# 137 - REFLECTION AND PEDAGOGICAL ACTION FROM THE RULES OF PCN' S IN THE PHYSICAL EDUCATION SCHOOL.

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## INTRODUCTION.

The performance of the teaching staff in last years has been based on a traditional pedagogy and it emphasizes the sport of high performance and the physical aptitude, which disable a whole education of children and young people in a holistic way. The National Curricular Parameters point to this way of learning and teaching the contents through the concepts, procedures and attitudes. Through the conceptual content the pupil will learn the rules of the game, its history and besides its biomechanical, physiological analysis when it includes the socio-cultural and psychological character. According to the procedural contents, the pupil will learn how to play and how to do it. This way of teaching shows the know-how. The pupil will be able of moving on a variety of motor activities growing in complexity and in an affective and gracious way. The dimension of the attitude is considered a way to reach a purpose that it is not the game itself, where the pupil in having experiences on his/her own limitations, his potential and risks in developing relations to mutuality based on democratic values, he/she will also learn how to respect the rules of the game so that in the future they can understand the possibilities of his/her own body. The National Curricular Parameters (1997) consider the Physical Education as area of knowledge, where: It integrates and introduces the pupil to the corporal culture of the movement in using the improvement and the maintenance of the health with leisure purposes, expression of feelings, affection and emotions, where its main contents are the games, the sport, the dance, the gymnastics, and the fights. (p.62) So, it breaks the traditional pedagogy that only detaches the pupils who already have aptitudes in adopting a methodology turned to the inclusion, looking for the development of the democracy, cooperation, autonomy and of the social participation, where all the people will assume the critical exercise of the citizenship when participating in games, sports, dances, fights and gymnastics. The body is understood as an integrated organism and not as a heap, parts and systems; as an alive body that interacts with the cultural environment and that it feels pain, pleasure, joy, fear etc. (PCN' s, 1997). According to Ruffoni (2004), the traditional Physical Education is based on the biological and sportive aspects that, in turn, detach the importance of the corporal culture of the movement as a perspective of a Contemporary Education and it needs to perceive its link with the past. Ghiraldelli Junior (2004) perceived the marked trends of the Brazilian Physical Education: the Hygienist Physical Education (up to 1930), that had as the main characteristic the maintenance health, where in the formation of men was proclaimed the physical part, becoming healthy, strong and ready to the action. There was a constant concern with the eugenics, because the intellectuals of that time influenced by racist theories who gained relief in Europe did not want to leave that the miscegenation of the races happened, because it would disqualify the whites, therefore at that time it still had a very great contingent of slaves; the Militarist Physical Education (1930-1945), that was marked by a traditional pedagogy, had as main focus the formation of strong and disciplined men that could support the combat and the war to serve the native land. In this period, the World War II began and it involved all the continents of our planet and all the ways of thinking was consonant to this moment; the Physical Education in a very high Pedagogical look (1945-1964), that incessantly searched the formation of the altruistic and disciplined human being, it valued an integral and essential education form to the Brazilian youth; in a very Physical Education Competitive way (after 64), when there was an exacerbation of the cult to the sport idol and it suffered the influx from the technical trend that only considered the technician and physicist performance of the pupil and, finally, the Popular Physical Education in which the ludicrousness and the cooperation are the main characteristics, exciting the interests of the diligent classrooms. This period was called laboring solidarity.

Some trends had been created and implanted in the Physical Education school.Considering the eighties(80) as reference , a deep crisis of identity was initiated in the area, and so a lot of theories appeared ,with transforming trends, whose main approach was to start to develop the corporal culture and the psycho-motor capacities of the pupils by means of the critical-social pedagogy of the contents. An the end of the decade of 90, the National Curricular Parameters had been created (PCN' s), their objectives were to guide Brazilian education , in special the Physical Education school. Their proposal have for objective to increase the biological vision of the Physical Education school trying to democratize, to humanize and to diversify the pedagogical practice so that their aims incorporate the individual as a whole, with the purpose to develop the cultural, the cognitive, affective dimensions of the pupils, in the search of a change of paradigm that will transform the pupils into critical citizens, participative and acting in the society where they live. This study is based on the necessity of verifying the functionality of the National Curricular Parameters by the teachers of the basic education of Rio de Janeiro according to the new trends of the Contemporary Education.

