109 - DIAGNOSIS OF SCHOOL PHYSICAL EDUCATION IN PUBLIC ALAGOAS (2008-2013)

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1. INTRODUCTION

Alagoas is one of the smallest states in Brazil, with 27,778.5 km ² and 3,300,935 inhabitants (IBGE, 2013) of great contrasts, limitations and precariousness. This data confirm the economic and social characteristics of the population by their low level of education and professional training, health and employment opportunities for the majority of its inhabitants.

These characteristics generally reflect the importance of the school as a social institution. The knowledge that it circulated, discussed through the various curriculum components are from a cumulative process that reflects knowledge and experience of the generations that preceded us. The school fulfills the function of transmitting culture, models of behavior, citizenship formation and hence the guarantee of a structural maintenance of society (Palma & Viera, 2008).

The Physical Education (PE) within the school turn over the years, has undergone several trends (GUIRALDELLI JR, 2003) with different educational practices between them, transforming their goals and educational purposes. According Resende & Destro (2008), these changes influence on the discourse that has regarding this curricular component, either the society or the education professionals who find themselves in school life.

One of the main objectives of PE in school is to democratize access to all of this, but for this to become a reality it is necessary that the student recognize their legitimacy and/or their rights. While researching the school routine we usually experience different realities (AYRES MONTENEGRO et al, 2008), the most common are: the students who don't have good PE classes often and do not claim improvements, they do not know their rights, and students who don't value the PE classes because they believe that these are useless within the school curriculum.

We understand that autonomy before body practices culturally constructed will give through skills to enjoy, appreciate, encourage, produce, transform and reproduce such practices, aiming to health, beauty, entertainment and/or physical performance-sports. However, the rapid development of academic PE in Brazil resulted in the gap between the theoretical work and the reality of Brazilian schools (CAPARRÓZ, 2001).

One reason for this gap is that many teachers that working in schools were formed in the 1970s and 1980s (AYRES MONTENEGRO, MONTENEGRO 2010 and AYRES, 2012), during which the curricula of educational institutions of physical education professionals were based on biological and sporting theory (ANDRADE FILHO, 2001). On the other hand, the new teachers of Basic Education complain about the difficulty of applying the new knowledge produced in universities by distance established between the studied theories and the reality data of the schools where they teach (AYRES MOTENEGRO, 2004).

Concerned with offering the PE in the public schools of our state, GEPDEF - Group of Study and Research in Teaching and Training in Physical Education - CEDU/UFAL/CNPq develops research in the area in order to fully investigate the PE within school and understand the real problems faced in everyday teaching this curriculum component . In recent years, the GEPDEF has been developing a research matrix covering the entire state of Alagoas, divided into stages (MONTENEGRO, 2010), (AYRES MONTENEGRO, 2010), (AYRES MONTENEGRO, 2012), (AYRES MONTENEGRO, 2013), aimed build a profile of the offering of Physical Education as part of the school curriculum and the professionals who comprise, highlighting their academic education, its educational activities and problems faced in everyday teaching. With this diagnosis we know a little of the reality of school and professional profile that acts in PE classes and can confront their training received with interference in the field of work, the school.

This study is part of this research matrix and aims to determine the supply of physical education in the public schools of the municipalities in Alagoas covering such a study, highlighting the objectives developed, the content covered in class, evaluation criteria and the main problems of everyday teaching this curricular component, with this, pointing indicators that can guide the Federal University of Alagoas in the process of formation of the Degree in Physical Education.

2. METHODOLOGY

This study has characteristics of exploratory, descriptive and transversal. Where the researcher defines a population sample and evaluates all variables within this sample (REIS et al.,2002).

Data collection was carried out in stages with the Physical Education teachers belonging to the cadres of teachers in public schools (state and local) in cities of different micro in Alagoas, selected from the number of registrations made in coordinators network teaching state government. Thus, we selected the following cities: Maceió, Arapiraca, Palmeira dos Índios, Anadia, União dos Palmares, Teotônio Vilela, Marechal Deodoro, Rio Largo and São Miguel dos Campos, all belonging to the state of Alagoas.

