73 - A CRITICAL DESIGN - SURPASSING: ANALYSIS OF THE CHARACTERISTICS AND METHODS OF TEACHING PHYSICAL EDUCATION

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.coml

1. INTRODUCTION

Between the late 70s and throughout the 80s , a number of studies and proposals in education in the country , pointing out new directions and pathways , fruit of a new historical and political moment in which the country passed . This provided a more democratic, the effect of Physical Education has also undergone a major change due to the emergence of new undergraduate and postgraduate students and also the great ferment of papers about the area, linking new principles and seeking new meanings Physical Education, especially school. This scenario contributed to the breakup of the technical vision and esportivizad area hitherto dominant at the time. Darido says about it:

> [...] As opposed to the more technical aspects, esportivist biologist and new movements arise in Physical Education from especially the late 70s, inspired by the new social historical moment experienced by the country, the education of a general and physical education specifically [...]

With the deepening of the ongoing studies and the increase of new studies observe today the existence in the area of Physical Education, various methodological approaches, all of them having in common the attempt to break with the mechanistic model of Physical Education.

This article conducted through a bibliographical study , through an exploratory analysis has aimed at providing an analysis of the various aspects that make up and characterize a major conceptions present today in Physical Education , the design critic - surpassing . Among all the points under discussion, it is worth highlighting the main characteristics: the scholars who defend this conception, from which derive their assumptions, guiding principles, the idea of cycles of schooling.

Analyzing the didactic procedures and observe methodological issues more specific to the class itself Crit - surpassing vision, such as: what goals a Physical Education class and what their selection criteria, we find that the approach to study the class is divided into three phases didactic. Observe it will proceed as if the choice of content and which topics are important and recurrent selection for such content. Finally proceed will be an analysis of the functions of evaluation demonstrating all its relevance in the educational process.

2 . GENERAL FEATURES AND PRINCIPLES OF DESIGN CRITIC NERTEADORES - SURPASSING

The design -Critical surpassing characterized as a purposeful design , it is decisive criteria for the systematization of Physical Education at the school . Features as a theoretical sociology, based on the historical and dialectical materialism of Karl Marx. “It uses the discourse of social justice as a fulcrum in Physical Education and received great influence of educators and José Libaneo Demerval Saviani . " (Darido , 2003, p . 08) . “It presents a guided historical project whose principle is the overcoming of capitalist society “(Assumption and Xavier Filho , 2005 , p.29) .

Among the projects launched to address this design the most striking and theoretically formulates the approach , presenting himself almost as a book - based , the book is published in 1992 under the title : Methodology of Teaching Physical Education . Prepared by a collective of authors. They are: Carmen Lúcia Soares , Celi Neuza Zulke Taffarel , Elizabeth Varjal , Lino Castellani Son , Micheli Ortega Escobar and Valter Bracht .

One of the features present in this approach is a clear trend in favor of the interests of the lower classes of the population, noting that our country is made up of a society into social classes with antagonistic interests clearly. Strongly opposes the traditional thinking once dominant in Physical Education that held as the object of study of physical development of human beings. Confirming these propositions, says the Group of Authors :

> [...] The expectation of Physical Education , which has as its object the reflection on the body culture , contributes to the affirmation of the class interests of the working classes , in that it develops a pedagogical reflection on values such as solidarity replacing individualism , cooperation confronting the dispute , with ownership distribution in confrontation , especially emphasizing freedom of speech movements - emancipation - denying the dominance and submission of man by man [...]

From the perspective of Critical Theory - surpassing “Physical Education is a discipline dealing pedagogically in school, knowledge of an area called here the body culture.” (Group of Authors, 1992. P. 61). Opposing the idea of physical fitness as the ultimate goal of Physical Education. According to these authors, one can understand the body culture as ways of representing the world that man has produced in the course of history and exteriorized through bodily expression. About this statement observe what it says, the Group of Authors:

> [...] In the light of reflection on the body culture in the curriculum, in the context of physical education , has very different characteristics from those of the previous trend . Seeks to develop a pedagogical reflection on the collection of forms of representation of the world that man has produced in the course of history , the externalized expression body : games , dances , fights , gymnastic exercises , sports , juggling , contortion , mime and others who may be identified as forms of symbolic representation of realities experienced by man , created historically and culturally developed [...] .

