09 - TEACHING FOR COMPREHENSION IN SCHOLAR PHYSICAL EDUCATION CLASSES AT SCHOOL

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INTRODUCTION

The art of teaching is millenarian, perhaps as the art of learning is. Facing many difficulties in the act of surviving, the human being had learning as the most important ability. For development and growth man needs the capacity of learning. Through learning we transform ourselves. And we transform the world we live in.

But, to learn it's necessary more than simply the wish for it. Studies show us that to facilitate the learning process it's necessary appropriate conditions to the apprentice. The one who teaches must turn every single pedagogical attitude into a moment of technique and reflection.

Vecchi (2003), worried about the new teachers in the labour market, investigated the comprehension level of the acquired knowledge of recently graduated teachers in Physical Education of a certain University, who answered questionnaires made of generator questions. In his investigation he could verify among all the different obtained results, that the performance of the teacher in the classroom is directly related to learning process of the students. To many subjects, who were involved in this search, a dynamic developed class with different strategies, facilitates the comprehension of concepts, motivating them to participate more intensely, and even inducing them to like more the subject itself. In some cases, the increase of this satisfaction is so much that makes them become professionals specialized in their respective areas. Many of them justify that their professional performance is related mainly to the fact that they liked the classes about that speciality because the content was taught in a meaningful way for their day by day work in the profession.

This search proves the importance of the teaching style to someone's learning process. In other words, we need to notice if the content developed in classroom is being comprehended by the students in the way it's being taught.

To teach someone something requires attention not only to the methodological strategies but also to the environment where we teach. But it's even more important to verify how much the “way of teaching” is related to the learning process of our students.

We are distinguished from our potentials, so we learn through different ways. The access rout to knowledge is divergent, established by our capacities and abilities.

When we think about the ways we teach someone to do a movement, this aspect is also present, in other words, each person learns better through a different way. We can infer that Physical Education, as an area of scientific knowledge has to be up to the studies of the motor knowledge, expressing different possibilities of teaching the motor act.

I wonder if the Physical Education classes that are being developed in schools have been given with the concern to take the students to the comprehension of the transmitted contents.

The questionings that worried Vecchi (2003), at first, with graduated students of Physical Education, made him continue his search for pedagogical processes that are up to the individual differences. And in the studies of the theory "Teaching for the Understanding" (EpC) the researcher found support to found the proposals of contents and methods to Physical Education at school.

After all, this search has as main objective, to point lines of direction to the elaboration of Physical Education classes at school based on the theory of Teaching for Understanding.

We need to point out that this educational theory presents as main idea the question of the understanding knowledge, explaining that it can only be considered understood for someone, when it can be adapted and transformed into differentiated situations.

From these reflections we present the following question:

Is it possible to teach for understanding?

THE THEORY "TEACHING FOR UNDERSTANDING”

The theory “Teaching for Understanding”, was created in 1988, through the “Projeto Zero”, in the post-graduation course in Education in Harvard. Even so it's considered a recent theory, it's already possible to find some institutions in Brazil that have been using it through the “L@titud” project, which was developed in the same University but to the Latin America.

Perkins (1995;85) says that the “Projeto Zero” worked with the objective of suggesting alternatives that allow people *“to think and act flexibly with those who know, going beyond memory, action and routinist thinking”*. Other investigators of this project such as Howard Gardner, Vito Perrone, S.J. Bruner say that the EpC can be defined as an pedagogical approach present also in the constructivism.

According to Pogré (2004;69) *“the pedagogical approach defined as Teaching for Understanding is the base to a transformation of the educational paradigm and its viability is based on the seriousness of the studies and investigations realized”*.

Through the characteristics that compose the conceptual mark, a superficial look on this theory can reduce it to a model of developed activities planning in classes. Far from this conception, the EpC, according to Pogré (2004) is characterized as a mark of reference that explain, on one side, how deep comprehensions are constructed, and on the other side, the importance it has to the development of a complex thinking that allow the student to solve problems on a easy way, and also to create products and new meanings for your culture.

When the EpC theory is used, it recognize that the students always have some comprehension about what we want them to know, although this comprehension, defined as intuitive, can be more developed with the work. From this idea, the responsibility of the teacher is to create several opportunities so that the students can find out their intuitive comprehension and go to others based on the knowledge.