The population in this study corresponds to the PE teachers or academics who occupy the role in the public schools of these cities. The sample groups of each stage was built for convenience, given that there was no physical education teachers employed in all schools, and schools where they had, some were unwilling to participate. Therefore our sample corresponds to the number of teachers who agreed to be interviewed, comprising the following sample values, 52% in Maceió, 100% in Arapiraca's City, Palmeira dos Índios and Anadia, 83% in União dos Palmares, 19% in the city of São Miguel dos Campos, in Rio Largo 55%, 64% in the city of Marechal Deodoro and 75% in Teotônio Vilela.

The criteria used to include or exclude the participation of individuals in this study was to agree to the Term of Consent - Informed Consent signing the same if it was in their interest.

Research is under development and until the date was developed 04 steps in this study. The first of these was developed in the cities of Maceió, Arapiraca and Palmeira dos Índios, between 2008 and 2009. In the second phase, in 2010, the municipality of Anadia was mapped. In 2011-2012 it was the turn of the municipality of União dos Palmares, and in 2012-2013 the municipalities of São Miguel dos Campos, Rio Largo, Marechal Deodoro and Teotônio Vilela.

We used a mixed questionnaire where the subject could expatiate freely.

The first contact was made via municipal's education departments and state. Was subsequently visited each school to find teachers in practice for which was read the consent form that explains the objectives and methodology of the study, which was signed by 168 teachers. The questionnaire was administered by the researchers responsible, not being established estimated time or word limit for such

The data collected from the questionnaires were analyzed using content analysis (Bardin, 1977), "set of techniques for analysis and interpretation of the content of the messages, parses the text into units, units of meaning that constitute communication, and subsequently, is made its reunification in classes or categories.".

3. RESULTS

To facilitate discussion of the data and get a better view of the results in general, we present a structured manner (Table 1) summarizes the data obtained in the survey highlighted the nine cities investigated. In this table we find the variables that identify various issues in offering the PE School.

3.1 School, Physical Education and Teachers

The public school systems in the cities of Maceió, Arapiraca, Palmeira dos Índios, Anadia, União dos Palmares, Teotônio Vilela, Marechal Deodoro, Rio Largo and São Miguel dos Campos, comprising an amount of 349 schools, between networks of public education state and municipal. Of these, 248 (71.06%) schools were visited. From this data, we could verify that the offer of PE in these schools visited by detecting the failure of the LDB (BRASIL, 1996) in its Article 26, §3º, which establishes the obligation to offer PE as part of the school curriculum. It was evident that most of the schools fails this item of the law governing education in Brazil, not offering Physical Education as an area of knowledge to students.

To establish an estimate of lack professional each municipality , we list the quantity of PE teachers and compared the number of schools in the network, and almost entirely found that the proportion isn't even one teacher per school. Maceió got to quantitative 48 teachers for 123 schools visited. In Arapiraca we found the proportion of 12 teachers from the 29 schools. In Palmeira dos Índios the demand of 06 teachers to attend 23 schools, already in Anadia, we found only 01 teachers from 20 schools. In União dos Palmares we found 18 teachers in 40 schools visited. In the city of Teotônio Vilela are 16 teachers for 26 schools. The municipality of Marechal Deodoro has 25 teachers from the 21 schools. In Rio Largo are distributed to 27 teachers and 42 schools, in São Miguel dos Campos are 15 teachers in 18 schools. This estimate increases if we consider the existence of schools with more than one teacher and schools where found no effective teacher for PE . However, one realizes the high proportion of such imbalance , many schools for the few teachers , noting as well that all public schools in the municipalities visited is deficient in the supply of teachers for PE curriculum component . This indicates the great need for new tenders for filling vacancies of immediacy.