This pedagogy raises issues of power, interest, effort and challenge. Believes that any consideration of pedagogy most appropriate consent must relate not only on issues of how to teach, but also on how to acquire such knowledge, valuing the issue of contextualization of the facts and historical review.

According to the perspective -Critical surpassing pedagogical reflection concerning the knowledge of Physical Education has some specific features: it is diagnostic, judicial and teleological. About this Finck says:

> [...] Diagnostic, because it refers to the finding and reading data from reality, which require interpretation, ie, a judgment about them. One, who interprets them, being a thinking subject, makes a value judgment that depends on the perspective of the class who judges because the values are differentiated on the contours of a society made up of different social classes [...]

According to the Group of Authors (1992, p. 25) "pedagogical reflection is judgmental, because judging from an ethic that represents the class interests of a particular social class." According to the same authors, pedagogical reflection:

> [...] Is also teleological, because it determines the target where you want to go, seeking a direction. This direction, depending on the class outlook reflects who may be conservative or transformative diagnosed with external reality and tried [...].

This pedagogical reflection should be understood as a political-pedagogical project. Political because forwards proposals for intervention in a certain direction and educational in that it enables a reflection on human action actually explaining their decisions.

3 . CYCLES OF SCHOOLING

The first cycle runs from preschool through the fourth grade of elementary school. It is the cycle of the organization's identity data of reality. In this cycle, the student presents a syncretic vision of reality. About this cycle Assumption and Xavier Filho (2005, p.33), guide:

> [...] The contents learned in physical education classes, students should promote the possibility of forming systems; find the relationships between things identify the differences and similarities of what is presented to him. For this possibility to materialize it is necessary that the school and especially the teacher identify the information obtained by the students described [...]

The second cycle goes from the fifth year to the seventh year of elementary school. It is the cycle of initiation to systematization of knowledge. Here the student has acquired the knowledge and mental activity begins to establish connections and complex relationships. In this cycle the contents of physical education can promote tactical thinking and discuss the rules, which will help the student socialization and collective thinking.

The third cycle goes from eighth to ninth grade level. It is the cycle of expansion of knowledge systematization. In this cycle the student becomes aware of the theoretical activity, expanding the conceptual references of his thought. In other words means that a mental operation requires reconstitution of the same transaction in your imagination to achieve discursive expression.

For Assumption and Xavier Filho (1995, p. 33) Physical Education classes this cycle "should bring content that allows the student organization and the technical- tactical value judgment on the arbitration thereof, consider your goals and interests."

The fourth cycle occurs in the first, second and third year of high school. It is the cycle of deepening knowledge systematization In Physical Education classes content should be worked to provide, deepening techniques, tactics and rules that organize games and activities, and also focus on the knowledge in the technical and scientific content classes that are being developed.

The model cycles advocated by adherents of this approach does not seek to break away with the ranking system; we seek to build the conditions for gradually overcoming the system based on progression by series.

4 . REVIEW OF TEACHING – LEARNING

From what I understand the advocates of the Critical - surpassing " the evaluation of the teaching-learning process is much more than simply applying tests , raising measures , select and sort students . " (Group of Authors, 1992 p. 98).

This statement shows us a critique of reductionist thinking that treats evaluative processes in Physical Education acts as a simple measure, compare, sort and select students, these acts, mostly devoid of reflection. Evaluation should not be reduced to simple analysis of activities, sports and motor, as well as the technical and tactical gestures.