While for some this concept deals with the construction of these schemes, models or mental images, for others, it deals with the construction of schemes of action elaboration to the development of EpC theory, looking for reflection of everything done. This reflection will allow the subject to go beyond the mental images or the simple actions, enabling the construction of comprehensions that allow real problem solutions in a flexible way.

According to Wiske (1999) the realized investigations to the EpC construction were developed in classrooms with the participations of the teachers. These investigations allowed the systematization of a conceptual mark, advisor of the decisions, looking for the promotion of the comprehension processes at schools.

In conformity to the author, the principal questions that orientate the investigation and consolidate the development of the pedagogical mark of the EpC are basically three: What do we really want our students to understand? How do we know our students have understood? And how do the students know they've understood?

Blythe (1998) excepts that these questions develop the basic elements of the EpC, once the first question is achieved through three elements of the conceptual mark: conductor lines, productive topics and comprehension goals. And the boarding of the other questions is referred to the other elements of the EpC mark: comprehension performance and ongoing diagnostic assessment.

We should point out that although there are notes that help teachers to structure the content to be developed, to plan the knowledge transmitted in classes is a extremely personal activity. Each teacher determines it according to his/her own way of working, the available time and the group of students.

Pogré (2004) believes that the wealth of the EpC mark is that it is a dynamic tool to help teachers to make decisions of teaching that allow the comprehension of the students. Through this the teachers are the ones who propose the trajectory to answer specifically the questions above.

According to Wiske (1999) the EpC mark generates an orientation field to decisions about those three questions, which has the worth of mobilizing teachers the comprehension of the teaching process itself. In conformity to the author, the mark is useful, once it will make us think and direct our teaching process to those important questions of science, culture, art, that are taught in one year, a course or educational level.

TEACHING FOR UNDERSTANDING IN PHYSICAL EDUCATION

Although different teaching methods of Physical Education are efficient, none of them shows a concern about the level of comprehension students can acquire from the acquired knowledge in classes. With this concern, Souza (1999) got support in the EpC theory to show a different way to teach volleyball. To the author, this sport has been taught at schools through excessive movement repetitions because the teachers simply copy the training of advanced teams without adapting it to his/her students. For many teachers, even nowadays, this is the only way students can learn. We know that several repetitions of basic basis of a sport don't guarantee that the students will be able to transport the knowledge to different solving problem situations that may occur during a game.

From this it's possible to think if all the content developed in Physical Education classes at school could also be taught through this way. Or will we have to copy high level training of sport modalities to allow students to comprehend the game itself and to solve problems they may face?

According to studies of Souza (1999), to teach how to play through the comprehension of the game can provide the learning of a modality of sport and also contribute to the promotion of autonomous players.

These reflections make us understand the necessity of developing motor proposals at schools, enrolling us in the EpC theory in order to facilitate the learning of the content by students, observing how children solve motor problems in different situations of the ones they faced when they were learning.

When learning is carefully developed in this way, the teacher can choose better the content to the motor refinement of the students.

According to Moreira (1995), Physical Education teachers relate the practice of sports to the characteristics of a “competitive sport” in which students have to faithfully obey the rules, prevailing the individualism and not the cooperation, looking for the victory that raises exploration of the most skilled and taking advantage of the weakest.

Nista-Piccolo (1995) affirms that athletic training can not be considered a proposal of Physical Education at school. According to the author when it happens, the methodological actions used by teachers, don't provide conditions to the students to become creative and independent because they are conditioned in the different situations of the game.

Physical Education at school must aim

*"...the global development of each student, looking forward to form him/her as a participant individual; it must aim the integration of this student as an independent, creative and capable being, a truly critic and conscious person, appropriate to the society where he/she lives; but this aim must be achieved through a conscious work of the educator too, who needs an open view of the necessary changes of the educational processes ".(*Nista-Piccolo,1995;12).

FINAL CONSIDERATIONS

To know accurately what we want that our students understand of one definitive content, to know the ways that we can use to help them reach comprehension of an specific knowledge, to know as to delineate the processes for the progress of the pupils on a subject are highly significant questions who must follow the daily teaching routine of the professor.

These questionings make us reflect on the importance of the elaboration of the proposals to be developed in the lessons, or either, from our planning, the objectives, contents and strategies must be coherent with the profile of the pupil that we want to form.