In this context, it is justified the importance of referring studies to the same ones due to the small quantity of related scientific works to the practice Physical Education in the schools of Rio de Janeiro.

## NATIONAL CURRICULAR PARAMETERS.

The education, duty of the family and of the State inspired in the principles of freedom and the ideals of human solidarity, has for purpose the full development of educating, preparing and qualifying the pupil for the exercise of the citizenship and for the work. (LDB, 1996). The intention of the Ministry of Education and Sport in elaborating the National Curricular Parameters was to guide the teaching staff in its pedagogical praxis, in the search of increasing the quality of education, by means of an adequate education to the present times that becomes the pupil a participative, reflective, independent citizen and expert of its rights and duties.

According to TAFFAREL (1985), by means of the Physical Education the pupils should be able to perceive and to define problems, to search ideas, to evaluate them, and to try them diversifying their answers in relation to determined problems.

The knowledge acquires sense for the pupil when through experiences, he/she is able to articulate it to the consolidated concepts , to establish new relations, and to extend, in such a way his/her possibilities of understanding the world. In this proposal, the teacher will make easier the process of learning, giving subsidies so that the pupils, by means of the creativity and capacity of resolution of problems can develop real ways to solve definitive tasks.

Freire (2005) affirms that to teach demands engagement, freedom, authority and that all the changes are possible in the educational context. PCN' s (1998) called corporal culture all the physical activities historically known, such as the gymnastics, recreation, sports, dances and the fights, where the same ones will have to develop the pupil as a whole. In this context, Guiraldelli (2004) affirms that:

The work of the teacher of Physical Education as social agent of the erudite culture goes beyond the pure and simple transmission of the techniques of the gymnastics, the sport etc. It is important that the Physical Education lesson really transforms itself into a critical environment, where the cultural wealth establishes itself as spring board to the critic. (p.58).

To educate the body is to form an apt citizen to act and to interact in the society where he/she lives with the purpose of developing the citizenship.

The present proposals of education search the rescue of the human being, its active participation in the society and the co-responsibility for the social life. In this way, Ruffoni (2004) adds that even the curricular substances are not considered by themselves, but as instruments by means of which they are intended to develop the capacity of thinking, understanding and manipulating the world around them.

**DESCRIPTION AND PEDAGOGICAL TRENDS OF PCN' S.**

According to the PCN' s (1998), since the middle of the decade of 70 and 80, appeared some trends of the Physical Education school with the main concern was to break the hygienist conceptions, militarist, sportsman etc.

At this time appeared the psycho-motor, constructivist, development and critical strategies. The psycho-motor approach emphasizes pupils cognitive, affective and psycho-motor aspects, opposing it to the previous pedagogies, acting as a mediator and making easier the process of teaching and learning.

It did not improve the isolated technician gesture; the cultural part of the physical education loses. So the knowledge of the sports, games, fights and of the gymnastics were not used

The constructivist pedagogy suffers certain influence from the psycho-motor approach, in considering the formation of the integral human being, including cognitive and affective dimensions. On the other hand, it respected the individual by means of his/her culture, where his/her interaction by means of the culture and the construction of the knowledge, comes from the interaction with the environment , being a process of gradual learning, that is, the accomplishment of tasks with increasing difficulties by means of the solution of problems.

In the developmental approach respects the individuality when it increases the value of growing up, the motor development and maturation of each pupil. In this approach, the movement is the main middle and aim of the physical education (PCN' s, 1998) and being any kind of entailed learning to themovement, as the affective-social and cognitive relations.