Analyzing the assumptions of the approach object of this article, it is possible to understand that the evaluation is of great importance during the teaching practice is closely linked with the political pedagogical project and also reflects and speaks to all of the objectives that the school is engaged . (Cites the Group of Authors , 1992 , p . 98) that:

> [...] And to understand it is necessary to consider that the evaluation of the teaching-learning process is related to the pedagogical project of the school , is also determined by the process of pedagogical work , dialectically interrelated process with all that the school assumes embodies and reproduces and modifies it's own mode of production of life in a capitalist society , dependent and peripheral [...] .

It can be observed in the work of the Group of Authors a true diagnosis of how the assessment in physical education has been understood in the view of teachers and students, between situations diagnosed in the study of Collective Authors are : assessment for care bureaucratic requirements issued in school standards , to meet current legislation; well as select students for festivals , performances and competitions . As the same authors, the evaluation:

> [...] Usually is made by consideration of the "presence" in the classroom, this being the only criterion for approval or, then reducing to order biometric measures : weight, height etc. . and techniques : execution of technical gestures , " motor skills " , " physical qualities " , or simply not performed [...]

Reflecting the meaning of the evaluation of the teaching- learning in Physical Education understands that is to make it serve as a reference for the analysis of the approach or distancing shaft curriculum that guides the pedagogical school. Among one of the essential aspects of pedagogical practice is the assessment that proposes observe whether being achieved what was planned and intended, allowing knowing the reality. It should be clear to all involved, teacher, student and school.

5 . METHODOLOGY

This research is characterized by a literature review and the implementation of a pilot project in the State School Tancredo Nevez, according to the methods and Hermeneutical hypothetical deductive Highlights Dominguez (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.

6. CONCLUSION

Understand that Physical Education should adopt as an object of study and reflection knowledge called body culture demonstrates breakthrough design presented by Critical - surpassing, giving the area of Physical Education huge valuation, since it breaks with the reductionist understanding that understands the area as a field only organically grown and organic.

This proposition brings new understanding that dealing with any of the content of physical education should be understood as a historical construct of humanity. Ie the bodily manifestations, in its various forms, such as sports, dance, gymnastics, games , among others , comes from a relentless social process , which is also anthropological , critical, ideological and historical .

It is the teacher's assignment; lead the student to understand this reality. It is important that the teacher as facilitator of knowledge can promote the student the knowledge that these physical manifestations are characterized as cultural elements important and necessary for their integration into society.

Critical pedagogy - surpassing teaches that reading of social reality, is a local and community or on a global, is a key feature for the formation of autonomous citizens, critics and sees themselves as builders of your reality. The Physical Education shall provide for the training of individuals, discussing and solving their specific content in the contradictions that exist in society, such as the exploitation of man over his fellows, income disparity in our country, the appeal of consumer relations the media involved in sports, among others.

As analyzed in this paper the design means that the contents of physical education in school should receive a treatment methodology that overcomes the practice outright devoid of reflection. Such content should be taught and learned in a way that can be characterized historically and critically, which provides a more global. Consequently, this new methodological approach should lead to a critical interpretation of society that the student is inserted, showing all existing contradictions.

All this requires understanding the teacher's great capacity for research, analysis and synthesis. The teacher must be aware of the social and political variants, should know the community that works to discuss all these variants in their classes, applying the contents worked one schematization social and historical.

No way had this article sought to shut down and discuss all the details and background on this methodological approach of Physical Education, given its size and complexity, refers to the need for further studies and insights to continue debating and contributing to the understanding of the application of this approach the schools of our country.

7 . REFERENCES

ABIB, Peter Rodolpho Jungers . Physical Education: A proposal from the synthesis between two approaches. Movement, Rio Grande do Sul , v . 5 , n . 10, p. 29-34, 1999.

ALVES DE LIMA , H. L. " Thinking of epistemological Brazilian physical education : From controversy about the scientific status ." Dissertation. Education Center / UFPe , 1999.

ANGELS, J. L. Corporeality, hygienist and Language. Win: CEFD / UFES, 1995.

ASUNCION, Jeane Rodella ; SON XAVIER , Lauro Pires . Learn More About Physical Education. Rio de Janeiro: Scope Cultural Editions Ltd, 2005.

