130 - CRITICAL ASPECTS OF THE ESCAPE IN THE CLASSES OF PHYSICAL EDUCATION AND INTERVENTION IN THE MEDIUM TEACHING IN THE CITY OF JUAZEIRO DO NORTE-CE

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INTRODUCTION

Considering that the Physical education, while pedagogic practice, search to do a reflection on the themes of the corporal culture, he/she understands each other that the students' absence in this discipline commits the vision of necessary totality to verify, to interpret, to understand and to explain the social reality in the which is inserted. The Physical education appeared of concrete that identified social needs in different historical moments, they create different understandings than of her we knew. These moments reports are today reflexes of the understanding of the society about the Physical education. The Law of n. º 9394 / 96 of the New Law of Guidelines and Bases, it regulates the teaching of the discipline Physical education where the teacher should look for orientations of as it regulates his/her practice in the levels of Fundamental and Medium teaching. As this law, the Education includes the educational processes that you/they grow in the human coexistence, in the relative, in the work, in the teaching institutions, of research, in the social movements, in the sport, in the leisure and in the cultural manifestations." The article just refers to the means where the educational process happens, that is, in the man's social conviviality with his/her middle-atmosphere if not expanding for the man's education in their general aspects: citizen conscious of their rights and duties. It doesn't mention any concern with the education that the human being will obtain with the expansion of those educational processes.

It is known that the article 6th of the Law 4.024 leaves optional the participation in the programmed physical activities: the) To the students of the night course that prove, by wallet professional or functional, properly signed, to exercise paid job in day same or superior at six hours; b) To the thirty year-old larger students; c) To the students that are rendering military service in the troop; d) To the students aided by the Law n.º 1044, of October 21, 1969, by of the assisting doctor of the establishment; and) To the students that have offspring; f) To the masters degree students the class of Physical education is allowed.

There is a volume of work certificates, made arrangements by the students to justify the lacks. The citation of the Law 4.024, that he/she refers to the compensation, it was shown so that it could observe as the laws are disobeyed at our country. The cases in that the Physical education can be optional were established. Therefore, any case is not admitted had been these established in the Law. And why, then, does the school accept those justifications, if one of their functions is to promote the man's integral development? The reality of these facts interferes in most of the schools, mainly in the city of Juazeiro of the North. CE, when in the year of 2003, it was sought in a more effective way to analyze the critical situation that was the School of Teaching Medium Governor Adauto Bezerra in agreement with the escape and to systematize possible solutions. To the lack of interest of the alunado or the dismissals for medical certificates were not enough egg whites. It was observed parallel this that some factors that would interfere in that existed: the classes are practiced in different schedules, the students that study in the morning, they practice Physical education in the afternoon, and vice-versa, not having with that a larger contact of the teacher-student.

Another fact that contributed is the commitment lack, mainly with the Physical education, on the part of the nucleus manager. In that way, that situation is stimulated and he/she grows up a negative image of the Physical education and of the professionals of the area. However, with dedication and commitment, it is perfectly possible to revert that situation. The Physical education returns the being stage of the political interests that you/they dominate the education. Today, with the reformulações in the Law of Guidelines and Bases of the teaching, there was again one more embezzlement, because, in agreement with the interest of the capitalist society, it is optional the practice of the Physical education for the students that study at night, delimiting with that, more and more, the destined clientele the those professionals that, in the close future, they can be without human material to work if it goes of the interest of the capitalist society of the time.

The rulers' concern seems to be addressed to the formation of young sedentary, to not to be, to execute everything that was destined them that it is, to sit down in a wallet and to receive information as a bank of deposits, developing the bank education so criticized by Freire (1987). At the end of 2003 there was a concern, on the part of the direction of the Regional Center of Education - you BELIEVE 19 together with the pedagogic coordination of the school, in rethinking the annual plan of the discipline Physical education. With base in the lifted up data with students and professionals of the area, a course plan was elaborated, where they would be supplied classes in the following way: each group would have two weekly classes, and, a theoretical one and a practice, inside of the normal schedule of class. The themes of the theoretical classes were suggested by the teachers and divided by series.

The themes of the 3rd Year of the Medium Teaching were redistributed in the following way:1st Period: Growth and development in the adolescence; Contraceptive methods; Pregnancy in the adolescence; DST's; Fertility and Sterility. 2nd Period: First Aid; He/she suffocates for object and for gas; Fainting, vertigos and epilepsy; Intoxication for poisonous animals and for liquids; Fractures. 3rd Period: Sedentarismo; to read; Obesity; Stress; Anorexia. 4th Period: physical Activities for 3rd age.