Tabela 1 - General framework of the variables found on the School Physical Education in the municipalities studied in Alagoas

	MACEIÓ	ARAPIRACA	PALMEIRA DOS ÍNDIOS	ANADIA	UNIÃO DOS PALMARES	TEOTONIO VILELA	SÃO MIGUEL DOS CAMPOS	RIO LARGO	MARECHAL DEODORO
Schools With PE	*87%*	*69%*	*30,8%*	*13%*	*50%*	*56%*	*100%*	*22%*	*90,90%*
Schools with PE teachers	*73,80%*	*53,6%*	*20%*	*13%*	*50%*	*30%*	*100%*	*22%*	*46%*
Problems in daily work	*Lack of physical space and materials (100%)*	*Inadequate physical space (50%)*	*Inadequate physical space (38%)*	*Indiscipline of students and lack of physical spaces*	*Inadequate physical space (48%)*	*Physical space and materials (77%)*	*Physical space and materials (100%)*	*Physical space and materials (100%)*	*Physical space and materials (100%)*
Opinion in relation to physical Spaces and materials	*Precarious conditions (100%)*	*Bad (33%)*	*Insufficient (50%) and Bad (50%)*	*Insufficient. (Share the space with the community makes the course of lessons)*	*Scrapped and treated with contempt*	*Reasonable (55%)*	*Precarious and even inadequate*	*Precarious and even inadequate*	*Inadequate space for classes of PE (80%)*
Content Covered	*Sports (75%)*	*Sports (61%)*	*Sports (61%)*	*Sport, recreation, health and fitness.*	*Sports (30%)*	*Health (77%)*	*Cross-cutting issues (80%)*	*Sports (80%)*	*Games (73.3%)*
Evaluation criteria	*Class participation (100%)*	*Participation (28%), physical performance (28%) and jobs/Evidence (28%)*	*Participation (28%), physical performance (28%) and jobs/Evidence (28%)*	*Theoretical evaluation (proof), evaluation practice and participation of school projects.*	*Students ' class participation (32%)*	*Evidence (55%)*	*Continuous assessment (40%) and development of skills (40%)*	*Home Works (67%)*	*Home Works (26.6%)*
Goals of PE	*X*	*X*	*X*	*Develop the physical, psychic and social, forming critical citizen.*	*The practice of physical activity (22%). improving health and quality of life of its practitioners (22%)*	*Citizen formation (77%)*	*Conscienti-sation (80%)*	*Formation of citizen (60%)*	*Promotion of physical activity, health and quality of life (22%)*
Students with disabilities	*X*	*X*	*X*	*X*	*33% of teachers have students with disabilities*	*66% have students with disabilities*	*60% have students with disabilities*	*47% have students with disabilities*	*40% of teachers have students with disabilities*
Performs Planning	*X*	*X*	*X*	*Yes (100%)*	*Yes (100%)*	*Yes (100%)*	*Yes (100%)*	*Yes (100%)*	*Yes (100%)*
What takes into consideration when planning your lessons?	*X*	*X*	*X*	*Lack of knowledge of students about some sports, first aid, etc.*	*Students and their expectations (43%)*	*Lesson plans provided by Semed (33%)*	*The local reality and the physical spaces and materials available*	*Age group, interests, amounts of students per class and physical spaces and materials available*	*The reality of student (80%)*

* The markup X shows that the variable was not identified in the stage of research.

3.2 Problems in school life

According to Ministry of Education (2006,p.07), the construction of a unit of education " involves demand planning and feasibility studies, defining the environmental characteristics of architectural design and drafting, including executive power, technical detailing and material specifications and finishes.". Unfortunately the social immediacy, growing demand and lack of political commitment to education, conceal these actions, so important to the quality of education and essential for the growth of a country.

Easily faced with the lack of spaces for classes, as well as inadequate space, classrooms extremely muffled or overcrowded open without any protection against the sun, when it has the space when not in communal areas or derelict land and lack of materials to carry out the lessons, bringing harm to students, as well as the motivation of teachers.

In the case of Physical Education , is evident through this diagnosis, all municipalities involved, as evidenced biggest problem related to the school routine is directly linked to the physical and material, ranking less the city of Palmeira dos Índios (38%) and more to the municipalities of Maceió , São Miguel dos Campos , Rio Largo and Marechal Deodoro (100%).

