79 - PERCEPTION OF 8th AND 9th GRADERS OF PUBLIC SCHOOLS IN TERESINA/PI ABOUT THEORETICAL AND PRACTICAL LESSONS OF PHYSICAL EDUCATION

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1 INTRODUCTION

Physical Education is a school subject that works with the conceptions of body and movement, through recreational, sports and rhythmic activities aiming at providing students with body awareness in order to promote their full development, for physical education is not restricted to motor acts, but it makes use of them to work the cognitive, affective and psychomotor aspects of individuals.

For this, Physical Education has a vast amount of knowledge formed by a set of practices called movement body culture, namely, games, dances, sports, gymnastics and fighting activities.

The collective of authors (1992, p.36) speaks of two perspectives on Physical Education within the curriculum. The first perspective focus on the development of the physical fitness of individuals as object of study, so its goal is to make them achieve the best performance in terms of physical ability, and, for such purpose, schools must have specific and appropriate spaces where the classes can take place such as sports squares, courts and fields. The second one deals with reflections on body culture. Here the goal is to instigate students to understand why each content is being taught so they can be able to view themselves as historical subjects. Therefore, the spaces used at school can be either a sports court, since this perspective does not disregard the appropriation of the technical/tactical elements, or a classroom for a pedagogical reflection.

Kunz, mentioned by Henklein et. al, (2013, p.2), says that the goal of Physical Education must be the formation of critical individuals so they can be able to transform the reality in which they live if they wish to do so. The critical and reflexive education must be based on the development of objective (technical), social (socio-cultural) and communicative (critical thinking) skills. This makes Physical Education similar to other school subjects. Therefore, it is important to clarify the contributions that this subject can provide school education with.

According to Barbosa (2001, p.38), explanatory classes will only be interesting for students if well conducted by the teacher, i.e., his attitudes are essentially important so the theoretical lessons may be motivating. Thus, Palafox et al. (1998, p.122) say that any educational practice lacking theoretical reference is nothing but a conservative practice, leading all those involved in the educational process to be restricted to pedagogical practices that are only known in the context of their application, which will make them mere reproducers of such practices.

Mattos; Neira (2000) mentioned by Lorens, cf; Tibeau C. (2003) claim that every class should consist of an explanatory and a practical moment. The theoretical moment is crucial so the student may actually understand why each activity is being performed during the moment of practice, from the concepts of the activities to the importance of the class. Thus, the student will be able, at the moment of practice, to visualize all that he has learned in theory. The theoretical lessons aim at educating the student so that he would not be unaware about the content. But it is necessary to use the classroom for such activity.

According to Betti (1991), mentioned by Lorens, CF; Tibeau C. (2003), Physical Education is more than doing (practice). Everyone should know (theory) the reason for doing something, i.e., it is necessary to explain the benefits, implementation as well as all and any detail involved in the activity proposed.

The reason for conducting this study, which discusses the conceptions of 8th and 9th graders of Primary School about explanatory and practical lessons of Physical Education, is the fact that it is important to investigate the results of those lessons for the students, for we know that they can trigger different responses as to the understanding and conceptions of those students.

2 METHODOLOGY

With a qualitative approach, this study employed a descriptive and exploratory method. Costa (2001, p.30) says that the exploratory method is used when little is known about the subject, from which hypotheses will be raised. The descriptive method is used when something is already known about the subject and its objective is to publicize what has been observed and attract support from other researchers. These methods can be used simultaneously since description is way to "photograph" what was investigated with an exploratory attitude.

The population is made up of 500 students enrolled in the Municipal Public School Itamar Brito, situated at rua Macaé, 7461 - Pedra Mole. The sample consisted of 100 students enrolled in the 8th and 9th years of Primary School who study in the morning shift in the above mentioned school.

