161 - PEDAGOGICAL TRENDS ANALYSIS IN PEDAGOGICAL PRACTICES OF PHYSICAL EDUCATION'S TEACHERS

ANGELIETE GARCEZ MILITÃO
UNIR - Universidade Federal de Rondônia - Porto Velho - RO - Brasil
IVETE DE AQUINO FREIRE
UNIR - Universidade Federal de Rondônia - Porto Velho - RO - Brasil
angeliete@hotmail.com

INTRODUCTION

The study of Pedagogical Trends helps understanding the educative practices of professors. This implies in identifying or mapping the current situation to construct proposals of changes. To know the trends that had influenced and still influences in education, helps to understand the real situation of the education in current context and to reflect about pedagogical performance with the objective to optimize teachers' practices. The knowledge about education's history is important as subsidy for the search of transformer's actions in education and current learning.

The search of proposals to deal with questions of teach-learning in formal and informal education cannot necessarily lose the historical process of pedagogical trends. The constructed models or the educational paradigms from politics, social, philosophical and scientific influences, result in what it was usually called by Pedagogical Trends. The knowledge of the historic from social process of pedagogical practices makes possible to know our place in historical context, knowing how we are acting and which historic we want to build.

This paper has the objective to analyze the Pedagogical Trends of Physical Education within Pedagogical Trends of the Education classified by Libâneo (2002). We discuss , using the experience of the authors and the current bibliography, how these trends influence the pedagogical practices of physical education professors.

The Pedagogical Trends are firmed in schools by professor's practices. Libâneo (2002) classified as Liberal Pedagogy and Progressive Pedagogy and uses as criterion for this classification the socio-political conditionings of the school in direction of emancipations interests of popular layers.

LIBERAL PEDAGOGY

Liberal Pedagogy, also known as non critic, is divided into: *Escola Nova,* Traditional, and *Tecnicista*. (New School, traditional and technicist). The first one is characterized by professor's authority that is a transmitter from accumulated knowledge by the humanity and passed as absolute truth. The learning in this trend, according to Libâneo (2002), is receptive and mechanics where the retention of this knowledge is done by continuous repetition of systematic exercises and recapitulation of the themes.

In Physical Education the Traditional Trend, according to Tolkmiltt (1996), was presented as *militarist* and hygienist objectifying the preparation to nation's defense. The contents, physical vigor and health, were organized as methods, like the Germany and the French. Exercises were repetitive and mechanics, extracted as prescriptions and evaluations were done through a battery of tests. The relationship between teachers and students was severe as in military systems.

In contraposition to the Traditional Trend appears the *Escola Nova*, (new School)where teachers act as facilitators of learning process and assist the free and spontaneous development of the students, letting contents appears from their interests and necessities. Libanêo (2002) affirms that, in this trend, learning becomes an activity of personal discovery and that the environment is the stimulator.

The *Escola Nova* basically is very well characterized by the emphasis in methods and processes of education. Therefore, to this trend, work small groups of students must be used and a great amount of materials to stimulate the learning. These characteristics implies in high costs, if compared with traditional school. In this sense Pilleti (2002, P.) says:

The *Escola Nova* was organized basically in form of experimental schools or as rare nuclei, very equipped and circumscribed to elite's small groups. However, the idea have been widely spread out, penetrated in the educators' head, finishing for also generate consequences in the ample official school net that usually works in traditional form.

The consequences, according to author above cited, had been more negative than positive, therefore they had provoked a relaxation in the education. This took to a disinterest with the process of knowledge transmission, lowering the level of education destined to popular layers. Tolkiltt (1996, P. 176) wrote that in physical education was not different,

In *Escola Nova*, the physical education appears as one disciplines par excellence educative, leaving the exercises executed for obligation, for the exercises executed for pleasure. The professor acted as facilitator and coordinated the development of activities, directing the pupils to discoveries, in lessons, through "free activities". The contents were related from the interests of pupils with emphasis in the physical and psychic position.

In Physical Education, the content that interested the majority of the pupils was the soccer. The professors of physical education, as the majority of the others, were not prepared to act in this new trend. In function of this lack of preparation, they finished leaving the pupils with the ball. They believed that professor was an orienting stimulator of learning, fitting to the pupils the main initiative.

