18 - PHYSICAL EDUCATION FOR YOUTH AND ADULT EDUCATION IN DEBATE

FRANCISCO EDSON PEREIRA LEITE[1];
RODRIGO VIANA BEZERRA[2]
1 - Delegado Adjunto da FIEP/RR
2 - Profissional de Educação Física – CREF 00744-G/RR
professor.edsonleite@hotmail.com

1. INTRODUCTION

The act of educating in our society is something consolidated, with education centers and increasingly practical tools that promise to make life easier for educators. Thus, we evaluate the following proposal: imagine human society without schools. How would teaching? Teachers exist or not? As we would learn history or math? As we would learn to educate our bodies to make healthy habits for a better life?

These questions deal with concerns to seek a way of understanding the importance of school and teacher. Thus, the teacher, among them the physical educator, should be substantially free of difficulties that compromise his performance during the practice of educational activities, reaching an optimum level of utilization.

In this context we address the Physical Education for Youth and Adults was recently introduced in the curriculum making it mandatory for the educational modality appear on screen through 111 / 07 issued by the State Board of Education of Roraima.

The problem situation is to assess whether there is the possibility to efficiently develop the discipline to screen for learners of Youth and Adults forward their needs and requirements, and evaluate how this is currently being developed discipline in state schools.

The research aims to contribute to the enhancement of the physical educator at the local level, and that does not end the need for more research that have the object as an educator. We hope that this work is only one of several for enhancement of professional educators.

2 . EDUCATION " BODY " WITHIN THE PHYSICAL EDUCATION .

In the theories of knowledge of modernity, which has its maximum expression in the so called scientific method (modern science), the body or the bodily dimension of man appears as a disturbing element that needs to be controlled by the establishment of a rigorous procedure. To Veiga Neto (1996, p. 87) :

> [...] If there is any fault in science or modern rationality, it is situated on the divide between res cogitans and res estensa because this separation substantiate our remoteness from the rest of the world. This separation, according to the author leaves us without commitment to the fate of all that surrounds us, including where other men and women [...]

Both theories of knowledge building and learning theories, with rare exceptions, are disembodied - the intellect is learning. Or, after a phase of dependence, intelligence or consciousness finally freed from the body. Including theories of motor learning are partly cognitive.

The role of embodiment in learning has been historically underestimated, neglected. Today it is interesting to see a move towards the recovery of the "dignity" of the body or body in respect to learning processes. This happens , curiously , through developments in the natural sciences . In the words of Faria Filho (1997, p. 52):

> [...] As well as the school ` escolarizou ' knowledge and social practices, also sought ownership of various body shapes and provide an embodiment that will be most appropriate." This aspect is important, since the body treatment in Physical Education suffers external influences of culture in general, but also internal, ie, of that institution [...].

However, in this article I will focus on the contribution of physical education discipline for “educational body “what happens in school, so the construction of pedagogical theories of physical education. But it is important to note that the term in the school discipline involves two aspects: firstly, the size of the hierarchical relations, observance of precepts, rules of conduct of the body, on the other hand, aspects of knowledge itself. Therefore, the school promotes “educational body “.

3 . PHYSICAL EDUCATION FACING THE LDB

In Brazil, according to LDB (Law of Directives and Bases of Education) , Article 26 , 3, Physical Education , integrated pedagogical school , is a curriculum component compulsory basic education , and practice optional to the student who meets workday less than six hours , which is greater than thirty years of age , that is initial military service or , in a similar situation , is bound to the practice of Physical Education ;

Realized in the recent history of the Brazilian Physical Education we lost appreciably importance. Another issue that is clear in the analysis of this law is the ability of legislators to transfer responsibilities, as before, the fact of course be optional or decision was not the school itself, now, is the responsibility of the student to decide whether or not to study the discipline. According Bertheart and Bernstein (cited Cañete, 2001, p.14)

> [...] We are our body. It is our only perceptible reality. Not opposed to our intelligence, feelings, soul. He includes them and gives them shelter. Therefore, be aware of one's body and spirit, physical and psychological, and even strength and weakness, do not represent the duality of being, but his unit.

In a critical way and seeing the almost total lack of school physical education in night school and also little exploration of this theme in research , we need to explore it seeking grants to discuss and develop a critical view of the Physical Education do not have and it would be possible to have.

4 . SPECIFIC LEARNING IN EJA

In working with the youth and adults , opportunities and needs arise learning increasingly specific , depending on the conditions cognitive , affective and motor allow students an increasingly distancing itself from the object of teaching . Le perceives clearly that the practices of body culture movement can be made into objects of study and research on the man and his cultural production. The Physical Education class , in addition to being a time of enjoyment body , you can set up a time for reflection on the body , society , ethics, aesthetics and inter and intrapersonal .

