125 - PHYSICAL EDUCATION AND THE QUESTION OF EVERYDAY SCHOOL

KALLINE PEREIRA AROEIRA
Universidade Federal do Espírito Santo, Vitória, ES, Brasil
aroeiraka@hotmail.com

In this paper I expose some reflections arising from the dialogue regarding the production of research on the schools and everyday dialogue with works that situate an approach to physical education in the school .

To think about the school routine , the first movement we do is question what is everyday ? When these issues relate to cultural issues and practices in physical education curriculum also ask ourselves : that culture , that resume?

Regarding studies on the school, in Brazil has been developed a series of reflections in order to advance the understanding of understanding about some social processes that were neglected by scientific modernity. From these studies , among which is the school , is based on a review in relation to the daily thought from the perspective of quantity, only seen as a space norm, repetition, truism, considering the need for discussion of aspects of uniqueness and qualitative aspects in this context . With that broadens the reflection on the everyday beyond the dichotomy between qualitative and quantitative aspects of daily life and advances the debate , gaining important understanding of how they form networks of subjectivities that each of us is (SANTOS , 2000).

We learn from this that the everyday is the set of activities that we develop in our day- to-day , both of them is that permanence (the content) and what in them is singular (forms) (Alves , Oliveira , 2002) .

We seek to understand this discussion , the following reflections developed in the area of education , especially the group Resumes , everyday , cultures , and knowledge networks (proped / UERJ) . Accordingly , we assume that this framework does not lies with emphasis on studies in the area of Physical Education and that this debate is still new to the area , although there are some attempts to approach this discussion .

So when we address questions about everyday life and school culture and curriculum practices in physical education , we can not fail to mention the need for studies in this area develop a swim with all your senses in everyday reality of school. One example is the criticism made by Caparroz (1997) regarding the research conducted in the context of physical education in the 1980s and 1990s . The author states that there is clear conceptual definition of physical education , it is linked to the tract of physical education as a social practice historically produced in relations between men and that is embodied through sport , recreation , gymnastics , or if it is characterized as a field of study , area of knowledge , the object of interest and organized systematic studies , as a field of scientific interest .

Furthermore , Caparroz (1997) emphasizes that much of the scientific literature that was intended , ie, that he intended to seek explanations about what is physical education , eventually confining (almost exclusively) in what was supposed to be. Thus , from this analysis theorizing about physical education and disregarded the everyday curricula performed and / or experienced in schools .

This difficulty also recorded , as stated Daólio (2007) , in relation to an understanding of area studies on the understanding of what is purportedly the work culture focused on reflections on Physical Education , featuring different meanings to the term.

Therefore , we identified the need to look at what the everyday school subjects weave of knowledge and practice in relation to Physical Education , one must consider the voices and practices of teachers and students , as these are producing a living knowledge established , open, moving. Subject to charge for the time / space of the school your life story , the marks of their needs and society (VAGUE , 2008) .

From this theoretical framework , in the center of these discussions , it would then ask: what is the school in everyday life ? It is possible to understand the fabric of everyday life ? Because multiple processes experienced by the PE teacher constitute the construction of knowledge and expertise in Schools ?

Inês Barbosa de Oliveira Alves and Nilda the work in Research / for / with the everyday school says that we live in multiple contexts and everyday we graduated them / educate network (OLIVEIRA , ALVES , 2008) . This means that we need to admit need to run a dive with all senses in everyday reality of school.

I also understand from the reflections of Alves (2008) to capture the "reality " of School Physical Education in everyday life in any space / time in which it takes place , you need to be aware of everything that goes into it , if you believe , if repeats , it creates and innovates , or not .

Therefore, it is necessary to value the culture narrative , the everyday you live , research in / for / with the everyday work and in this context with doubt and uncertainty have permanently always be present , as we learn to " look in the eyes of others to discover our blind spots " (apud FOERSTER ALVES , 2008, p. 41) .

The study on physical education and the issue of school routine also makes us question why study the daily and that the life of every day shows us the "useful " for scientific research on physical education .

In fact , when we understand the school as a social construction , thus implies in understanding it in their everyday routine where subjects are not just passive agents . Rather, it is a relationship in continuous construction, conflicts and negotiations due to certain circumstances . Now , students come to school marked by its diversity , reflecting the cognitive, affective and social evidently unequal . I have also come to school with an accumulation of experiences in multiple spaces through which they can develop their own culture.

The physical education teacher can not ignore the multiplicity of meanings and the school experiences of the possibilities for each of their students , as well as the spaces , their times , because relationships can be being seen differently by both students and by peers from school.

By teaching the topics of body culture is necessary to consider how to defend Soares et al . (1992) The reality of children in order to seek new solutions for relations with oneself , with others and with nature .

Therefore , I agree with Oliveira (2003) recognizes that when thinking about the everyday is raise them to the status of space / time production of privileged existence and knowledge , beliefs and values , can develop an understanding of the complex

reality .

The analysis of the daily school Physical Education , is a recent thematization in the area . The study Caparroz (2005) "Between School Physical Education and Physical Education School " , allows us to state that although the productions of 1980 and 1990 (the period in which privileged the focus of their study) have studied about the Physical Education these works had difficulties with regard to situate conceptions and experiences of what is physical education in school , tending to consider what should be or what this had already been in the past .