Through this perspective, it was taken a deeper study concerning the age group and how this motor development happens. In this way, the critical approach appears with the implementation of the politic-pedagogical project to guide the education and the curricula in the public schools in Brazil.

It was also noticed a worry about the social unequal in the search of overcoming by means of contemporary and relevant themes according to their way of life and where they live.

In short, one of the main question of the critical approach is related to the corporal culture of the movement, in which the interrelation of its themes will be able to develop the individual as a whole looking for his/her historical contextualization and the dialectic of the individual.

PCN' s (1997) approach the Physical Education with some alterations, therefore they do not describe specific trends, but influences that marked this discipline, as the hygienist trend, that intended to modify the habits of health and hygiene of the population. During the period that the Physical Education was tied to the military institutions, it suffered the predominance of the European gymnastic methods by means of the integral development of the human being that would still pass for a new school movement ( a new pedagogy). From 1961, with the increase of the technical influences, the sport occupied more and more space in the Physical Education, therefore education was seen as a way of preparing qualified man power. In the decade of 70, the bonds between the sport and the nationalism narrowed, because the Physical Education became only sportive.

As Brazil did not become an Olympic nation, the Physical Education entered in a deep crisis of identity that provoked changes in the educational politics of that time. Its approach started to be the psychomotor development of the pupils and at the end of the 90 years it was integrated to the whole social context of the same, when it based the priority on the development of the Corporal Culture of the Movement.

**TRANSVERSAL SUBJECTS.**

PCN' s (1997) deal with the transversal subjects as one of the most important questions of the Contemporary Education. They discuss about Ethics, that will have to be developed in the Physical Education classes by means of the cooperation and the competition both the respect to the rules, the colleagues, the limits of the own body as they should express solidarity, justice and dialogue and they are still worried about the analysis of several values presented in the society; Health that approaches the sedentary, the bad feeding, the stress, the questions about hygiene and the benefits of the physical activity for the people, its functionality in relation to a healthful style of life, enabling them in the auto-care, giving them personal and social responsibilities; the Environment that should be expended through quarrels about the contact of the Physical Education in parks, squares and in relation to the cleanness of the school environment, sanitation, transport so that the pupils become conscientious citizens able to acting in their social realities; the Sexual Orientation that will be related to questions about the gender through the tricks, games, dances etc, and that it will try to discuss about sexuality; the Cultural Plurality, due to the heterogeneity of the population in a multiethnic and pluralism cultural society that should not present prejudicial and discriminatory positions in the school; the Work and the Consumption, with the advertising of the medias in relation to the products presented by the sportive idols. It is very important the teachers role; in how the teacher staff will work to minimize the stereotyped values, in the search of a critical analysis of the pupils about the consumption and in consequence the pupils have to work in their school age.

In the perspective of transversal themes in all the scopes of the Physical Education, the schools need to insert in its pedagogical practice, relevant subjects to the social environment of the pupils, where the necessity of the dialogue between the teacher staff and the student one will increase, stimulating the reflection and the development of the critical vision of the same.

**TRADITIONAL PEDAGOGY X CONTEMPORARY PEDAGOGY.**

According to the Physical Education in the schools, two conceptions (traditional and contemporary) are clearly identified and they are shown by teachers who guide the decisions in the teaching-learning process. The traditional pedagogy about the Physical Education emphasizes the pupils biological part with the purpose of having strong and apt citizens to the welfare of the society where they live, while it only selects the pupils who are already able to aptitudes. It values the technician

movement and the sport of high performances that means the ascension in the society where they live.

Ruffoni (2004) detaches that the teacher has been a mere transmitter of knowledge, everything that he/she speaks is considered the absolute truth. Their methods of education are demonstration and reproduction of models a mechanistic learning, that is a technical one. It fits to stand out that in the traditional pedagogy the aims have an immediate return and they have been very used by the new teachers through their performance in the classroom like the tone of voice, the inflexible position, the model standard and the precision of the answers that they search to impose respect and security in his/her work.