In the practical classes, the approached themes are the one of the corporal culture, that are inside of the Parameters National Curriculares. PCN's: Gymnastics, Fights, Games Recreational and/or Sporting and Dance. In the beginning of 2004, it was implanted at the state schools of the you BELIEVE 19, the new applied methodology to the classes of Physical education, where the nucleus manager of the school had the autonomy inside of to implant the two classes in the same schedule of conventional class or to just leave the theoretical class of the normal schedule and the practice out. Some schools had the concern inside of inserting the two classes of the grating normal curricular. That did, with that the teachers were valued and they could develop their potentialities. In most it was applied two weekly sessions distributed in alternate days with different schedules, with practical and theoretical classes, being these, mixed groups, emphasized the importance of the participation of all, facing the challenges, always respecting the abilities and difficulties of each one.

It is known that the obstacles are many and they seem to be insurmountable. There is the risk of losing the work, there is critics, and the non acceptance for the other employees of the school. The society still sees the Physical education as a discipline that she only makes to run, to play, to jump, and I don't eat educational discipline. The students don't believe that a discipline that he/she "only makes game" can be important. The teacher of Physical education can and it should influence their students inside to a vision and political attitudes and out of the school, as citizens that are.

In this sense, the subject norteadora of this research is: Will it be that there are evident reasons for the school escape in the classes of Physical education in the medium teaching? It is looked for here, in this research, to detach critical aspects for this phenomenon. In this perspective, the general objective is to analyze critical aspects of the escape of the classes of Physical education in the medium teaching.

METHODOLOGY

CHARACTERIZATION OF THE STUDY:

The study is characterized as descriptive, traverse, random probabilístico, of field.

POPULATION AND SAMPLE:

The universe was of school. The sample was composed of 100 individuals of both sexes, enrolled in the 3rd year of the medium teaching, morning shift, of E.E.M. Governor Adauto Bezerra of the city of Juazeiro of the North, Ceará, selected in a random way, in the school atmosphere, in the year of 2003.

INSTRUMENTS FOR COLLECTION OF DATA ARE VARIABLES OF THE STUDY:

It was used of a questionnaire composed of 6 related subjects with the students' vision regarding the discipline of Physical education, elaborated by the teacher and advisor.

PROCEDURES FOR COLLECTION GIVEN DOS:

The research was announced to the nucleus manager firstly, for some general information, soon afterwards, it was communicated to the students, us which 100 (a hundred), soon afterwards, they answered the questionnaire voluntarily. Four rooms were recruited with 45 students each. The collection happened in the morning period inside of the schedule of the classes of Physical education. It was collected the opinions in the year of 2003 and it was included the practices of Physical education in the school schedule during the year of 2004, to observe the escape starting from the answers obtained in the questionnaire of 2003.

I GLIDE ANALYTICAL:

The analytical plan was used of the statistical package Statistical Package goes Science Social (SPSS) version 13.0 for calculations of percentile of frequency. Level of significância 5%.

RESULTS AND DISCUSSION

The results obtained in relation to the questionamentos are distributed in the table 01. It is noticed that a big one percentile, 80%, they don't participate in the classes, what confirms, the lifted up subjects on the escape in the classes of Physical education in the Medium Teaching, in an essential phase of the youth. However, it is valid to stand out that the lacks of Physical education, they are attributed by many students, to the subject of the schedule of the work, to be in the same schedule of the Physical education. As suggestion for the decrease of the escape in the classes, the students suggest the inclusion of the physical education classes in the conventional schedule of classes. Only 18% of the students of the Medium Teaching practice the classes of Physical education and 2% participate when they can or they want.

Inside of the classes of Physical education in the school, the professional of this area should assist to the needs and the students' interests. Tends that thought, the teacher should become aware them of the importance of the discipline showing the benefits that the physical exercise brings to the health, besides like him it can promote the sociability inside of his/her half, because it is done necessary there to be a larger explanation of these contents.