Allows the organization and participation of teams with competitive and recreational purposes in championships, festivals, social events. The study of the history of football in Brazil, allows reflection on the socio-political condition of the black, the evolution of the sport spectacle and labor relations , the jingoism , bigotry , violence of organized supporters , the emergence of women's football etc. .

The depth should not be focused only on the interests of students, but the possibility of conducting a meaningful learning, which combines both the understanding of oneself, of others and of the socio-cultural reality.

In specific learning is important that students feel engaged and able to give meaning to learning, meaning that not only break the intentions of teachers. It must be related, during the development of the student , how much can be learned at any given time how much students can now realize how important to be learned at that very moment .

Le the fact that the student does not consider certain content as important , at some point, it may mean that he still is not able to establish a relationship between this knowledge with his personal quest . In this case, one must consider what strategies might give meaning to this content and how this knowledge will empower the development of the student.

5 . PHYSICAL EDUCATION FOR THE STATE OF EJA RORAIMA - DECREE 111/07-CEE

Consistent with the guidelines and principles contained in LDBEN , the National Council of Education , since 1998 , established national curriculum guidelines for the various stages of basic education , given the contained in section IV , Article 9 of Law 9.394/96 which delegates the Union shall, in collaboration with the states, the Federal District and the municipalities , skills and guidelines for early childhood education , elementary and middle school , which will guide the curriculum and their minimum content , to ensure basic training or common .

Both national curriculum guidelines as the state for elementary and middle school for indigenous education or the type of education of youth and adults seek to provide basic parameters , principles , fundamentals and general procedures , guiding a common training and assurance diversity and autonomy of pedagogical each school .

The State Board of Education of Roraima to issue curriculum guidelines through Resolutions EEC / RR No. 05 / 99 and 09 /2000 did not make recommendations or requirements concerning mandatory designation of components or disciplines , workload or distribute the series .

Instead, all resolutions issued relating to curriculum guidelines, reinforce and value learning and recommend interdisciplinary, multidisciplinary and / or interdisciplinary areas of knowledge.

Strictly speaking , and otherwise mentioned , it can be said that in elementary or middle school in indigenous education elementary or middle and also in the form of education for young people and adults - 1st , 2nd and 3rd segments , the school must necessarily to ensure their students the studies on knowledge and use of the Portuguese language ; mathematics; history , science , geography , arts , a modern foreign language , physical education courses for daytime and nighttime , and religious education mandatory offer and optional enrollment for the elementary students .

6 . METHODOLOGY

This research is characterized by a literature review and the implementation of a pilot project in the State School Tancredo Neves , according to the methods and Hermeneutical hypothetical deductive Highlights Domingues (2004, p. 345) . By definition hermeneutics is the science that establishes the principles, laws and methods of interpretation. In its coverage of the theory comes from the interpretation of signs, symbols of a culture and laws .

Already Alves (1996, p. 98) , mentions that hypothetical-deductive method , the scientist , through a combination of careful observation , skilled advances and scientific intuition , reaches a set of postulates governing the phenomena by which you are interested , hence deducing the observable consequences , and verifying these consequences through experimentation or refute the assumptions substituting , if necessary, by other and so continuing .

7. DISCURSÃO ANALYSIS AND DURING THE IMPLEMENTATION OF THE PROJECT

This report is the end result of the activities performed during the stage corresponding to physical education in the context of Seniors and Youth and Adults , held at the CEFE- RR , which was prepared by a project team of academics , being named " Project Quality life " in order to contribute to improving the health and constitution of an active lifestyle .

This project was presented to the Board of Health courses, represented by the teacher and Nurse Ananias Noronha Filho, who passed after began its implementation process.

During the first four days we presented the project , this being the time to analyze the behavior of students in the classroom , through a lecture and some dynamics , and was only able to start the project done because the institution provided us all support material, didactic and pedagogical .

After observing and exposed the possible activities that would be performed on the project , the students already have some awareness of the quality of life chose activities that would like to practice with a view to promoting health , and at the end of the project students develop panels and presentations of content developed on the project Quality of Life .

As the students had no physical education classes because the same discipline is not required in this mode of teaching, came to the agreement of the activities that would be developed.

In the first week of training there was a presentation of professional work, discipline, awareness and an explanation of the importance of physical activity to achieve a better quality of life, which have been resolved some questions of students and classes that would be forthcoming.