In the same way, teachers assessed the physical and educational materials available for PE classes. As is shown in Table 01, these are characterized as bad, in disrepair, insufficient, inadequate and bad. In contrast, in the Municipality of Teotônio Vilela, 55% of teachers questioned rated spaces as reasonable.

3.3 Content covered

There are several possibilities concerning the content of PE. When in doubt come to mind when choosing between one or other content on one or another series which can cause a repetition of the same, or even the imbalance of the system experiences only the student either content or also by subjectivity of the teacher chose one content, which is more convenient or more present in your experience.

Thus, Soares et al (Coletivos de Autores, 1992) defines PE as an area called physical culture, in which the contents therein are predominant: games, sports, gymnastics, wrestling and dances, the major topics related to current sociopolitical .

Several trends are cited by teachers and defend their ideals, their views and their way of teaching. What was demonstrated in this study is that teachers in Maceió (75%), Arapiraca, Palmeira dos Indios (61%), União dos Palmares (30%) and Rio Largo (80%) consider the sport as the main content to be worked in PE. In other municipalities, Teotônio Vilela (77%), São Miguel dos Campos (80%) and Marechal Deodoro (73.3%) were cited by teachers as the main content Health, Transversal Themes and Games respectively.

3.4 Evaluation Criteria

Evaluation walked and walks with PE as it turns to assist in the teaching and learning of students. Today, we consider evaluation as a tool rather than a punitive and a two-way street, which helps both the student in learning, and the teacher in making decisions, the feedback for reorientation and adaptation planning.

It is observable that most teachers in 04 of the 09 municipalities surveyed, evaluates their students for participation in PE classes. In Maceió, 100% of teachers questioned use as assessment tool student participation in class. Although it is possible to associate this type of participation to practical experiences of curricular component, an important point to be discussed in relation to this item is that participation is a mandatory condition. Why is PE is compulsory in schools, is intrinsic to the student has to attend a minimum number of hours and days in PE classes, as in other disciplines.

Other evaluative instruments cited by teachers are: physical performance, tests, assessment practice; participation of school projects; continuing evaluation, skills development and homeworks.

3.5 Objectives of Physical Education

After the first stage of the research, in the cities of Maceió, Arapiraca and Palmeira dos Índios, we saw the need to investigate something else. We made the decision to add some questions our research in subsequent stages. In these first municipalities we don't question the aims of PE, therefore, the data couldn't be displayed due to lack of results. In the municipality of Anadia, the teacher points out the objective of PE the physical, psychological and social development of students, as well as the formation of critical citizens, in União dos Palmares were identified goals: physical activity (22%) and improved health (22%); Teotônio Vilela (77%) and Rio Largo (60%), point the objective of PE is training citizen, 80% of teachers in São Miguel dos Campos lists the objectives of PE with body awareness, 22% of teachers from Marechal Deodoro point the promotion of physical activity and quality of life as the goal of PE.

3.6 Planning Lessons

Planning is the first step to a good job, noting that there is an aspect of closed/fixed and individualized, but a procedure adaptable to each time it is needed. The data obtained showed that 100% of teachers in all counties conduct planning. According Libâneo (1994, p. 222) "planning is an activity of reflection about our choices and actions if we don't think carefully about the direction we should take in our work, we will be delivered to the directions set by the dominant interests in society". So what to take into account in our planning?

According to the teacher of the municipality of Anadia, lack of knowledge of the students must be considered in planning; in União dos Palmares, 44% of teachers take into account the expectations of students; 33% of teachers in Teotônio Vilela are guided through the lesson plans provided by the City Department of Education; in São Miguel dos Campos, teachers are guided through the local reality, the physical and material available; Rio Largo, teachers consider in planning the age of theirs students, amounts students in class and the physical space and available material, as in Marechal Deodoro 80% of teachers consider the student's reality.