Developing pedagogical proposals that interact with the interests, necessities and expectations of our pupils is not an easy task, which leads us to the primary concern in detecting adequate methods to the specific ages that we work with.

Our area of performance, as professors of Physical Education, allows great possibilities to provide unusual situations to the pupils. With diversified contents and methods, it becomes possible to lead them to the accurate knowledge that is transmitted through different paths. And through motor tasks, we can improve; perfect the motor development without letting these elements become useful throughout the students´ lives. Developing healthful habits related to the physical activity, understanding the importance of a physically active life for well-being and health are aspects that can collaborate with better life quality for the human being.

The EpC theory shows many benefits to the motor development of our students, specially in the different way of looking them, understanding them as multiple being, knowing their capacities and potentialities to comprehend the several concepts of Physical Education, which should not be understood as an activity, but as an area of knowledge to be explored.

The structural form of the theory enriches the possibilities of performance of the professional who adopts it, but it's possible to observe in the realized bibliographic survey, how much “Teaching for Understanding” is still absent in the proposals

related to Physical Education in schools. To make it more present it is necessary that the teachers of our area take interest in the interpretation of all the knowledge to be transmitted to the students, trying to make them comprehend the contents of Physical Education, so that they can transform and adapt the acquired knowledge, using it in their real life situations.

Teaching them so that they can transform their actions; Teaching them so that they can transform the society they live itself.

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TEACHING FOR COMPREHENSION IN SCHOLAR PHYSICAL EDUCATION CLASSES AT SCHOOL

ABSTRACT

A certain knowledge is considered comprehended by someone when it can be transformed and adapted in different situations. This premise is transmitted by the theory “Teaching for Understanding”, that has been being studied and applied in learning situations, which was created in 1988, through the “Zero Project”, in the post-graduation course in Education in Harvard. Although it can be considered a recent theory, it's already possible to find some institutions in Brazil that have been using it through the “L@titud” Project, which was developed in the same University but to the Latin America. Our search aims to point directrix to the development of Physical Education classes ruled in the “Teaching for Understanding”. From the idea that the knowledge to be transmitted in Physical Education classes should make students look for motor problems resolutions, this theory is a facilitator to the comprehension of the transmitted content, once it presents many benefits to the motor development of the students, specially in the different ways of looking them, understanding them as multiple being, knowing their capacities and potentialities to comprehend the most diverse concepts of Physical Education. The structural form of the theory enriches the possibilities of performance of the professional who adopts it, but it's possible to observe in the realized bibliographic survey, how much “Teaching for Understanding” is still absent in the proposals related to Physical Education in schools. To make it more present it is necessary that the teachers of our area take interest in the interpretation of all the knowledge to be transmitted to the students, trying to make them comprehend the contents of Physical Education, so that they can transform and adapt the acquired knowledge, using it in their real life situations.

KEYWORDS: Scholar Physical Education; Teaching for Understanding, Problem-Situations.

ENSEIGNER POUR LA COMPRÉHENSION DANS LES CLASSES D'ÈDUCATION PHYSIQUE À L'ÉCOLE

RÉSUMÉ

On peu dire que la connaissance peut être compris quand le sujet se transforme et s'adapte dans les plusieurs situations. La prémisse fait partie d'une théorie connu comme “Enseigner pour la Compréhension” (*Teaching for Understanding* dans l'originel en Anglais). Elle est déjà beaucoup développé depuis sa elaboration en 1988 dans l'Université de Harvard. “Enseigner pour la Compréhension” s'agit d'une recherche appliquée autour du monde dans les différents situations d'apprentissage. Au Brésil dans le Projet "L@titud" organisé par l'Université de Harvard et destiné à l'Amérique du Sud, on peut reencontrer quelques intituitions qui font des études avec cette théorie. Dans notre étude la theorie “Enseigner pour la Compréhension” doit supporter la solution de problèmes psycho-physique des enfants en les regardant comme des individus parce que il fault connaître leurs capacités et potencialités dans les divers idées socio-culturel de l'Éducation Physique. Cette théorie est encore très peu connu chez nous. Alors, notre proposition s'agit de la mettre dans la scène de Éducation Physique national en reconnaissant ses résultats.

