher in a course of Physical Education, living deeply this universe of work, I cannot leave to cite the study of Castellani F° (1996), which also inspired to the methodology proposal in this article, where it places: "the effort of professionals whom they search to study the Physical Education developing methodologies from Description-Social parameters." Using the term Corporal Culture, Castellani F° cites the dance, the game, the distinct social practical gymnastics and the sport as "that if

materialize through practical the corporal ones" (1996). Analyzing these prominences the idea appeared systemize a methodology that also was part of this Corporal Culture and as consequence has left of practical social, of the proper nature human being, become thus significant the citizens of the learning.

FINAL CONSIDERATION

The methodology proposal is based on an analogy enters the evolution of the man of daily pay-history until today - of the construction of it speaks tecnologicamente, the reading, the writing and the different languages produced in passing of the times - with the development of the being since the birth until the adult phase - that also it crosses the process of construction of speaks, reading and writing - thus systemize a methodology directed toward its practical social.

This work has shown, in situation of classroom, that the academic one starts to be subject participant of the construction of the knowledge. The professor is then, that one that uses different possible instruments for an adequate and facilitadora pedagogical intervention of the production of the academics. A production that the pupil allows to ahead assume a critical position of the reality that lives and that it can reconstruct.

For in such a way, it is necessary that, in the process of education and learning, they are explored: the learning of methodologies capable to prioritize the construction of verification strategies and evidence of hypothesis in the construction of the knowledge, the construction of argument capable to control the results of this process, the development of the critical spirit capable to favor the creativity, the understanding of limits and you reach logical them explanations proposals. (PCN, 1997, P. 35)

Concomitant with the methodology, the considered Articuladores Elements in the DCEFEMPR (July-2006) become the axle of the process education and learning, directly observes subjects on to the citizens, is necessary that they display its feelings and knowledge in relation to the considered elements.

I consider in this article a metodológica systematization of quality capable to collaborate to form citizens who intervene criticamente with the reality to transform it.

Being thus, I present a methodology that coadune with practical that permeia our attitudes front the Physical Education in Average Ensino, come back toward the social reality compromised with the citizenship and guided by democratic principles.

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SPEAK THE WORLD, READ THE WORLD AND TO REGISTER THE WORLD: PRACTICAL HISTÓRICO-SOCIAIS THAT IF MATERIALIZE IN A METHODOLOGY OF TEACH FOR THE PHYSICAL EDUCATION IN HIGH SCHOOL

Abstract

The present article presents a proposal metodológica of education and learning centered in the development of the language human being - the orality, the reading and the writing. To say the world is the moment where the pupil develops its orality. The exchange of information and the dialógica inquiry are gifts. For the pupil it is the moment to display its knowledge, experiences and feelings in relation to one determined subject and to become related with the other; for the professor, when participating of this activity, it will have the chance to know the experiences of its pupils. To read the world means to report me it the idea of Pablo Freire (1986) on world reading that precedes the reading of the words. The pupil will go to know, to flood itself of knowing existing e (to re)construir it its context in accordance with. Here the educator will have to present the most different readings (of the body and other possibilities) that they assist in the production of knowing. To register the world synthecizes and registers this way covered. Professor and pupils can appeal to the most varied forms of register (artistic, reports, paper, pôsteres, periodical, daily of scientific portfólio, lesson, target log book, dossier, article and too much work), enriching the discovered activity proposal and sowing. The approach is in systemize a variation for the effective didactic transposition of the scientific knowledge to the pertaining to school knowledge. The elements articuladores pointed for the Curricular Lines of direction of the Physical Education with respect to high school of the State of the Paraná (Julho/2006) - the desportivização; the media; the body; the health; the leisure; tactics and technique; the diversity - they are boarded as vertebrador axle of present the proposal.

Word-key: Methodology, Language and Articuladores Elements

PARLER LE MONDE, LIRE LE MONDE ET POUR ENREGISTRER LE MONDE : HISTÓRICO-SOCIAIS PRATIQUES QUI SI MATÉRIALISER DANS UNE MÉTHODOLOGIE DE ENSEIGNENT POUR L'ÉDUCATION PHYSIQUE DANS LE LYCÉE

Résumé

L'article actuel présente un metodológica de proposition de l'éducation et de l'étude centrées dans le développement de l'être humain de langue - l'orality, la lecture et l'écriture. Dire le monde est le moment où la pupille développe son orality. L'échange d'information et l'enquête de dialógica sont des cadeaux. Pour la pupille c'est le moment pour montrer sa connaissance, les expériences et les sentiments par rapport à un ont déterminé le sujet et pour devenir connexes avec l'autre ; pour le professeur, quand la participation de cette activité, il aura la chance de savoir les expériences de ses pupilles. Pour lire les moyens du monde de me la rapporter l'idée de Pablo Freire (1986) sur la lecture du monde qui précède la lecture des mots. L'élève ira savoir, pour s'inonder de connaître le construir existant d'e (aux Re) il son contexte selon. Ici l'éducateur devra présenter les lectures les plus différentes (du corps et d'autres possibilités) qu'elles aident à la production de savoir. Enregistrer le monde synthecizes et enregistre de cette façon couverte. Le professeur et les élèves peuvent faire appel aux formes les plus diverses de registre (artistique, les rapports, le papier, les pôsteres, le périodique, le journal du portfólio scientifique, la leçon, le carnet de cible, le dossier, l'article et trop de travail), enrichissant la proposition découverte d'activité et la semant. L'approche est systématisent dedans une variation pour la transposition didactique efficace de la connaissance scientifique au concernant la connaissance d'école. Les articuladores d'éléments se sont dirigés pour les lignes curriculaires de la direction de l'éducation physique en ce qui concerne le lycée de l'état du Paraná (Julho/2006) - le desportivização ; les médias ; le corps ; la santé ; les loisirs ; la tactique et technique ; la diversité - elles sont embarquées comme axe de vertebrador de présent la proposition.