Pilleti (2002, P.) affirms that, for the lack of teachers preparation and the conditions offered to schools "a disillusion feeling started to spread in the educational environment with respect to the *escolanovismo*". The *Tecnicista* Trend had appeared inspiring in principles of rationality, efficiency and productivity. It is characterized as a human behavior builder school, where the professor manages the transmission conditions of contents in an efficient instructional system in terms of results of learning. The relation professor-pupil has a direction exclusively technician, that is to guarantee the effectiveness of knowledge transmission.

The education in *tecnicismo*, according to Libâneo (2002, p.23), "is faced as an instrument that is capable to promote, without contradiction, the economic development for workman qualification, to redistribution of incomings and maximization of production". This trend was imposed official organisms throughout the military dictatorship in Brazil, for being compatible with economic orientation, ideology and politics of this regimen.

According with PCN (1998), military Brazilian government had invested in Physical Education intending demobilization of opposition political forces and improving the work force to the "economic miracle". The disciplines' contents were the sport and relationship between professor-students was the same as technician to athletes. New talents were searched in Brazilian schools to participate of international competitions, representing the country. According to Libâneo (2002), the objective was to approach sport and nationalism. Words as production and efficiency interested the economic system and the sport strengthened this paradigm.

PROGRESSIVE PEDAGOGY

In the 80's, with the end of military control critics about ideological and discriminatory paper of education in capitalist society had begun. In this context, a general crisis in education was observed. At this time, Progressive Pedagogy had appeared, proposing a critical way to scholar education in service to the social and economic transformations. According to Libâneo (2002), these transformations are manifested in three trends: Liberator, Libertarian and Critical-Social of the Contents.

In the Liberating movement, where Paulo Freire is the main theoretician, learning is a result from social and politics subjects. In this school, professors and pupils analyze problems and realities of the cultural and socioeconomic environment of local community characterizes the content. School work, according to Libâneo p. "is not based, priority, in contents that were already systemized, but in process of active participation in quarrels and in practical actions on questions of the immediate social reality". The professor is the coordinator of the activities organized in a joint action with pupils.

The Libertarian congregates the basics principles of Liberating Trend, differentiating only in the fact that the first dispose contents to pupils without charge them. Libâneo says that this trend waits that the school exerts a transformation in the personality of the pupils in a libertarian and auto managing direction.

Physical education suffers the influence from the trends above cited, assumed by some professors as: revolutionary progressive trend and criticize-revolutionary. However, due to the lack of contents' domain and the clarity with the type of man whom he intends to form, many professors interlace their practices with the *escolanovista* trend and come to non directive activities.

The Critical-Social trend of contents, according with Libâneo (2002), defends an education of quality to the people, through the valuation of public school and teachers' work. He doesn't consider sufficient put the social problematic as the only content. Only with the domain of knowledge, mental abilities and capacities, the pupil will form criticize conscience to transform society. Thus, he also considers the systematization of contents. Methods and techniques that provide the development of capacities and intellectual abilities of the pupil are distinguished by transmission and active assimilation of the contents. Professor paper is to be mediating and intervener, without excluding the directives in process teach-learning.

In physical education we have the Critical Trend Surpass that had suffered influence from critical-social trend of contents. In this trend the physical education is the one that pedagogically deals with a so called corporal culture, configured with subject or forms of activities: game, sport, gymnastics, dance, capoeira and other thematic that present relationship with the main problems of this corporal culture. Abib (1996, p.30) says that in the conception of this trend:

Is not only treat to learn the game by the game, sport by sport, or dance by dance, but these contents must receive another methodological treatment that may be historically criticized learned in its totality while culturally constructed knowledge, and still be prepared for a critical interpretation of reality that involves the students.

The author above affirms that the Critical Trend Surpass works with the concept of corporal culture and if opposes to form a concept of physical aptitude, therefore has contributed historically for defense of class interests to keep a structure of capitalist society.

FINAL CONSIDERATIONS

Pedagogical Trends influence teacher's practical pedagogy that follows the established socioeconomic model. These models, as observed, intervene with some very important variables of the educational process, such as relationship between professor student, developed activities and contents.