MOTS-CLÉ: Education Physique à l'École, Enseigner pour la Compréhension, situation-problème

ENSEÑANDO PARA LA COMPRENSIÓN DE LAS CLASES DE EDUCACIÓN FISICA ESCOLAR

RESUMEN

Un determinado conocimiento es considerado comprendido por alguien cuando puede ser transformado y adaptado a situaciones diferenciadas. Esta premisa es transmitida por la teoría “Teaching for Understanding”, que viene siendo estudiada y aplicada cada vez más en situaciones de aprendizaje, cuya creación fué en 1988, a través del Proyecto Cero, de Post-Graduación de Educación de la Universidad de Harvard. Aún pudiendo ser considerada una teoría reciente, es posible ya que encontremos algunas instituciones en el Brasil que hicieron uso de esa teoria, la misma que fue traducida como “Enseñar para Comprensión” (EpC) por medio del Proyecto "L@titud", desarrollado en esa misma Universidad dirigida para América Latina. Nuestra pesquisa tiene el interés en apuntar directrices para el desarrollo de las clases de Educación Física indicadas en EpC. Partiendo de la idea de que el conocimiento a ser enseñado en las clases de Educación Física en la escuela debe llevar al alumno a buscar soluciones de problemas motores, esa teoría significa un medio de facilitar la comprensión de los contenidos transmitidos, ya que presenta muchos beneficios para el desarrollo motor de nuestros alumnos, principalmente en la manera diferenciada de verlos, entendiéndolos como seres múltiplos, conociendo sus aptitudes, capacidades y potencialidades para comprender los más variados conceptos de la Educación Física. La forma estructural de la teoría enriquece las posibilidades de actuación del profesional que la adopta, sin embargo es posible observar en los levantamientos bibliográficos que se han realizado, cuanto aún el EpC está ausente de los propósitos

relacionados a la Educación Física en las escuelas. Para tornarla más presente es necesario que los profesionales de nuestra area se empeñen en la interpretación de todo el conocimiento transmitido a los alumnos, buscando enseñarles para comprensión, lo que transformará sus acciones y consecuentemente, la propia sociedad en la que viven.

PALABRAS CLAVE: Educación Fisica Escolar; Enseñar para Comprensión; Situaciones Problema

ENSINANDO PARA A COMPREENSÃO EM AULAS DE EDUCAÇÃO FÍSICA ESCOLAR

RESUMO

Um determinado conhecimento é considerado compreendido por alguém quando pode ser transformado e adaptado em situações diferenciadas. Esta premissa é transmitida pela teoria “Teaching for Understanding”, que vem sendo estudada e aplicada cada vez mais em situações de aprendizagem, cuja criação se deu em 1988, através do Projeto Zero, na Pós-Graduação em Educação da Universidade de Harvard. Mesmo podendo ser considerada uma teoria recente, já é possível encontrarmos algumas instituições no Brasil que têm feito uso dessa teoria, a qual foi traduzida como "Ensinar para Compreensão" (EpC) por meio do Projeto "L@titud", desenvolvido nessa mesma Universidade voltado para a América Latina. Nossa pesquisa tem o interesse de apontar diretrizes para o desenvolvimento de aulas de Educação Física pautadas no EpC. Partindo da idéia de que o conhecimento a ser ensinado nas aulas de Educação Física na escola deve levar o aluno a buscar resoluções de problemas motores, essa teoria significa um meio facilitador para a compreensão dos conteúdos transmitidos, já que apresenta muitos benefícios para o desenvolvimento motor dos nossos alunos, principalmente na maneira diferenciada de olhar para eles, entendendo-os como seres múltiplos, conhecendo as suas capacidades e potencialidades para compreender os mais diversos conceitos da Educação Física. A forma estrutural da teoria enriquece as possibilidades de atuação do profissional que a adota, porém é possível observar nos levantamentos bibliográficos realizados, o quanto ainda o EpC está ausente das propostas relacionadas à Educação Física nas escolas. Para torná-la mais presente é preciso que os profissionais da nossa área se empenhem na interpretação de todo o conhecimento a ser transmitido aos alunos, buscando ensiná-los para compreensão, o que transformará suas ações e conseqüentemente, a própria sociedade em que vivem.

PALAVRAS-CHAVE: Educação Física Escolar; Ensinar para Compreensão, Situações-Problema.

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