06 - EDUCATIONAL APPROACHES OF SCHOOL PHYSICAL EDUCATION: PANORAMA OF THE PUBLIC SCHOOL.

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INTRODUCTION

The impression we have is that often the physical education (PE) did not follow the evolution of technology and society. "PE needs to review its skills before the changes that society is facing today" (DARIDO; RANGEL, 2008, p. 38).

Over the last century, the goals and the educational proposals of EF were modified, following the political, social and cultural transformations in Brazil. In this period were identified five trends directly influenced by the transformations above: hygienist tendency, militaristic, educational, competitive and popular (CASTELLANI FILHO, 2009; GHIRALDELLI JUNIOR, 2004). Each of them, somehow, still has influence in the formation of professional and pedagogical practices of PE teachers at school.

Redeemed trends in the twentieth century, which most strongly influenced teachers is the competitive tendency. We are not saying that the others did not have their share of influence. All, in some way, influenced the area and were determinant for the society during the period in which they were designed. However nowadays we see the competitive trend directly influencing how PE teachers work within the school. Teachers were observed developing their lessons concerned with training and gaiting the students to develop technical, tactical and physical preparation, a kind of miniaturization training income applied to school. From the late 1970s, in Brazil there were some teachers who stood in opposition to the more technical aspects, and biologist (competitive trend product) by passing the PE. These teachers were inspired by the new socio-political-historical moment in which the country went through, education in general and specifically PE (DARIDO, 2008).

Opponents to the competitive trend brought to the area of EF various conceptions and pedagogical approaches, most having common point break with the mechanistic model, result of a recent stage and historical heritage of EF toward the competition. Such conceptions or approaches place the student as the center point of the PE class and see the movement as a means, not an end, concerned with the development of not only physical but also social, cultural and cognitive. Also aim to help the student to an education and critical vision, enabling autonomy and joint construction of knowledge through body movement culture . And "working with the body and movement in school was not always possible, given that both the one and the other have long been relegated to the disciplining" (RANGEL, 2010, p. 17).

Analyze the methods / main pedagogical approaches used is of utmost importance to explicit the pedagogical assumptions underlying the teaching activity in the pursuit of consistency between what is thought to be doing and what actually does, because the method is the way to achieve a goal (GALLARDO, 2009, p. 42).

Both the PE as in other curriculum components, there is no single way of thinking and developing them in school. In a way, every teacher, even if unconsciously, relies on certain conception, whether student, teaching and learning, education or even the function of PE to play its role in the development of classes. The way the teacher approaches the teaching methods, the social function of the school and the PE, the issues to be worked out and the objectives to be achieved are directly related to the final product, if one can call it the knowledge.

Thus, the aim of this study is to identify the main pedagogical approaches used to plan and conduct PE classes in the final years of primary education in the public schools of the urban area of Erechim, RS.

METHOD

Made part of the study PE teachers from public schools (state and municipal) from the city of Erechim, RS which work with the final years of primary school. 100% of teachers responded to the questionnaire, totaling fifty instruments, all working directly with PE in the final years of primary school. All participants perform their professional duties in schools in the urban area.

Data were collected through a questionnaire containing 11 closed questions, that allowed to draw a broad profile of teaching practice. The questions were designed to obtain, beside personal data such as professional and continuous formation, data on the pedagogical approaches used by PE teachers during the school year.

After getting the data through the questionnaire, there was a semi-structured interview, recorded and transcribed. The interviews were granted by eight PE teachers, four of them from municipal schools and four state schools.

The research was defined as a mixed nature, that is, quantitative and qualitative. The data analysis was organized through the descriptive statistics and the method of content analysis. The data obtained from the interview were treated as follows: first recording units were detected clearly defined then they were identified in the context units, which provided the interpretive mark, then they were coded to relate and account units record in order to extract some meaning. Following on the recording units were categorized, it means, occurred abstraction of similarities and significant differences of the recording units and finishing, the semantic level was focused, meaning that in the text it was possible to see the footprints that the subject left in the textual surface, allowing the inference of certain features (NAVARRO; DÍAZ, 1994).

The study followed strictly ethical principles to research involving human beings and all participants signed the Term of Free and Clarified Consent, besides not receiving any form of reward for participation.

USED EDUCATIONAL APPROACHES.

First, we seek to identify whether PE teachers knew or had access to pedagogical approaches in the process of professional formation, whether at graduation or postgraduate level.