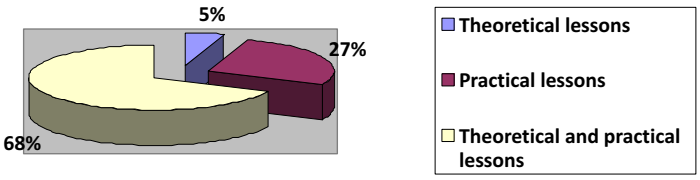
Data were collected through the application of questionnaires containing nine open and closed-ended questions aiming at building the students' profiles and examining their preference for explanatory or practical lessons of physical education, as well as for the knowledge (content) of physical education acquired during both explanatory and practical lessons. The questionnaires were applied directly by the researcher on 20 and 21 October 2010, during physical education lessons. The data collection was made on premises of the school surveyed.

The data collected were discussed and analyzed by confronting the theories consulted during the development of the survey (theoretical references) with the results obtained, which were textually arranged and also shown by means of figures in order to provide a better understanding and visualization.

3 RESULTS AND DISCUSSION

3.1 PREFERENCE OF STUDENTS FOR THE PRACTICAL OR THEORETICAL LESSONS OF PHYSICAL EDUCATION

27 out of the 100 students surveyed responded that they only enjoy practical lessons of physical education; 68 of them affirmed to equally appreciate both practical and explanatory lessons, and five students declared their preference only for explanatory lessons.



Source: direct survey (SILVA, 2010)

According to authors like Betti (1999), mentioned by LORENS, CF; TIBEAU C. (2003), learning physical education through practice requires a theory to support it, optimizing the learning process.

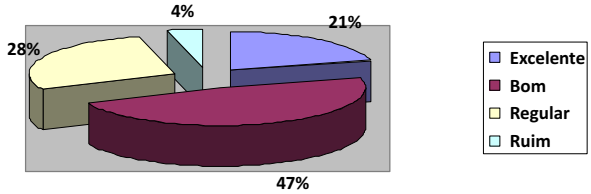
Faria Júnior (1986, p.61) says that explanatory lessons have been used to replace practical lessons, which keeps schools from receiving further investments in better facilities and equipment for the practice of physical education. In order to explain his preference for explanatory lessons, a student wrote: "Since the sports court is not covered we catch too much sun" (Student 27, 2010).

Barros (2008, p.2), in his turn, says that physical education teachers cannot be concerned only with physical, but also with intellectual aspects. Oliveira, mentioned by, Barros (2008, p.2) states that practical activity is only a means and not an end and that "it is important for people to make movements being aware of all their actions. They need to think of and feel what they do".

According to the PCNs (Brazil, 2008), students must be considered as a whole, that is, the cognitive and affective aspects cannot be forgotten even if the practical experience is associated to the learning process. Students must not just be subjected to a series of stereotyped gestures aiming at automating them, but they need to acquire awareness of the process of knowledge construction.

3.2 CONCEPTIONS OF STUDENTS ABOUT THE PHYSICAL EDUCATION LESSONS OFFERED AT SCHOOL

When asked to make an assessment (express an opinion) of the Physical Education lessons offered at the school they attend, students had to choose among four options: excellent, good, fair and poor. In view of that, most of the students (47 out of those 100 surveyed) considered the lessons good, twenty-one students marked excellent; another twenty-eight considered them fair, and only four students considered the lessons poor.



Source: direct survey (SILVA, 2010)

Motivation is the energy of the learning process. Freire, mentioned by Franchin (2013, p.2). states that teachers must be concerned not only about transmitting knowledge, but also about stimulating the critical skills of students, teaching them how to think, reinforcing curiosity and rebelliousness.

A lesson can become unpleasant if it is only focused on repetitions performed in an inattentive and mechanical way. This may cause stereotyped automatisms. Therefore, teachers must promptly intervene in these situations in order to create new challenges so that such automatisms will not be sufficient for the development of the activities. (PCNs / BRAZIL 2008, p.28)