On the other hand, the Contemporary Education conducted for PCN' s (1998) focuses a social critical vision of the contents. The corporal culture of the movement has a special prominence in the social reality of the pupil, without the selectivity of children by the physical aspect, the performance with the aim of the influence of the medias on the sport. In this perspective, Tubino (2001) affirms that to democratize the sport is to assure the equality of access to the sportive practice for all the people. So, the teacher staff has to mediate and facilitate the teaching-learning process through educational methods that detach the pupils experience facing the systematized knowledge.

The current position praises the pedagogy turned to the corporal culture.

The purpose of the Physical Education is very bigger of what molding the physical structure of the pupil and contributing for his/her intellectual activity, the main purpose is the citizens formation. The thematic axles elaborated by PCN' s (1997) and that should be developed along the course are:

•The knowledge on the body approach the basic notion of anatomy, physiology, the biomechanical aspects and biochemists of the human body; transmission of historical information on origins and characteristics of each sportive practice (games, fights, and variations of gymnastics), the importance of valuing them and rhythmic and expressive activities that they are manifestations that combine the expressions to the sounds, as the pupils sing and dance in which they should create different expressive movements, in accordance with its intensity and duration.

•Carrying of special necessities (PNE' s) The sportive practice develops the perceptive and affective functions of the individual in the society with the purpose ofadjusting the activities and inserting the special pupils, who had been neglected in the Physical Education classes for so much time, for fear or unfamiliarity of the benefits of the sportive practice.

**FINAL CONSIDERATIONS.**

In last years, the Physical Education school , as well as all the knowledge forms are passing for a period of transition,change of paradigm in the search of a Contemporary Education, having the main characteristic the development of the human being as a whole. Thus, it is important to understand the perspective of the quoted authors, who consider, in a conscientiousness form, the transformation of the Traditional Physical Education in a Physical Education directed to the Corporal Culture of the Movement.

Sport for everybody with the transformation of ethical, independent and participant citizens in their society. It still fits to detach the worry about the inclusion of carrying pupils special necessities, to stimulate the participation of boys and girls (gender ) in the social environment and the respect of the individualities. It is believed the necessity of going out of this theoretical process for the implantation in practice of the politic-pedagogical project in which the teacher will assume a commitment with the student staff. In this context, it is searched the mans transcendence, therefore the man is not only body, but soul, nature, society in which this interrelation will be formed a holistic vision of the individual for these times.

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**ABSTRACT**

The Brazilian society demands a quality education. Based on that prerogative, the present article looks to contemplate concerning the directions taken by the national education.

For so much, the descriptive nature methodology was used, based on a literature revision that approached the historical of the school Physical Education, the traverse themes and analyze it of the dicotomy among the Traditional and Contemporary Physical Education. In that direction, was noticed that, to apply a Contemporary pedagogy it is of great relevance

to discuss points, such as: the contents of conceptual nature, procedimental and atitudinal and the change of paradigm of the sport and the biological ones in the search of the discipline for the body. Today, the Physical Education should contribute to the intellectual activity, returned to a reflection on the corporal culture of the movement, by means of use the thematic axes, intensivity of the sports, inclusion and that incorporates the elements of our society. However, it is recommended fundamentally a change of the professionals' attitude and of the own society, with the proposal of debates, seminars in congresses in university level, so that the professionals of the Physical Education can become aware of that new proposal that alters the paradigms of the Physical Education substantially.

**RÉFLEXION ET ACTION PÉDAGOGIQUE DES RÈGLES DE PCN' S DANS L'ÉCOLE de l'ÉDUCATION PHYSIQUE.**

**LE RÉSUMÉ**

La société Brésilienne demande une éducation de la qualité. Basé sur cette prérogative, l'article présent regarde pour contempler à propos des directions pris par l'éducation nationale.