Overall, 88% of teachers reported taking these courses aimed at teaching approaches in PE, whereas 12% reported that they did not have access to disciplines of such purpose. This information, in a way, can be worrying because it indicates that many teachers did not have access to such knowledge, at least in a theoretical way in the gym. That does not mean they had no other opportunities to meet and discuss the issue, but there is, indeed, a possibility that they do not know it.

Also, from this moment, it was raised the possibility that such knowledge may have been approached diluted in other components. Of course, some of the interviewed teachers had their basic formation in the area (graduation) almost 30 years ago

and during this period the educational landscape and PE have changed. We need to find ways and solutions for teachers to review, reflect and discuss pedagogical approaches constantly, thus avoiding lag behind their teaching practice or stand supported only on the knowledge acquired during the initial formation.

About initial formation Neira (2009, p. 189) records that "we understand by the initial formation of the educator, the path they travel from the moment they start school (early childhood education) to its conclusion, that in cases of PE teachers it happens in Higher Education".

Many could think that the professional formation would be closed upon completion of the graduation course or, in many cases, after participation in postgraduate courses. However, we think that the road is long and does not end at this stage. We believe that the process of teaching and learning in the educational context has no end, we only overcome steps, and the teacher must be increasingly prepared to assist students. Such preparation may be accomplished by continuous formation, researches and discussions. Thus, the teacher is able to develop its professional activities with greater possibilities to solve and overcome potential educational obstacles he/she may find through the way. A profession must not only put into practice in a socially useful way, the existing knowledge, but be able to absorb new knowledge, as they become available in the academic discipline, modifying and improving their practice (BETTI, 2011).

Before analyzing specific data related to approaches, let us consider the assertion of Neira, that, "if we make a quick review of teacher´s educational practices, it is possible to find an exacerbated concern following the same path of organizing activities" (2009, p. 26). In fact, this path often comes down to explain the game with their respective rules, try it with its specific techniques; make arbitration (control the game time and point out irregularities) and make corrections (gestures or sporting rules infraction). It would be possible to ask where is the available space for discussions, to understand the social power of sport and other functions historically known of it.

Soares, Taffarel e Escobar tell us that:

> [...] PE has a specific teaching methodology, determined by its object, the corporal expression as a language, as well as a logic of apprehending reality by intelligence. This logic will determine the way which it gives, in the PE class, the media coverage of scientific information and knowledge related to physical culture (2011, p. 220).

Therefore, when it comes to teaching methodology, or process of teaching and learning, or teaching approaches, different opinions are found. In the specific case of public schools in Erechim, the traditional approach is still the most used by educators, totaling 38% of teachers. As a second option we had renovating approaches, used by 34% of teachers of the total. And there is still a portion of physical educators (28% of respondents) that avail themselves of the two types of approaches, merging them and using them at certain times of their classes during the school year.

About teachers that are based on the traditional approach, let us seek to identify in their speech the reasons that lead to only work with this method.

> [...] we usually part of the traditional, working with foundations, the game and then get to the specific sport. I feel safer. It has been a long time working with it and I see that it is possible to have better results than working with the traditional. I can work better with a more organized class (INTERVIEWED 7).
> I use traditional approaches, regardless of the content that I will work. I believe that a lot of it is because of the experiences I had in high school with teachers. I feel safer working in this method (INTERVIEWED 6).

The traditional approach in the context presented adheres to the development of gesture-specific motor sport that is being worked. In a way, this can present concern, because in that case the only objective of PE may be in the process of teaching and learning sports.

Another detail that draws attention in relation to traditional methods is the security they provide to teachers who use them. Much of this security is associated to considerably large time in which it was experienced.

When we look at the data concerning the type of approach used by PE teachers of Erechim, RS we realize that in some cases the teaching practice could be considered retrograde. In the XXI century, there is a considerable number of teachers who do not use renovating approaches, or "modern", still developing their classes based on traditionalism of PE. It leads us to the "PE in the crisis of modernity", because it seems that at certain times the crisis reported by Fensterseifer (2001) and suggested by Medina (1986) has not settled yet.

We tried to investigate among teachers who used the traditional approach, which methods were most frequently used. The total number of teachers using the traditional approach to implement their classes in school at any given time of the school year is 66% of teachers of the total interviewed. Of that number, 45.5% use the global method, 27.3% use the mixed method, 21.2% use the analytical method; 6% situational method and no teacher uses the tactical method or other method.