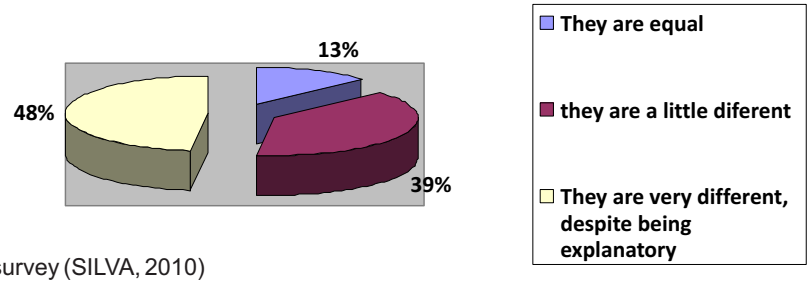
> [...] An activity will only be uninteresting for children when it no longer represents a problem to be solved, a possibility of functional pleasure due to repetition or also a motivation related to social interaction. (PCNS / BRAZIL 2008, p.29)

3.3 EXPLANATORY LESSONS OF PHYSICAL EDUCATION COMPARED TO THOSE OF OTHER SCHOOL SUBJECTS

In this section, it has been intended to make a comparison between the importance given by students to explanatory lessons of physical education and that given to explanatory lessons of other school subjects. Therefore, students were given the following options:

-They are equal
-They are a little different
-They are very different, despite being explanatory

In this section, 48 students responded that the lesson is very different from other subjects. 39 students responded that physical education classes are just a little different from other subjects. Finally, only 13 students responded that the other lessons are equal.



Source: direct survey (SILVA, 2010)

The benefit of practicing a physical activity is unquestionable, but assessing the benefits of this practice within schools in order to justify its inclusion in the curriculum is something quite different. Freire (1988, p.81) says that motor acts are indispensable for the relationship of the individual with the world, being also important to make them understand these relationships. The body action connects the student from the concrete world to the world of representations. Therefore, physical education is important within schools.

According to the collective of authors (1992, p.42), body expression is a language, a universal knowledge that must be transmitted to students. Its presence in the curriculum, just like History, Mathematics, among others, is fundamentally important since it helps students understand their natural and social realities, which are complex and contradictory.

4 CONCLUSION.

The study has shown that most of the students surveyed enjoy explanatory lessons just as much as practical lessons of physical education. It has been observed that the students give equal importance to both types of lessons for believing that theory prepares them for practical activities. It could also be seen that students enjoy theoretical lessons of physical education for they are interested in learning about rules, history, game systems and other fields of knowledge related to sports.

Explanatory lesson is an expression used in all subjects of the curriculum, including physical education, which makes it an area of knowledge methodologically equal to the other subjects of the educational system. However, most of the students surveyed conceive the theories and the knowledge of physical education as something different from those of other subjects. This difference is due to the pedagogical action of physical education teachers. For students, they teach interesting and creative lessons compared to teachers of other school subjects. Although students have shown some interest in sports like soccer and indoor soccer, they have also revealed the desire to learn and practice other sports activities such as basketball, volleyball, handball, dancing, swimming, fighting, badminton, among others. By analyzing the students' reports, however, it could be seen that some of them demonstrated a certain rejection to practical lessons in view of the lack of infrastructure and sports equipment such as balls, nets, cones etc.

In conclusion, it could be said that the teaching of physical education must consist of a pedagogical action that may integrate theory and practice in a continuous and creative way, deconstructing the long-lasting idea that physical education is a school subject and teaching area based only on practical activities and devoid of epistemological elements capable to provide it with an identity just like all other fields of knowledge and school subjects that appear in the intersection of different kinds of theoretical knowledge for a good practical action, indistinctly and equivalently.

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PERCEPTION OF 8th AND 9th GRADERS OF PUBLIC SCHOOLS IN TERESINA/PI ABOUT THEORETICAL AND PRACTICAL LESSONS OF PHYSICAL EDUCATION

ABSTRACT

This research aimed at investigating the perception of students of a public school in Teresina/PI about the theoretical and practical lessons of physical education offered to them. The method used was the descriptive and exploratory, with a qualitative approach. A field survey was conducted through the application of a questionnaire containing open and closed-ended questions. 100 students of both sexes were surveyed, being 48 girls and 52 boys, all enrolled in the 8th and 9th grades of Primary School in the above mentioned school. The data were collected on October 21- 22, 2010. The results have shown that most students accept explanatory lessons of physical education and that they have revealed the desire to learn more about soccer and indoor soccer in the practical lessons. In conclusion, it could be said that theoretical lessons in consonance with practical lessons, according to the students surveyed, is the best way to teach physical education.