BETTI, M. Window Glass: Physical Education and Sports. Campinas State University of Campinas. Doctoral Thesis, Institute of Education, 1997.

BRACHT, V. The construction of the academic field ' physical education ' from 1960 to our days: Where was the physical education '. In: Proceedings of the IV National Meeting of the History of Sport, Recreation and Physical Education . Belo Horizonte, 1996, p . 140-148.

BRAIT, B. (ed.) . Bakhtin, dialogism and construction of meaning . Campinas Unicamp , 1997.

BRUHNS, T. H. The body partner and opponent 's body . Campinas : Papyrus , 1993.

Caillois , R. The games and men. Port: Skylark, 1990 .

Caparroz , F.E. Between school physical education and physical education at school . Win: CEFD / Ufes , 1997.

CASTELLANI SON, L. Considerations about knowledge (re) known for CHIAVENATO, Delbert. (2002). Resource Humanos.7 th Ed.Ática. São Paulo - SP .

GROUP OF AUTHORS. Methodology of teaching physical education. Sao Paulo : Cortez , 1992.

GROUP OF AUTHORS. Methodology of Teaching Physical Education. São Paulo : Cortez , 1992.

Daolio , Jocimar . Physical Education and the Concept of Culture. Campinas: Authors Associates, 2004.

Darido , Suraya Cristina . Physical Education in School. Rio de Janeiro: Guanabara Koogan, 2003.

FINCK, Christina Silvia Madrid. The Physical Education and School Sport . 2nd ed. Curitiba: Ibpex , 2011 .

Mattos, Mauro Gomes de. (2004). Theory and Practice of Research Methodology in Physical Education: Building Your First Job Acadêmico.1 Ed.Phorte.São Paulo - SP.

FRANCISCO EDSON PEREIRA LEITE
AV. GETÚLIO VARGAS, 7449
BAIRRO: SÃO VICENTE, BOA VISTA-RR
CEP: 69303-472

A CRITICAL DESIGN-SURPASSING: ANALYSIS OF THE CHARACTERISTICS AND METHODS OF TEACHING PHYSICAL EDUCATION

ABSTRACT

This article was based on a bibliographical study, using as sources of study, books, scientific articles, graduate theses, among others. The present study has the objective to analyze and identify some characteristics that involve the design of Physical Education called Critical-surpassing, such as their training base; scholars who defend it; principles that guide their way of understanding the Physical Education school. With an action exploratory study claim to understand how it performs the methodological process of teaching and learning in view of the proponents of this approach. In studies undertaken it is clear that, according to the conception analyzed, Physical Education adopts the object of his practice, body culture, understood as ways of

representing the world that man has produced in the course of history and exteriorized through bodily expression; also seeks to understand how this knowledge develops vision Crit-surpassing, relating to goals, teaching principles and evaluation, among others guiding conception. It states that one of the conclusions of this paper is that the design of the study in Physical Education strive for maturation of critical thinking helps in the formation of a society with citizens more critical, autonomous and aware, so builders social reality.

KEYWORDS: Physical Education. Crit-surpassing design. Body culture.