In regard to teaching methods used in the traditional approach, we realize that those who have long widespread in the academic literature prevail until the present day, despite having in many cases questionable pedagogical intentionality, practically oriented to technicality. Even today, such methods represent the basis of the training of high performance sports. And when referring that the PE at school would still be treated as an extension of performance sports within the school, we are aiming the system of work exclusively adopted by 38% of PE teachers of Erechim working in public schools and 66% of teachers using the traditional approach at some point of the school year.

Table 1. Renewing approaches used by PE teachers.

Appoaching	Percentual
Psychomotor	*29,1%*
NPCs [1]	*16,1%*
Constructivist	*12,9%*
Cultural	*12,9%*
Cooperative Games	*12,9%*
Critical - Emancipation	*6,5%*
Developmental	*3,2%*
Critical surpassing	*3,2%*
Design of Open Classes	*3,2%*
Systemic, Renewed Health, Other	*0%*
TOTAL	**100%**

Source: Data collected by the author.

We note that, of the total interviewed, 31 teachers, at certain times of the school year, lay hold of renewing approaches to the development of PE classes. Of that number, 29.1% use preferably the psychomotor approach, while NCPs are used by 16.1% of teachers. As a third option, constructivist approaches, cultural and cooperative games, with 12.9% for each of them. Most preferably 6.5%, is the critical emancipation approach, following the same number of preference, it is 3.2% (for each of three) are developmental approaches, critical surpassing and the conception of open classes.

To illustrate better what was shown above we will present the speech of teachers using renovating approaches to plan and conduct their PE classes.

> Nowadays, in order to work more focused on my students, I need to deal with renewing approaches. So they can get more involved in the activities. In my opinion, the traditional approach has stricter methods, and this sometimes make things difficult. (INTERVIEWED 1)
> I believe that the traditional approach is very outdated. Therefore I use the renewing one. To plan we have more information. In the traditional approach many things are imposed. It must be the way the teacher wants. But in renewing approaches we can use the student's opinion. (INTERVIEWED 8)

One fact that stands out in relation to teachers cited above is from the year of its formation: 2005 and 2009 respectively. According to reports from both they have already had disciplines aimed at the renewing ones in the graduation in a superficial way, but they had. This, in a way, suggests that specific training in the area can determine how the teacher will develop their teaching practice, despite having lived long the traditional approach when they were students in basic education.

Regarding the data of Table 1, we see that the suggested approach by the references of the NPCs is not widely used. That somehow could worry, after all, it is a document that was provided to all schools in the area surveyed and, theoretically, should have been debated within educational institutions. However, according to the data presented, the document apparently did not produce large effects in the case of changes in the way we work with PE. According to NCPs in its opening letter written by the Minister of Education, Paulo Renato de Souza:

> We hope that the Parameters serve to support discussion and development of the educational project of your school, for reflection on teaching practice, the planning of their lessons, analysis and selection of educational materials and technological resources and, in particular, to contribute to their training and professional updating (BRAZIL, 1998, p. 5)

According to these data, we see that 1998 Minister of Education had consistently met their request. The document may have even been used as support for discussions within the school, but it seems, at first sight, not out starkly the theoretical level, because as the data show, a considerable portion of teachers still use the traditional approach, that is, do not seem to have given much attention to the changes suggested by the document.

Yet, as presented, some teachers avail themselves of both the traditional approach as the renewing ones, and found one of those teachers during the interview. Let's turn to the words of the teacher to justify such use.

> According to the contents and the group I adapt the method. Sometimes I use traditional methods to handle a little more. When the group is quieter, I use some refreshing approach. I did not have renovated approaches in my graduation and I did not attend to post-graduation, but my private library has more than 30 books. There are many kinds: inclusive education, cooperative games, there are many things. Then I pick up a little of each one and see what I can use. Traditional methods are not bad; renovators are not either. (INTERVIEWED 2)

In this case we can observe a teacher who had no contact with the renewing approaches in his/her graduation, did not attend to a specialization, but sought be updated on books, organizing a kind of personal library, varied bibliographies and directed to the PE. In a way, we can denominate this search process conducted by the teacher as a process of continuing education. We will not go into the merits of the quantification and qualification of the literature reported by the teacher, however, it is necessary to commend the attitude, which for personal reasons did not attend to post-graduation but it was not "stuck in time" and sought a kind of self-training to keep updated and seek to give complete consideration to the students.