So the second week we developed a physical assessment of the students. We check weight, height, BMI, and whether the student was carrying a pathology, which is the main objective of the physical assessment. The results of IMCs were compared with a table of the World Health Organization and the student was above or below according to their age group this was properly instructed to seek professional help , namely dietitian , a professional trained physical education , medical etc. ...

In the third week activities were developed for ballroom dancing and entertainment. Working up the body schema, pace, providing moments of leisure and relaxation, as well as integration between the classes by conducting recreational activities that allow large body movements.

In the fourth week developed some sports activities such as volleyball, handball and basketball. All with the purpose of

knowing and executing the main fundamentals of volleyball, handball and basketball, by performing pre - game sports related to these arrangements.

Last week was given support to the work that would be performed at the end of the project as folders and panels, healing up all doubts about the achievement of students and their exposure.

It was based on this kind of practice that ran up the Project Quality of Life with the students of technical courses integrated into the EJA , healthcare , CEFET - RR , obtaining positive results with regard to the opportunities to experience the practice of exercise and recreation combined with the integration of a class of students , starting to raise awareness of the importance of such practices for improving the quality of life for health professionals .

8. CONCLUSION

The educational process involves a number of factors that directly influence the student , shaping their ideas and assuming key roles in shaping the personality as well as cognitive and motor development . Within this scenario we have the discipline of Physical Education as an important tool in the learning process for students of Brazilian basic education, especially the Youth and Adults. During the research process it was possible to identify the existence of the possibility of physical education as students of that type of education were receptive to the practice of physical education night.

When we mention the receptivity of the students, we stress that there was an adherence to physical education classes with the massive participation of students in both theoretical and practical. It is noteworthy that the clientele of this educational modality has an average of twenty- three years old; a few students who attend classes are over thirty years.

This means to say that most of the students are young people with good mobility, coordination, body intelligence, strength and balance. By contrast have bad eating habits, poor posture, stress load and physical exhaustion due to higher daily activities such as work, home and family routines.

On evaluation of the work done in state schools highlight lack of organization and planning from the orders issued by the State Department of Education Culture and Sports of the inability of some managers understand the importance of the work that can be developed through the discipline of Physical Education .

The absence of a curriculum developed which will guide the correct path to follow with clear objectives and that can be achieved is committing the act of teaching discipline above . There is a need to break the paradigms surrounding the Physical Education, since most students have a fragmented view toward sport.

For these students there is an urgent need to make them understand that physical education is beyond knowing throwing or kicking a ball. Create or improve the vision of body awareness to be possessed of good eating habits, having the concern to maintain the functionality of their bodies when they reach old age is something essential for this category.

Another important factor is the professional's performance consistently and correctly. The few teachers who are teaching Physical Education for Youth and Adults classes are bound traditionalists oriented sports. These need to adapt their lessons according to the needs and peculiarities of the customer in question.

Finally, we believe that Physical Education for Youth and Adults have a long way to go. There are many difficulties and obstacles to overcome, because while there is an understanding between the organization and the central organ of state education, managers and teachers teaching the subject on the screen will be compromised.

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AV. GETÚLIO VARGAS, 7449
BAIRRO: SÃO VICENTE, BOA VISTA-RR
CEP: 69303-472
professor.edsonleite@hotmail.com

PHYSICAL EDUCATION FOR YOUTH AND ADULT EDUCATION IN DEBATE
ABSTRACT

Contribute to the development of physical education at the local level is the overall goal of this work, which includes, among others, encouraging new research and inform the public and academic teaching, enhance teacher in their educational activity, set up a new vista for the discurssão issues discussed. Under the title "The Physical Education for Youth and Adults in debate" Article Formulated as problem situation "assess whether or not the ability to teach effectively discipline in screen to learners of Youth and Adults forward their nesscessidades and requirements as well as to evaluate is currently being developed that discipline in state schools. As the structure of the work, it makes mention of the topics of education "body" in the context of physical education, physical education across the LDB, and the state decree 111/07 - CCE. This article was conducted through observations during the implementation stage of the compulsory curriculum in the State School Tancredo Neves as well as the Federal Center of Technological Education of Roraima. Realized even an interview with the director of the Department of Education Youth and Adult State Department of Education, Culture and Sports. Thus, this work is configured as an important source of research and consultation activities of labor Physical Educator of municipal and state physical education Roraima.

KEY WORDS: Educaçao youth and adults, body education, health, goals, school education.