Mot-clef : Méthodologie, langue et éléments d'Articuladores

HABLAR EL MUNDO, LEER EL MUNDO Y COLOCAR EL MUNDO: HISTÓRICO-SOCIAIS PRÁCTICOS QUE SI MATERIALIZAR EN UNA METODOLOGÍA DE ENSEÑAN PARA LA EDUCACIÓN FÍSICA EN ESCUELA SECUNDARIA

Resumen

El actual artículo presenta un metodológica de la oferta de la educación y de aprender centrados en el desarrollo del humano de la lengua - el orality, la lectura y la escritura. Decir el mundo es el momento donde la pupila desarrolla su orality. El intercambio de la información y la investigación del dialógica son regalos. Para la pupila es el momento para exhibir su conocimiento, las experiencias y las sensaciones en lo referente a uno determinaron el tema y llegar a ser relacionadas con el otro; para el profesor, cuando el participar de esta actividad, él tendrá la ocasión de saber las experiencias de sus pupilas. Para leer los medios del mundo de divulgármelo la idea de Pablo Freire (1986) en la lectura del mundo que precede la lectura de las palabras. La pupila irá a saber, inundarse de saber el construir existente de e (a los res) él su contexto de acuerdo con. Aquí el educador tendrá que presentar las lecturas más diversas (del cuerpo y de otras posibilidades) que asisten a la producción de saber. Colocar el mundo synthecizes y coloca esta manera cubierta. El profesor y las pupilas pueden abrogar a las formas más variadas de registro (artístico, los informes, papel, los pôsteres, periódico, diario del portfólio científico, lección, diarios de operación de la blanco, expediente, artículo y demasiado trabajo), enriqueciendo la oferta descubierta de la actividad y sembrándola. El acercamiento es adentro sistematiza una variación para la transposición didáctica eficaz del conocimiento científico a referente a conocimiento de la escuela. Los articuladores de los elementos señalaron para las líneas del plan de estudios de la dirección de la educación física con respecto a la High School secundaria del estado del Paraná (Julho/2006) - el desportivização; los medios; el cuerpo; la salud; el ocio; táctica y técnica; la diversidad - se suben como árbol del vertebrador del presente la oferta.

Palabra-llave: Metodología, lengua y elementos de Articuladores

FALAR O MUNDO, LER O MUNDO E REGISTRAR O MUNDO: PRÁTICAS HISTÓRICO-SOCIAIS QUE SE MATERIALIZAM EM UMA METODOLOGIA DE ENSINO PARA A EDUCAÇÃO FÍSICA NO ENSINO MÉDIO

Resumo

O presente artigo apresenta uma proposta metodológica de ensino e aprendizagem centrada no desenvolvimento da linguagem humana - a oralidade, a leitura e a escrita. **Falar o mundo** é o momento em que o aluno desenvolve a sua oralidade. A troca de informações e a investigação dialógica estão presentes. Para o aluno é o momento de expor seus conhecimentos, experiências e sentimentos em relação a um determinado tema e de relacionar-se com o outro; para o professor, ao participar dessa atividade, terá a oportunidade de conhecer as vivências de seus alunos. **Ler o mundo** significa reportar-me à idéia de Paulo Freire (1986) sobre leitura de mundo que antecede a leitura das palavras. O aluno irá conhecer, inundar-se do saber existente e (re)construí-lo de acordo com seu contexto. Aqui o educador deverá apresentar as mais diferentes leituras (do corpo e de outras possibilidades) que auxiliem na produção do saber. **Registrar o mundo** sintetiza e documenta este caminho percorrido. Professor e alunos podem recorrer às mais variadas formas de registro (artísticos, relatórios, paper, pôsteres, jornal, diário de aula, diário de bordo, portfólio, dossiê, artigos e demais trabalhos científicos), enriquecendo a atividade proposta e semeando descobertas. O enfoque está em sistematizar uma variação para a efetiva transposição didática dos conhecimentos científicos à conhecimentos escolares. Os elementos articuladores apontados pelas Diretrizes Curriculares da Educação Física para o Ensino Médio do Estado do Paraná (Julho/2006) - a desportivização; a mídia; o corpo; a saúde; o lazer; tática e técnica; a diversidade - são abordados como eixo vertebrador da presente proposta. Palavras-chave: Metodologia, Linguagem e Elementos Articuladores.