A study developed by Tokuyochi et al. in São Paulo, with teachers of state schools, showed the following data “[...] 50% of respondents answered that follow the constructivist approach, 19% adopt the developmental approach and 14% reported to use other approaches” (2008, p. 422-423). We realized that the approach suggested by NCPs is also not one of the preferentially used in the public schools of São Paulo.

Another theme we want to address is the issue of developing methods or approaches to teach PE classes in school: 64% of the total sample stated that at some point in their professional life they have already used methods or own approaches to accomplish their work. While 36% have never used methods or own approaches for the implementation of their classes.

The data presented lead us to an issue that can be puzzling, because a significant number of teachers reported at some point to have developed a kind of own methodology to teach their classes. However, we ask ourselves: why have they never written or verified the efficiency of their methods and spread them to co-workers? Another question that could be investigated about this subject is which would be the basement, theoretical, practical, of authors or other areas of knowledge that would have taken them to develop such methodology?

About it Neira affirms that:

> This situation, if extended to a considerable number of the magisterium, makes us alert to the emergence of two school knowledge: one coming from the research of scientific character produced in universities, involving pedagogical practice and arriving to the classroom of a few teachers, other, produced in the daily work and generated by professionals, by noting the contradiction between the very initial formation and school reality, end up building their own pedagogical practice through rights and wrongs (2009, p. 198).

We reiterate that, in our opinion, such teachers developers of successful approaches in the teaching and learning of school PE could record them and, if necessary, put to the test its methodology, and disseminating it to colleagues who face similar situations and perhaps are not succeeding in developing their classes as best as possible reaching the goals to which they are proposing. However, we now have space for other questions regarding the subject. For instance, is there space for such teachers present their ideas? What role do they have in the setting of public policy, even if it is internal, within the school, or in the context of

the area? Such questions keep momentarily unanswered, however, are of utmost importance for the development and understanding of the true role of physical education in the school context.

FINAL CONSIDERATIONS

During the accomplishment of the study we had the opportunity to dialogue with several authors, and in some ways, most of them corroborates that the physical education is still undergoing an identity crisis. It is possible to find some studies that point to the same direction as ours, that is, in different places of the country, in various states, including at different times, the problems are very similar to those found here, and a concern is that such problems have remained throughout the years.

The data obtained and analyzed suggest that physical education of public schools of Erechim still has a great influence of the traditional approach. This data indicates a strong tendency towards technicality and cooperativeness in the area. We realize that intentionality pedagogical of physical education is in need of a revival, of a sort of recycling in schools where data was collected.

Besides presenting a significant amount of data which have allowed the results expressed, the present study instigate us to rethink considerably pedagogic intention of PE teachers, because it may suggest that the area is developing in the school context something similar to small schools specialized in sports initiation.

The discussion performed until now has even more space when related to the processes of continuous formation. Something that has been widely debated and we are not sure if performed in a qualified manner. Logically, participation in courses is not the only point that determines the form of acting in schools, nor the knowledge that could be discussed or the intention by which the teacher implements the physical education in the school context, however, it is an issue that deserves attention, because we know that much of the knowledge acquired after higher education courses in the area comes from courses, participation in events, study groups, distance learning courses, discussions with other educators, finally, it comes from the continuing formation.

We need to lead our students to new approaches with new intentions, new knowledge inside the physical education. The teacher's main function is to problematize the controversial issues that are often pushed down our throats by the media and society, and teenagers think it is correct, or the "coolest", as some say, follow them as if they were a religion or the absolute truth.

We are not proposing to transform a physical education in a component merely theoretical, but rather theory with practice. Theory not only to teach the rules and history of sports, but to discuss the social problems that can be solved through sports and other possibilities of body movement culture and present such possibilities for practical activities.

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EDUCATIONAL APPROACHES OF SCHOOL PHYSICAL EDUCATION: PANORAMA OF THE PUBLIC SCHOOL.

ABSTRACT

This study aims to identify the main pedagogical approaches used by teachers to plan / teach the physical education classes in the final years of primary education in the public schools of Erechim, RS. It has a quantitative and qualitative character and sought to collect data that allowed a mapping of how physical education is being taught in schools of this city. It was interviewed 100% of public school teachers in urban areas and working with physical education in the final years of primary school. The data indicate that we are still developing a physical education with strong traditional tendencies within a mechanistic and technicist perspective. Still, the refreshing approach used most frequently is the psychomotor and the PCN, s were only used for about 16% of teachers who use some form of refreshing approach. We realize that the school PE pedagogical intentionality is in need of a revival, a kind of recycling and (re) problematization in schools where the data of this study was collected.