ÉDUCATION PHYSIQUE POUR LES JEUNES ET L'EDUCATION DES ADULTES EN DÉBAT
RÉSUMÉ

Contribuer au développement de l'éducation physique au niveau local est l'objectif global de ce travail, qui comprend, entre autres, d'encourager de nouvelles recherches et d'informer le public et de l'enseignement universitaire, de renforcer leur professeur dans l'action éducative, mis en place une nouvelle perspective pour l'discurssão questions discutées. Sous le titre «L'éducation physique pour les jeunes et les adultes dans le débat" Article formulé la situation du problème «d'évaluer si oui ou non la capacité d'enseigner efficacement à l'écran pour les apprenants de la discipline des jeunes et des adultes en avant leurs nesscessidades et exigences ainsi que d'évaluer est actuellement en cours d'élaboration discipline de file dans les écoles publiques que la structure de l'œuvre, il fait mention des thèmes de l'éducation "corps" dans le contexte de l'éducation physique, l'éducation physique à travers le LDB, et le décret d'état 111/07 -.. CCE Cette article a été menée par des observations durant la phase de Implémentation du curriculum obligatoire dans l'État école Tancredo Neves ainsi que le Centre fédéral d'éducation technologique de Roraima. réalisé même une entrevue avec le directeur de la Direction de la jeunesse et l'éducation des adultes Département d'Etat de l'Education , de la Culture et des Sports. Ainsi, ce travail est configuré pour une source importante d'activités de recherche et de consultation des partenaires sociaux éducateur physique de Roraima d'éducation physique municipales et étatiques.

MOTS CLÉS: jeunes et adultes Educaçao, l'éducation du corps, la santé, les objectifs, l'enseignement scolaire.

EDUCACIÓN FÍSICA PARA LA JUVENTUD Y LA EDUCACIÓN DE ADULTOS EN EL DEBATE
RESUMEN

Contribuir al desarrollo de la educación física en el nivel local es el objetivo general de este trabajo, que incluye, entre otros, fomentar nuevas investigaciones e informar a la enseñanza pública y académica, mejorar su maestro en la acción educativa, crear un nuevo panorama para la cuestiones discurssão discutidos. Bajo el título "La Educación Física para Jóvenes y Adultos en el debate" Artículo Formulada la situación del problema "evaluar si la capacidad de enseñar con eficacia en la pantalla a los estudiantes la disciplina de Jóvenes y Adultos presentar sus nesscessidades y requisitos, así como el análisis de la actualidad es está desarrollando la disciplina que en las escuelas públicas como la estructura de la obra, se hace mención de los temas de la educación "cuerpo" en el contexto de la educación física, la educación física a través de la LDB y el decreto estatal 111/07 -.. CCE Este artículo se realizó a través de observaciones durante la etapa de Implementación del plan de estudios obligatorio en la Escuela Estatal de Tancredo Neves, así como el Centro Federal de Educación Tecnológica de Roraima. Realizado incluso una entrevista con el Director del Departamento de Educación de Jóvenes y adultos del Departamento de Educación del Estado , Cultura y Deportes. Así, este trabajo está configurado para una fuente importante de las actividades de investigación y consulta de trabajo educador físico de Roraima educación física municipal y estatal.

PALABRAS CLAVE: Educação jóvenes y adultos, educación corporal, la salud, los objetivos, la educación escolar.

EDUCAÇÃO FÍSICA PARA A EDUCAÇÃO DE JOVENS E ADULTOS EM DEBATE
RESUMO

Contribuir para a valorização da Educação Física em âmbito local é o objetivo geral dessa obra, que contempla, entre outros, incitar novas pesquisas e informar a população acadêmica e o docente; valorizar o professor em sua atividade educacional, configurar um novo panorama para a discursão da problemática discutida. Com o seguinte título “A Educação Física para a Educação de Jovens e Adultos em debate” o artigo formulado apresenta como situação problema avaliar se existe ou não a possibilidade de lecionar com eficiência a disciplina em tela para os educandos da Educação de Jovens e Adultos frente as suas necessidades e exigências bem como avaliar como está sendo desenvolvido atualmente essa disciplina nas escolas estaduais. Quanto a estrutura da obra, a mesma faz menção aos tópicos da educação "corporal" no âmbito da educação física, educação física frente à LDB, e ao decreto estadual 111/07 – CCE. Este artigo foi realizado por meio de observações durante o cumprimento do estágio curricular obrigatório na Escola Estadual Tancredo Neves, bem como no Centro Federal de Educação Tecnológica de Roraima. Realizei ainda uma entrevista com a diretora do Departamento de Educação de Jovens e Adultos da Secretaria Estadual de Educação Cultura e Desportos. Sendo assim, esse trabalho, se configura como uma importante fonte de pesquisa e consulta as atividades laboral do Educador Físico da rede municipal e estadual de educação física de Roraima.

PALAVRAS CHAVES: Educação de jovens e adultos, educação corporal, saúde, objetivos, educação escolar.