3.7 Students with Disabilities

According to Moraes (2010), studies in PE in providing inclusive perspective will have discussion on the inclusion of disabled students in this class. For the author, aspects such as intervention and vocational training are paramount issues in the realization of inclusive policy in the school environment.

The concern of this study to diagnose the presence of students with disabilities in the classroom is the first step to seek to develop an inclusive policy in the school environment. We note the considerable presence of students with disabilities in classes in União dos Palmares (33%), Teotônio Vilela (66%), São Miguel dos Campos (60%), Rio Largo (47%), Marechal Deodoro (40%). In this sense, knowledge production and qualify professionals that meet these people are fundamental to inclusive practice in the school environment.

4 FINAL THOUGHTS

Through this study, we determined the need for greater attention coming by the political, they provide further support for the development of a quality PE in school. The public school systems of investigated cities require a larger investment of the public sector that enables hiring effective teachers of PE and improvement of its facilities available and greater acquisition of materials for lessons in this curriculum component.

The questions and doubts in relation to the objectives of PE, took different approaches during the construction and legitimation of this, as well as the advancement of studies in the area, which is proposing an adjustment to the current needs of society. It is clear, according to the study that the vast majority of teachers based on assumptions of social and health care, which is confirmed also in this study the presence of people with disabilities performing practical experiences in PE classes, without thereby causing nuisance to the teacher, once verified the discourse of teachers.

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The high incidence of its content "sport" in PE classes, if the prevalence of a few sports in the "taste" of the Brazilians. We know that sports is a content extremely relevant pedagogical action, but we can not reduce it to practice only a few of them, so that impoverish students' experiences. As recommends the National Curriculum for Physical Education (1997, p. 21), where new dimensions are given for PE, as "broader educational goals (not just focused on the formation of a physique that could sustain intellectual activity), diversified content (not just exercise and sports) and pedagogical assumptions more human (not just training)", building values for citizenship.

Therefore, we recognize that teaching practice is considered the main axis of the formation of the PE teacher. All disciplines that make up the curriculum of this training should prioritize situations planning, implementation and evaluation of educational processes of predetermined content for PE in the school curriculum.

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DIAGNOSIS OF SCHOOL PHYSICAL EDUCATION IN PUBLIC ALAGOAS (2008-2013)
ABSTRACT

This study is part of a research matrix and has the objective of verifying the provision of physical education (PE) in public schools in the cities of Maceio, Arapiraca , Palmeira dos Índios, Anadia, União dos Palmares, Teotônio Vilela, Marechal Deodoro, Rio Largo and São Miguel dos Campos to contribute to a diagnosis of the situation in relation to the educational curriculum component PE in the state of Alagoas . Constitutes a form of field research, exploratory, descriptive and transversal, which established visits in different microregions of Alagoas. Until the last step was visited 248 schools where we find the lack of PE teachers and still not offer the curricular component PE among other scholarly knowledge . All municipalities involved show that the biggest problem related to everyday school life is directly linked to physical space and materials available for PE classes. The Sport is the main content and participation in class, the main criterion for evaluation of PE. Teachers conduct planning for their classes and are based on assumptions of social and health aimed at the PE school. Was also verified the presence of people with disabilities performing practical experiences in PE classes.

KEYWORDS: Physical Education, Sports, Physical Education Objectives.