As for the need of the discipline Physical education, 93% answered that yes and, only 7% don't consider necessary; 94% of the students affirm that the school doesn't give incentive for practice and 6% think the school motivates through events and tournaments, and 87% want the practice of more sports. Only 9% still consider gymnastics a good practice and 4% want more games. Of the students, 93% affirm that the Physical education is an activity of great value; this, for the opportunity of practicing more sport, 6% answered that he/she has little value and, only 1% don't value. That die is quite contradictory, to be considered the number of escape of the classes.

Table 1: Percentile of frequency of the subjects addressed the students (N=100)

SUBJECTS	PERCENTILE OF ANSWERS		
practices Ed. Physics in the school?	YES 18%	ACE TIMES 2%	NO 80%
Which the students' reasons to lack to the ed classes. Physical?	ACE TIMES 73%	MEDICAL DISMISSAL 9%	OTHER REASONS 18%
Does he/she consider necessary the discipline in the curriculum?	YES 93%	NO 7%	
What would like to do in Ed's classes. Physical?	SPORTS 87%	GINASTICS 9%	GAMES 4%
Which the value of the Physical education, for you?	GREAT VALUE 93%	LITTLE VALUE 6%	ANY VALUE 1%
What suggestions would you give to improve the practice of the discipline?	CLASSES IN THE NORMAL SCHEDULE 70%	PURCHASES OF SPORTING MATERIALS AND IMPROVEMENTS IN THE BLOCK 26%	LARGER NUMBER OF SPORTING COMPETITIONS 4%

As it mentions Barros (2005), the knowledge treated at the school should be organized so that the treatment of each one of them propitiates the students to move forward, through reflections concerning cultural dimension related to each knowledge area. For so much, all the disciplines should become complete directly. It appears the purpose then of identifying the Physical education while a component curricular and, for such a reflection it is necessary that is had clear the wide understanding of "curriculum", and what should represent a discipline to be understood as element / component of this curriculum, it is like this possible to have a width of the responsibility and commitment before the paper of our pedagogic practice. This statement

corroborates with 93% of the students of this research that indicate that the Physical education is necessary discipline in the curriculum.

Still in this direction, Souza (1999) explains that a component curricular is, besides a representative of a group of school disciplines, also element of organization curricular of the school that, according to the peculiarities of contents and his/her selection, they can starting from the organization and systemization to provide to the student a reflection concerning a culture dimension and that formed an alliance with the other elements of this organization curricular, it seeks to contribute with the student's cultural formation.

Then so that a discipline is understood as a component curricular, it should be seen as indispensable inside of this articulation process of you know. Darido (2004), in research in the area of great São Paulo on several aspects of the Physical education while it disciplines, he/she found that it is the favorite of the students, with larger percentile in the fundamental and medium teaching, 5th series 48,1%, 7th series 49,7% and 1st year medium teaching 44,0% but at the same time 20% request dismissals (probable relationship among period of the physical education classes and of the other disciplines) and to smallest participation in the classes is in the medium teaching, 5th series 89,1%, 7th series 86,2% and 1st year medium teaching 57,1%. The discoveries of the research here corroborate with this participation decrease and with the valorization for the students, because 93% find this discipline of great importance for the student. Still in the studies of Darido (2004) the students answer in larger percentile than if they feel well, that are not released of the classes and that the largest reason of they participate is for the promotion of the health, and 20% of the students of E.M. they are released of the class of Physical education, and one of the alternatives proposed to turn the most significant teaching, it is to make possible the students to know the human body and which the consequences that that exercises in personal decisions of the largest importance such an as doing diet, to use anabolizantes and to practice physical exercises. The teacher that not to accomplish activities to wake up the students' interest ends up moving away them of the discipline and aiding the formation of the not apprentices of physical activity.

In agreement with the proposal of PCN's the School Physical education works inside of the corporal culture, incorporating as contents: games, it dances, gymnastics, sports and fights. and the Brazilian Legislation, under ordinance 69450/71, indicates that one of the objectives of the Physical education is the health in the medium and superior teaching. According to Betti (1995), in the medium and superior teaching, there is a larger confusion degree, exactly for the application form and, consequently, there is a larger number of dismissals. Corroborating with results obtained in the study, where 87% of the students prefer to associate á Physical education sporting practical á.

Still in Betti's (1995) studies we have to rethink the practice of school Physical education, waking up values, pleasure feelings, socialization, because the school is not eternal for all and that, if the students don't feel pleasure in what they do, difficultly they will continue making physical activities after the school period. We cannot restrict the Physical education only to the period in that the people pass at the school. If we want to transform the school Physical education in permanent Physical education have to have in mind that this practice should be, at least, varied and pleased. The students should live the largest possible number of activities so that when they leave the school, they can opt for some (or several) and to practice her/it in their free hours, in benefit of his/her life quality.