A DESIGN-SURPASSANT CRITIQUE: ANALYSE DES CARACTÉRISTIQUES ET MÉTHODES D'ENSEIGNEMENT ÉDUCATION PHYSIQUE

RÉSUMÉ

Cet article est fondé sur une étude bibliographique, en utilisant comme sources d'étude, livres, articles scientifiques, thèses de doctorat, entre autres. La présente étude a pour objectif d'analyser et d'identifier certaines caractéristiques qui impliquent la conception de l'éducation physique dite critique, dépassant, comme leur base d'entraînement, des universitaires qui défendent, les principes qui guident leur manière de comprendre l'éducation physique l'école. Avec une action demande d'étude exploratoire pour comprendre comment il fonctionne le processus méthodologique de l'enseignement et de l'apprentissage en vue des tenants de cette approche. Dans des études menées il est clair que, selon la conception analysé, l'éducation physique adopte l'objet de sa pratique, culture du corps, comprise comme façons de représenter le monde que l'homme a produit au cours de l'histoire et extériorisé à travers l'expression corporelle; aussi cherche à comprendre comment cette connaissance se développe vision Critique-dépassement, concernant les objectifs, les principes pédagogiques et d'évaluation, entre autres directeurs conception. Il déclare que l'une des conclusions de cette étude est que la conception de l'étude en éducation physique lutter pour la maturation de la pensée critique contribue à la formation d'une société avec des citoyens plus critiques, autonomes et conscients, constructeurs etc réalité sociale.

MOTS-CLÉS: éducation physique. Critique-surpassant conception. Culture du corps.

UN DISEÑO-SUPERANDO CRÍTICO: ANÁLISIS DE LAS CARACTERÍSTICAS Y MÉTODOS DE ENSEÑANZA DE LA EDUCACIÓN FÍSICA

RESUMEN

Este artículo se basa en un estudio bibliográfico, utilizando como fuentes de estudio, libros, artículos científicos, tesis de posgrado, entre otros. El presente estudio tiene como objetivo analizar e identificar algunas características que implican el diseño de la Educación Física llamados Critical-superando, como su base de entrenamiento; eruditos que defienden, los principios que guían su forma de entender la Educación Física escuela. Con una acción de reclamación estudio exploratorio para comprender cómo se realiza el proceso metodológico de la enseñanza y el aprendizaje en vista de los defensores de este enfoque. En los estudios realizados se desprende que, según la concepción analizada, Educación Física adopta el objeto de su práctica, la cultura del cuerpo, entendido como una forma de representar el mundo que el hombre ha producido en el curso de la historia y exteriorizada a través de la expresión corporal, también busca entender cómo este conocimiento se desarrolla la visión de Crit-superando, en relación con los objetivos, principios y la evaluación de la enseñanza, entre otros rectores concepción. Afirma que una de las conclusiones de este trabajo es que el diseño del estudio en Educación Física se esfuerzan para la maduración del pensamiento crítico ayuda a la formación de una sociedad con ciudadanos más críticos, autónomos y conscientes, constructores así la realidad social.

PALABRAS CLAVE: Educación Física. Diseño Criticola superando. La cultura del cuerpo.

A CONCEPÇÃO CRÍTICO-SUPERADORA: ANÁLISE DAS CARACTERÍSTICAS E O MÉTODO DE ENSINO DA EDUCAÇÃO FÍSICA

RESUMO

O presente artigo foi elaborado com base em um estudo bibliográfico, utilizando como fontes de estudo, livros, artigos científicos, teses de graduação, entre outros. O presente estudo detém o objetivo de analisar e identificar algumas características que envolvem a concepção da Educação Física denominada Crítico-Superadora, tais como, suas bases de formação; os estudiosos que a defendem; os princípios que orientam a sua forma de entender a Educação Física escolar. Com uma ação exploratória o estudo tem a pretensão de entender como se realiza o processo metodológico de ensino-aprendizagem na visão dos defensores dessa abordagem. Nos estudos empreendidos fica claro que, segundo a concepção analisada, a Educação Física adota como objeto de sua prática, a cultura corporal, entendida como formas de representação do mundo que o homem tem produzido no decorrer da história e exteriorizados pela expressão corporal; também se busca entender como esse conhecimento se desenvolve na visão Crítico-Superadora, relacionando-se com objetivos, princípios didáticos e avaliativos, entre outros aspectos norteadores da concepção. Adianta-se que uma das conclusões deste artigo é que a concepção da Educação Física em estudo ao primar pela maturação do senso crítico contribui na formação de uma sociedade com cidadãos mais críticos, autônomos e conscientes, portanto, construtores de sua realidade social.

PALAVRAS CHAVE: Educação Física. Concepção Crítico-Superadora. Cultura corporal.