DIAGNOSTIC DE L'ECOLE L'ÉDUCATION PHYSIQUE EN PUBLIC ALAGOAS (2008-2013)
RÉSUMÉ

Cette étude fait partie d'une recherche matricielle et a pour objectif de vérifier la disposition de l'éducation physique (EPh) dans les écoles publiques, dans les villes suivantes: Maceió, Arapiraca, Palmeira dos Índios, Anadia, União dos Palmares, Teotônio Vilela, Marechal Deodoro, Rio Largo e São Miguel dos Campos. La recherche vise à contribuer à un diagnostic de la situation de l'éducation, par rapport à la composante du curriculum de l'éducation physique dans l'Etat d'Alagoas, Brésil. Jusqu'à la dernière étape a été visité 248 écoles où l'on trouve le manque de professeurs d'éducation physique, et pourtant ne pas offrir composante du programme d'études d'éducation physique parmi d'autres connaissances scolaires. Toutes les villes concernées montrent que le plus grand problème lié à la vie quotidienne de l'école est directement liée à l'espace physique et des matériaux didactiques disponibles pour les cours d'éducation physique. Le sport est le contenu principal et la participation en classe, le principal critère d'évaluation de l'éducation physique. Les enseignants préparent la planification de leurs classes et sont fondés sur des hypothèses de l'objectif social et de la santé de l'éducation physique à l'école. Il y avait la présence des personnes handicapées effectuant des expériences pratiques dans les classes d'éducation physique.

MOTS-CLÉS: L'éducation physique scolaire; sport; Objectif de l'éducation physique scolaire

DIAGNÓSTICO DE LA EDUCACIÓN FÍSICA DE LA ESCUELA EN PÚBLICO ALAGOAS (2008-2013)
RESUMEN

Este estudio es un enfoque de una matriz de la investigación y tiene el objetivo de verificar la provisión de educación física (EF) en las escuelas públicas en las ciudades de Maceió, Arapiraca, Palmeira dos Indios, Anadia , União dos Palmares, Teotônio Vilela, Marechal Deodoro, Rio Largo y São Miguel dos Campos para contribuir a un diagnóstico de la situación en relación con el plan de estudios de componentes EF en el estado de Alagoas. Constituye una forma de investigación de campo, de tipo exploratoria, descriptiva y transversal , que fueran establecidas visitas en distintas micro-regiones de Alagoas. Hasta el último paso que fueran visitado 248 escuelas en las que se encuentran a la falta de profesores de educación física y aún no cuenta con el componente curricular EF entre otros conocimientos académicos. Todos los ayuntamientos implicados demuestran que el mayor problema relacionado con la vida escolar cotidiana está directamente relacionada con el espacio físico y los materiales didaticos disponibles para las clases de educación física. El deporte es considerado el contenido principal y la participación en clase, el principal criterio para la evaluación de EF. Los maestros planean para sus clases y se basan en suposiciones de sociales y de salud el objetivo de EF en la escuela . También se verificó la presencia de personas con discapacidad que realizan experiencias prácticas en las clases de educación física.

PALABRAS CLAVE: Educación Física, Deportes, Educación Física Objetivos.

DIAGNÓSTICO DA EDUCAÇÃO FÍSICA ESCOLAR NA REDE PÚBLICA DE ALAGOAS (2008-2013)
RESUMO

Esse estudo é um recorte de uma pesquisa matricial e tem o objetivo de verificar a oferta da Educação Física (EF) nas escolas públicas dos municípios de Maceió, Arapiraca, Palmeira dos Índios, Anadia, União dos Palmares, Teotônio Vilela, Marechal Deodoro, Rio Largo e São Miguel dos Campos visando contribuir para um diagnóstico da situação educacional em relação ao componente curricular EF no estado de Alagoas. Constitui-se num formato de pesquisa de campo, exploratória, descritiva e transversal, onde estabelecemos visitas em diferentes microrregiões do estado de Alagoas. Até a última etapa foram visitadas 248 escolas onde verificamos a carência de professores de EF e ainda, a não oferta do componente curricular EF entre os demais saberes escolares. Todos os municípios envolvidos evidenciam que o maior problema relacionado ao cotidiano escolar está diretamente ligado ao espaço físico e materiais didáticos disponíveis para as aulas de EF. O Esporte é considerado o principal conteúdo e a Participação nas aulas, o principal critério de avaliação da EF. Os professores realizam planejamento para suas aulas e baseiam-se em pressupostos de cunho social e da saúde como objetivo da EF na escola. Sendo verificada também a presença de pessoas com deficiência realizando vivências práticas nas aulas de EF.

PALAVRAS CHAVE: Educação Física Escolar, Esportes, Objetivos da Educação Física Escolar.