KEYWORDS: Theory. Practice. Physical Education.

LA PERCEPTION DES ÉLÈVES DE 8e ET 9e ANNÉE DES ÉCOLES PUBLIQUES DE TERESINA/PI SUR LA THÉORIE ET PRATIQUE DE L'ÉDUCATION PHYSIQUE.

RÉSUMÉ

Cette recherche visait étudier la perception des élèves d'une école publique à Teresina/PI sur la classe et l'éducation physique qui leur est offerte.La méthode employée a été descriptive et exploratoire dans une approche qualitative.Il a été realisée une enquête sur le terrain à travers un questionnaire contenant des questions ouvertes et fermées.On a demandée à 100 étudiants des deux sexes ,le questionnaire a été fait avec 48 filles et 52 garçons.Tous ces élèves de 8e et 9e année scolaire en question.La collecte a été realisée le 21 et 22 Octobre 2010.Les résultats ont montré que la plupart des étudiants accepte le cours théorique de l'éducation physique et ils ont le désir d'apprendre des différents contenus de football et le futsal dans les classes pratiques .Il a été conclu que les cours théoriques combinées avec les pratiques sont dans la conception des étudiants la meilleure manière d'enseignement pour l'éducation physique.

MOTS-CLÉS : Théorie. Pratique. Éducation Physique .

LA PERCEPCIÓN DE LOS ESTUDIANTES DE 8º Y 9º AÑOS DE ESCUELAS PÚBLICAS DE TERESINA/PI ACERCA DE LAS CLASES TEORÉTICAS Y PRACTICAS DE LA EDUCACIÓN FÍSICA.

RESUMEN

Esta investigación tuvo como objetivo investigar las percepciones de los estudiantes de una escuela pública en Teresina / PI acerca de la clases teoricas y prácticas de la Educación Física que se les ofrece. El método utilizado fue descriptivo y exploratorio, con un enfoque cualitativo. Se realizó un estudio de campo a través de un cuestionario con preguntas abiertas y cerradas. Foram cuestionados 100 estudiantes de los dos sexos, con 48 niñas y 52 niños. Todos de el octavo y noveno año de la escuela en cuestión. La recolección de datos se llevó a cabo el 21 y 22 de octubre de 2010. Los resultados mostraron que la mayoría de los estudiantes acepta las clases teoricas de la Educación Física y tienen el deseo de aprender contenidos diferentes de fútbol y fútbol sala en las clases prácticas. Se concluyó que las clases teoréticas combinadas con las prácticas son, en el diseño los estudiantes, la mejor forma de enseñanza de la Educación Física.

PALABRAS CLAVE: Teoría. Práctica. Educación Física.

A PERCEPÇÃO DE ALUNOS DO 8º E 9 º ANOS DE ESCOLAS PÚBLICAS DE TERESINA/PI SOBRE AS AULAS TEÓRICAS E PRÁTICAS DE EDUCAÇÃO FÍSICA

RESUMO

Esta pesquisa teve como objetivo investigar a percepção dos alunos de uma escola pública municipal de Teresina/PI acerca das aulas teóricas e práticas de Educação Física ofertada aos mesmos. O método empregado foi o descritivo-exploratório, dentro de uma abordagem qualitativa. Foi realizada uma pesquisa de campo por meio da aplicação de um questionário contendo perguntas abertas e fechadas. Foram questionados 100 alunos, de ambos os sexos, sendo 48 meninas e 52 meninos. Todos estudantes do 8º e 9º ano da escola em questão. A coleta de dados foi realizada nos dias 21 e 22 de outubro de 2010. Os resultados mostraram que a maioria dos alunos aceita as aulas teóricas de Educação Física e que eles tem o desejo de aprender conteúdos diferentes do futebol e do futsal nas aulas práticas. Concluiu-se que as aulas teóricas aliadas às práticas são na concepção dos alunos a melhor forma de ensino para a Educação Física.

PALAVRAS-CHAVE: Teoria. Prática. Educação Física.