So when I think about the issue of physical education and school routine I consider it a job search tactics and understanding of the uses that teachers in their pedagogical . In this context the terms and tactical uses are minted in the sense expressed by Certeau (year) , which means tactical actions as calculated and determined without proper place and the " absence of power" and uses are the ways people use an order imposed produce / and authors are handling your case, and product rules .

In this perspective , the concern is to look at what the everyday school subjects weave of knowledge and practice in relation to Physical Education , one must consider the voices and practices of teachers and students , as these are producing a living knowledge , established opened in motion. Subject to charge for the time / space of the school your life story , the marks of their needs and society (VAGUE , 2008) .

Ways to address physical education are diverse in the literature , particularly emphasizing it either as a social practice or as a field of knowledge (Caparroz , 2005) . But what the everyday lived with this curriculum component have to tell us ? You live these everyday we can apprehend about aprenderensinar physical education ? What alternatives have been built to ensinaraprender school physical education without surrendering to the limits experienced in the processes put in school education ? The option therefore recognizes as Bracht (2008) in an article produced under discussion between researchers from Brazil and Argentina , is not to ask what is Physical Education and yes , what has been the Physical Education and how their practices are being created ?

Thus , the materiality of school practices physical education is one of the ways of thinking the movement of constitution of Physical Education as an area of school knowledge and how analyzes Vago (2008) discuss the social impact of Physical Education , the possible projection of their practices in other social practices is also a necessity .

In this context , I think that the inclusion in the school routine helps us to better understand the physical education , learning fragments as it really is , not as you think it is . I say this , taking as background the hypothesis Ferraço (2008) , in discussing the feel and invent the school routine , to analyze that if we know the school a little better also contribute to those who care about those who are in school , which have a serious commitment to better prospects in life and schooling for the population.

The initial questions of this paper : what is the school in everyday life ? It is possible to understand the fabric of everyday life ? Because multiple processes experienced by the PE teacher constitute the construction of knowledge and expertise in Schools ? Questions are provocative but necessary , not to answer questions about the identity of Physical Education , but to analyze possible knowledge and practices that constitute the practice of physical education in school .

Therefore , rather than neglect the study of tissues knowledge by teachers and students of Physical Education is important to be concerned with the study of space / time , in / on / with daily and challenges concerning our relationship with the school and its subjects in the context of physical education . In this case , an alternative that advances in this direction is the emergence , and the emergence of works developed using methodologies source sociological, historical , anthropological , ethnographic , communicational , psychological and ethological emphasizing work with methods and complex methodologies , enriching our network knowledge about Physical Education .

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ABSTRACT

This text systematizes reflections arising from the dialogue regarding the production of research on the schools and everyday dialogue with works that situate an approach to physical education in the school. This is a theoretical study that states that the main consideration synthesis: the need to look at what the everyday school subjects weave of knowledge and practice in relation to Physical Education, one must consider the voices and practices of teachers and students, as these are producing a living knowledge, established, open, moving

KEYWORDS : Physical Education , routine school.

ÉDUCATION PHYSIQUE ET LA QUESTION DE L'ÉCOLE AU QUOTIDIEN

RÉSUMÉ

Ce texte systématise les réflexions découlant du dialogue en ce qui concerne la production de recherche sur les écoles et le dialogue quotidien avec des œuvres qui situent une approche de l'éducation physique à l'école. Il s'agit d'une étude théorique qui stipule que la principale considération synthèse: le besoin de regarder ce que les matières scolaires quotidiennes tisser des connaissances et des pratiques en matière d'éducation physique, il faut considérer les voix et les pratiques des enseignants et les étudiants, car ils produisent une connaissance vivante, établis, ouvert, en mouvement.

MOTS-CLÉS: éducation physique, l'école de routine.

EDUCACIÓN FÍSICA Y LA CUESTIÓN DE LA ESCUELA TODOS LOS DÍAS

RESUMEN

Este texto sistematiza las reflexiones que surjan del diálogo sobre la producción de la investigación sobre las escuelas y el diálogo cotidiano con obras que sitúan un enfoque de la educación física en la escuela. Este es un estudio teórico que señala que la principal síntesis consideración: la necesidad de observar lo que los temas de escuela todos los días tejen de conocimientos y prácticas en relación con la Educación Física, se deben tener en cuenta las voces y las prácticas de los profesores y los estudiantes, ya que están produciendo un conocimiento vivo, establecen, abierta, moviéndose.

PALABRAS CLAVE: Educación Física, escuela de rutina

EDUCAÇÃO FÍSICA E A QUESTÃO DO COTIDIANO ESCOLAR

RESUMO

Este texto sistematiza reflexões decorrentes do diálogo em relação a produção de pesquisas sobre os cotidianos das escolas e da interlocução com trabalhos que situam um enfoque a Educação Física na área escolar. Trata-se de um estudo teórico que aponta como principal consideração-síntese: a necessidade de se buscar no cotidiano o que os sujeitos da escola tecem de saberes e práticas em relação a Educação Física escolar, é preciso considerar as vozes e as práticas de professores e alunos, pois estes são produtores de um saber vivo, instituído, aberto, em movimento.

PALAVRAS- CHAVE: Educação Física, cotidiano, escola.