CONCLUSIONS

The study with base in the found results allowed to end that: The students find necessary the discipline and they understand that she is not only gone back to the sport, same preferring his practice in the classes of Physical education, however the escape is very evident and in a general way, he/she feels mainly due the classes be not inserted inside of the conventional schedule of classes, because most works in the contrary period and they suggest larger incentive on the part of the nucleus manager in the revision of these procedures. With that study it is intended, to motivate, mainly, the students of the Medium Teaching, they like her and if they interest for the Physical education as educational discipline.

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CRITICAL ASPECTS OF THE ESCAPE IN THE CLASSES OF PHYSICAL EDUCATION AND INTERVENTION IN THE MEDIUM TEACHING IN THE CITY OF JUAZEIRO DO NORTE-CE

ABSTRACT

I**NTRODUCTION**: The escape in the classes of Physical education in the Medium Teaching has been a frequent problem for the teachers and managers of the schools. **OBJECTIVE**: To analyze critical aspects of the escape in the classes of Physical education and of the intervention in the medium teaching. **METHODOLOGY**: He/she elapses of a study traverse, descriptive, random probabilístico, of field with a sample of 100 students of the 3° year of the Medium Teaching, morning shift, of E.E.M. Governor Adauto Bezerra, Juazeiro of the North, Ceará, submitted to the questionnaire elaborated by the researcher and guiding, for the collection of data in the school atmosphere, during the year of 2003. The analytical plan used the computerized statistical package SPSS version 13.0 for calculations of percentile of frequency. Level of trust 5%. The found **RESULTS** were: 80% don't participate in the classes of Physical education, inside of these, 73% attribute to the work, the main reason of they miss the classes; 93% find the necessary discipline for the curriculum; 87% answered that you/they would like to practice more sports, 9% gymnastics and 4% games; 93% of the students attribute to the discipline a great value and the presented suggestions, they were: 70% would like the classes to happen in the normal schedule of class. **CONCLUSIONS**: The main reason of the escape in the classes of Physical education is the factor work, due to the normal schedules of class, they beat not with the schedule of the classes of Physical education. If the nucleus manager got to insert the classes of Physical education in the normal schedule of classes, this escape would reduce.

Word-key: Physical education; Escape; Medium teaching.

ASPECTS CRITIQUES DE L'ABSENTÉISME DANS LES CLASSES D'ÉDUCATION PHYSIQUE ET INTERVENTION DANS L'ENSEIGNEMENT SECONDAIRE DANS LA VILLE DE JUAZEIRO DO NORTE - CEARA

RÉSUMÉ

INTRODUCTION: L'absentéisme dans les classes d'éducation physique dans l'enseignement secondaire est un problème fréquent pour les professeurs et directeurs des écoles. **OBJECTIF**: Analyser les aspects critiques de l'absentéisme dans les classes d'éducation physique et de l'intervention dans l'enseignement secondaire. **MÉTHODOLOGIE**: elle découle d'une étude de terrain transversale, descriptive, à probabilité aléatoire, sur un échantillon de 100 étudiants en 3e année de l'enseignement secondaire, tour du matin, à l'E.E.M. Gouverneur Adauto Bezerra, Juazeiro do Norte, Ceara, soumis au questionnaire élaboré par le chercheur et le directeur de recherche, pour la collecte de données à l'école, pendant l'année. Le plan analytique a utilisé le logiciel statistique SPSS version 13.0 pour les calculs en pourcentage de fréquence. Niveau de confiance 5%. Les **RÉSULTATS** trouvés ont été: 80% ne participent pas aux classes d'éducation physique, parmi eux, 73% attribuent au travail la principale raison de leur absentéisme; 93% trouvent que la discipline est nécessaire au programme scolaire; 87% ont répondu qu'ils aimeraient pratiquer plus de sport, 9% de gymnastique et 4% de jeux; 93% des élèves attribuent à la matière une grande valeur et les suggestions présentées ont été: 70% aimeraient que les classes se passent pendant les heures normales de cours. **CONCLUSIONS**: La principale raison de l'absentéisme dans les classes d'éducation physique est le facteur travail, cela est dû au fait que les horaires d'éducation physique sont différents des horaires normaux de cours. Si la direction réussissait à insérer les classes d'éducation physique aux horaires normaux des cours, cet absentéisme diminuerait.