As it was mentioned, education had passed by the crisis initiated in 80's that denounced the ideological and discriminatory paper of the school in capitalist society. During the crisis, the scientific knowledge was denied defining as content only those ones extracted from practical problems from students' life. However, actually it was concluded, with the Social Critical Trend of Contents, that is not only enough to argue about social problems, is necessary a solid domain of scientific contents, so that people may participates in an effective way in social fights.

Physical Education, like in Pedagogy, also had questioned its alienating role. Up from there, the discourse that the developing of physical aptitude is to prepare healthful body, agile and with discipline, was created as demanded by capitalist society. Not even the Critical Trend Surpass that guides the current Physical Education knocked down this principle.

Pedagogical Trends influence the pedagogical practice, what is currently observed in schools is that teachers are confused about contents in Physical Education. They don't work analytical movement, systematic and calisthenics in order not to be taxed as traditional and don't want to work sports to not be *technicist*. They don't develop physical aptitude of the students because in accordance with the authors of progressive trends, this would be a contribution for interest of the dominant classes to keep structure of the capitalist society through a healthful body, agile and disciplined and come, again, to free lessons.

The authors of this paper believe that as well as in education, it is a basic paper of school spread out scientific contents and form to citizenship. Also is paper of the school, inside Physical Education discipline, to develop a physical aptitude of students so that these are healthful, strong and can fight for their rights.

To conclude, a synthesis of described pedagogical trends is considered. Social abilities (solidarity, respect, socialization etc.) through the corporal culture of human movement in its diverse manifestations must be worked, having as objective the development of physical aptitude and formation of the citizenship in a pleasant way.

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Angeliete Garcez Militão: R. Oliveira Fontes, 3257, Tiradentes, Porto Velho- RO - Brasil, Fone: (069) 32143155 ou 99028238, angeliete@hotmail.com

Abstract

This paper has the objective to analyze Pedagogical Trends in Physical Education within Pedagogical Trends in Generall Education classified by Libâneo.We discuss, using the experience of the authors and the current bibliography, how these trends influence the pedagogical practices of physical education. We conclude that social abilities (solidarity, respect, socialization etc.) through the corporal culture of human movement in its diverse manifestations must be worked, having as objective the development of physical aptitude and formation of the citizenship in a pleasant way.

Key words: pedagogical trends, physical aptitude, health.

Résumé

Cet article a eu l'objectif pour analyser des tendances pédagogiques dans l'éducation physique à l'intérieur de des tendances pédagogiques de l'éducation classifiée par Libâneo et pour discuter, en utilisant l'expérience des auteurs et la bibliographie courante, en tant que ces tendances influencer les pratiques pédagogiques des professeurs d'éducation physique, concluant que des capacités sociales (solidarité, respect, socialisation etc.) par la culture corporelle du mouvement humain dans ses manifestations diverses doivent être travaillées, ayant comme objectif le développement de l'aptitude physique et la formation de la citoyenneté dans une manière plaisante.

Mots-clés: tendances pédagogiques, aptitude physique, santé.

Resumen

Este artículo hace un análisis de las tendencias pedagógicas en Educación Física considerando las tendencias pedagógicas de la educación en general propuesta por Libâneo. Discute desde el punto de vista teórico y práctico cómo las tendencias influyen las prácticas educativas de los profesores de educación física. Se termina señalando que lo importante es la aplicación de propuestas que presenten intención en la formación de individuos para las competencias sociales (solidariedad, respecto, etc) a través de la cultura corporal del movimiento humano en sus distintas manifestaciones buscando desarrollar a la vez rendimiento físico y formación del ciudadano con contentamiento.

Términos Claves: Tendencias pedagógicas**,** rendimiento físico**,** salud

Resumo

Este artigo analisa as tendências pedagógicas da educação física dentro das tendências pedagógicas da educação classificada por Libâneo. Discute a luz do referencial teórico e da experiência das pesquisadoras, como estas tendências influenciam as práticas pedagógicas dos professores de educação física. Conclui mostrando à importância de se trabalhar as competências sociais (solidariedade, respeito etc.) através da cultura corporal do movimento humano nas suas diversas manifestações, de forma a desenvolver a aptidão física e formação da cidadania de forma prazerosa.

Palavra chaves: tendências pedagógicas, aptidão física, saúde.