Pour si beaucoup, la méthodologie de la nature descriptive a été utilisée, a basé sur une révision de la littérature qui a approché l'historique de l'Éducation Physique scolaire, les thèmes de la traverse et l'analyse du dicotomy parmi l'Éducation Physique Traditionnelle et contemporaine. Dans cette direction, a été remarqué que, appliquer une pédagogie Contemporaine c'est de grande pertinence pour discuter des points, tel que: le contenu de nature conceptuelle, procedimental et atitudinal et le changement de paradigme du sport et les ceux biologiques dans la recherche de la discipline pour le corps. Aujourd'hui, l'Éducation Physique devrait contribuer à l'activité intellectuelle, revenue à une réflexion sur la culture corporelle du mouvement, au moyen d'usage les haches thématiques, intensivity des sports, inclusion et cela incorpore les éléments de notre société. Cependant, il est recommandé un changement de l'attitude des professionnels fondamentalement et de la propre société, avec la proposition de débats, séminaires dans congrès dans niveau de l'université, afin que les professionnels de l'Éducation Physique peuvent devenir informé cette nouvelle proposition qui change les paradigmes de l'Éducation Physique substantiellement.

**LA REFLEXIÓN Y ACCIÓN DE PEDAGOGIC DE LAS REGLAS DE PCN' S EN LA ESCUELA DE EDUCACIÓN FÍSICA**

**RESUMEN**

La sociedad brasileña demanda una educación de calidad. Basad em esa prerrogativa, este articulo releja acerda de los camiños que sigue la educaión nacional. Para eso, se empleo la metodologia del origen descriptivo, basada em uma revisión de la literatura sobre el histórico de la Educaión Física escolar, de los temas transversales y del analiis de la metodologia entre la Educación Física Tradicional y la Contemporânea. Sigía enta dirección, se há dado cuenta que, para que se aplique uma pedagogia contemporânea, es de gran relevância discutir algunos asuntos, como los conceptos procedimientos y actitudes y el ambio de paradigmas deportivos y biológicos em la búsqueda de la disciplina por el cuerpo. Hoy, la Educación Física debe contribuir para la actividad intelectual reflejando sobre la cultura corporal del movimiento, por médio de la utilización de los ejes temáticos, de la fuerza de los deportes, de la incluión, y que integre los elementos de nuestra sociedad. Sin embargo, se recomienda fundamentalmente um cambio de actitud de los profesionales y de la propia sociedad, com propuestas de debates, seminários em congressos de nível universitário, para quelos profesionales de Educación Física se decuenta de esa nueva proposición que altera esencialmente los paradigmas de la Educación Física.

**Palabras clave:** educación física, temas transversales, PCN's, paradigma, practica pedagogica

**REFLEXÃO E AÇÃO PEDAGÓGICA A PARTIR DOS PRECEITOS DOS PCN'S NA EDUCAÇÃO FÍSICA ESCOLAR**

**RESUMO**

A sociedade brasileira demanda uma educação de qualidade. Baseada nessa prerrogativa, o presente artigo busca refletir acerca dos rumos tomados pela educação nacional.

Para tanto, foi utilizada a metodologia de natureza descritiva, baseada em uma revisão de literatura que abordou o histórico da Educação Física escolar, os temas transversais e a analise da dicotomia entre a Educação Física Tradicional e Contemporânea. Nessa direção, foi percebido que, para aplicar uma pedagogia Contemporânea é de grande relevância discutir pontos, tais como: os conteúdos de natureza conceitual, procedimental e atitudinal e a mudança de paradigma desportivizante e biologizante na busca da disciplina pelo corpo. Hoje, a Educação Física deve contribuir para a atividade intelectual, voltada à uma reflexão sobre a cultura corporal do movimento, por meio da utilização dos eixos temáticos, massificação dos esportes, inclusão e que incorpore os elementos da nossa sociedade. No entanto, recomenda-se fundamentalmente uma mudança de atitude dos profissionais e da própria sociedade, com a proposta de debates, seminários em congressos em nível universitário, para que os profissionais da Educação Física possam conscientizar-se dessa nova proposta que altera substancialmente os paradigmas da Educação Física.