Mots Cles: éducation physique; absentéisme; enseignement secondaire.

LOS ASPECTOS CRÍTICOS DEL ESCAPE EN LAS CLASES DE EDUCACIÓN FÍSICA Y LA INTERVENCIÓN EN LA ENSEÑANZA MEDIANA EN LA CIUDAD DE JUAZEIRO DO NORTE - CE

RESUMEN

INTRODUCCIÓN: el escape en las clases de educación física en la enseñanza mediana ha sido un problema frecuente para los profesores y los directores de las escuelas. **OBJETIVO**: para analizar los aspectos críticos del escape en las clases de educación física y de la intervención en la enseñanza mediana. **METODOLOGÍA**: él / ella transcurren de una travesía de estudio probabilístico descriptivo, aleatorio, de campo con una muestra de 100 estudiantes de los 3 año de ° de las enseñanza cambio mediana matutino, de E.E.M. Governor Adauto Bezerra, Juazeiro del norte, lo Ceará, accedió al cuestionario aclarado por el investigador y guiando, por la recolección de los datos en la atmósfera de la escuela, durante el año de 2003. El plan analítico usó el 13.0 de versión de SPSS de paquete estadístico informatizado para los cálculos del percentil de la frecuencia. El nivel de la confianza 5 %. El encontrar los **RESULTADOS** eran: 80 % no participan en las clases de educación física, dentro de éstos atributo 73 % para el trabajo, de los que el principal razona que extrañan loss clases; 93 % encuentran la disciplina necesaria para el plan de estudios; 87 % contestaron que a usted / a ellos les gustaría practicar los más deportes la gimnasia 9 % y los partidos 4 %; 93 % de los estudiantes atribuyen a la disciplina un gran valor y el presentar las sugerencias, lo fueron: a 70 % les would gustar las clases ocurrir en el programa normal de la clase. **CONCLUSIONES**: la razón principal del escape en las clases de educación física es el trabajo de factor, debido a los programas normales de la clase, no golpean con el programa de las clases de educación física. Si el manager de núcleo consiguiera insertar las clases de educación física en el programa normal de clases, este escape se reduciría. **Palabra - Tecla**: educación física; el Escape; la enseñanza mediana.

ASPECTOS CRÍTICOS DA EVASÃO NAS AULAS DE EDUCAÇÃO FÍSICA E INTERVENÇÃO NO ENSINO MÉDIO NA CIDADE DE JUAZEIRO DO NORTE-CE

RESUMO

INTRODUÇÃO: A evasão nas aulas de Educação Física no Ensino Médio tem sido um problema freqüente para os professores e gestores das escolas. **OBJETIVO:** Analisar aspectos críticos da evasão nas aulas de Educação Física e da intervenção no ensino médio. **METODOLOGIA:** Decorre de um estudo transversal, descritivo, probabilístico aleatório, de campo com uma amostra de 100 alunos do 3° ano do Ensino Médio, turno matutino, da E.E.M. Governador Adauto Bezerra, Juazeiro do Norte, Ceará, submetidos ao questionário elaborado pela pesquisadora e orientador, para a coleta de dados no ambiente escolar, durante o ano de 2003. O plano analítico utilizou o pacote estatístico computadorizado SPSS versão 13.0 para cálculos de percentuais de freqüência. Nível de confiança 5%. Os **RESULTADOS** encontrados foram: 80% não participam das aulas de Educação Física, dentro destes, 73% atribuem ao trabalho, o motivo principal de faltarem às aulas; 93% acham a disciplina necessária para o currículo; 87% responderam que gostariam de praticar mais esportes, 9% ginástica e 4% jogos; 93% dos alunos atribuem à disciplina um grande valor e as sugestões apresentadas, foram: 70% gostariam que as aulas ocorressem no horário normal de aula. **CONCLUSÕES**: O principal motivo da evasão nas aulas de Educação Física é o fator trabalho, devido aos horários normais de aula, não baterem com o horário das aulas de Educação Física. Se o núcleo gestor conseguisse inserir as aulas de Educação Física no horário normal de aulas, esta evasão reduziria.

Palavras-Chaves: Educação Física; Evasão; Ensino Médio.