KEYWORDS: Professional formation. Continuing formation. Teaching methodology.

LES TENDENCES ÉDUCATIVES DE L' ÉDUCATION PHYSIQUE SCOLAIRE: PANORAMA DE L'ÉCOLE PUBLIQUE

RÉSUMÉ

Cette recherche vise à identifier les principales tendences pédagogiques utilisées par les enseignants pour planifier les cours d'éducation physique dans les dernières années de l'enseignement primaire dans les écoles publiques de Erechim, RS. Elle est basée par la méthode quantitatif et qualitatif et, à cause de cela, il a eu besoin de chercher les informations qui permettaient une analyse plus détaillée de la façon dont l'éducation physique est enseignée dans les écoles erechinenses. Nous

avons interviewé 100% des enseignants des écoles publiques dans les zones urbaines que travaillent avec l'éducation physique dans les dernières années de l'école primaire. Nous pouvons ajouter que la tendence rafraîchissante la plus fréquemment utilisée c'est la psychomoteur et que les PCN's ont éte utilisé par environ 16% des enseignants qui utilisent une certaine forme de la tendence rafraîchissante. Nous nous rendons compte que l'intentionnalité pédagogique de l' EF de l'école a besoin d'un renouveau, une sorte de recyclage et de (re) problématisation dans les écoles où nous avons recueilli les information de cette recherche.

MOTS-CLÉS: Entraînement. Formation continue. Méthodologie d'enseignement.

ENFOQUES EDUCATIVOS DE LA EDUCACIÓN FÍSICA EN LA ESCUELA: PANORAMA DE LA ESCUELA PÚBLICA.

RESUMEN

Este estudio tiene como objetivo central identificar los principales enfoques pedagógicos utilizados por los profesores para planear/impartir las clases de educación física en los años finales del ensino fundamental en las escuelas públicas de la ciudad de Erechim, RS. Lo mismo és de caracter cuanti-cualitativo y buscó recopilar datos que permitieron un mapeamiento de la forma como la educación física está siendo enseñada en las escuelas erechinenses. Fueron entrevistados 100% de los profesores de las escuelas públicas de la zona urbana y que trabajan con la educación física en los años finales del ensino fundamental. Los datos indican que todavía estamos desarrollando una educación física con fuertes tendencias tradicionales dentro de una perspectiva mecanicista y tecnicista. Aún, el enfoque renovador más utilizado es la psicomotricidad y los PCN´s, sólo son utilizados por alrededor del 16% de los profesores que utilizan algún tipo de enfoque renovador. Nos damos cuenta de que la intencionalidad pedagógica de la educación física escolar tiene necesidad de un renacimiento, una especie de reciclaje y la (re) problematización en las escuelas donde hemos recogido los datos en este estudio.

PALABRAS-CLAVES: Formación profesional. Formación continua. Metodologia de la enseñanza.

ABORDAGENS PEDAGÓGICAS DA EDUCAÇÃO FÍSICA ESCOLAR: PANORAMA DA ESCOLA PÚBLICA.

RESUMO

Este estudo tem como objetivo central identificar as principais abordagens pedagógicas utilizadas pelos professores para planejar/ministrar as aulas de educação física nos anos finais do ensino fundamental nas escolas públicas de Erechim, RS. O mesmo é de caráter quanti-qualitativo e procurou levantar dados que permitiram um mapeamento da forma como a educação física está sendo ministrada nas escolas erechinenses. Foram entrevistados 100% dos professores das escolas públicas da zona urbana e que atuam com a educação física nos anos finais do ensino fundamental. Os dados apontam que ainda estamos desenvolvendo uma educação física com fortes tendências tradicionais, dentro de uma perspectiva mecanicista e tecnicista. Ainda, que a abordagem renovadora utilizada com maior frequência é a psicomotricista e que os PCN,s foram utilizados somente por cerca de 16% dos professores que utilizam alguma forma de abordagem renovadora. Percebemos que a intencionalidade pedagógica da EF escolar está necessitando de uma retomada, uma espécie de reciclagem e (re) problematização nas escolas onde foi realizada a coleta dos dados deste estudo.

PALAVRAS-CHAVES: Formação profissional. Formação continuada. Metodologia do ensino.