53 - THE REALITY AND THE USEFULNESS OF THE SCHOOLING PHYSYCAL EDUCATION, IN THE HIGH SCHOOL STUDENTS´CONCEPT

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1. INTRODUCTION

During all this history, the brasilian physical education got many different influences and changes, but according to Castro (1996) we can yet find the military, hygienistic, developmentist influency where teachers give a support to the strongest distinguish the ones that besides the society standards, that gets priority to the "battle victories" searching for development.

Nowadays, the physical education is considered by "Lei de Diretrizes e Bases da Educação (BRASIL, 1996) integrated subject from the school project, but didn't let to question the importance of it's relation to the other subjects and it's maintanance in the school grade.

Many classes became sportive trainings that search for gestures, movements and standsrized proceedings. Because of this physical education inside schools lost it's educational characterisc. According to Wiggers (1990) teachers and students get a reduced conception, seen physical education like synonym of competitive sport or recreational one, and this contributes to the lack ok importance of the subject to the critical development of the students.

The physical education classes always got an important role in the school context, but that image of be one of the most interesting subjects it's changing because the criticism to the performance, alienated practice from the teachers (Daolio, 2003).

Some interviews from Daolio´s research showed that the teachers can't give a definition of physical education classes, getting mixed up the students about what are the classes, which are the contents and which are the targets of the subject, showing this way, that they aren't sure about what and how to teach. Nowadays the students do the activities and follow the cronogramms without to know why or for what they are doing gestures and movements. They to just because someone (the teacher) ask them. They do it but, they don't question, or think about what they do. We are enjoying the physical education of doing without to know why or for that. "[...] Teaching students that don't understand what they do or why they are doing that way, we will create dependent students [...]". (CASTRO, 1996, p.30)

Wherever the object of knowledge in focus the teaching and learning processes should consider the students characteristics in all aspects of the human behavior (knowledge, physical affective, ethics, esthetics and interpersonal). About volleyball or a dance, the students should learn more than techniques, they should discuss rules and strategies, seen it critically, analyse it, evaluate ethically, therefore developing the contents in all dimentions attitudinal, conceptual and proceedings. (ZABALA, 1998 e BRASIL. MEC, 1998a)

From the reflection about the devaluation of physical education in the school, ask about what is the concept of the students about the relevance and the value of this curriculum component during the school life and the basic years, referring it's importance questions: what did the students learn during the scholar years in physical education classes? Which are the physical education targets and contents nowadays?

This research wants to verify the participation of the students in physical education classes and diagnosis what do the students consider had learned and check if they observe some contribuitions to their future. And also, analyse considerations of the students comparing them with the targets stablished on Parâmetros Curriculares Nacionais. (BRASIL,MEC, 1998, a, b)

The relevance of the research are on verify and analyse the quality and importance of the schooling physical education according to the students conception, because they are the most interested and prejudice with nowadays teaching. In this way, serves like as alarm to the teachers, proroguing a reflection about the teaching, practice, and evaluate the way of doing things, helping in future discutions and researches about possible rearranging in the schooling physical education.

2. MATERIAL AND METHOD

On this field research the description method was applied, a sample was composed by 813 teenagers, male and female, different social classes, students of the last year of high school on public and private schools located in great São Paulo, with ages between 16-23.

An open questionnaire was used like a collect data tool with five dissertative questions, that was applied personally or by the teachers previously instructed on how to apply it.

Therefore the students were oriented with the following instructions before to answer it.

- Where you can see "public or private school" mark the one that you study most of your live;
- Do not make coments with your college to avoid influence them;
- Give complete answer, giving examples or explain your answer (do not simply put yes or no);
- In your answers consider all the years that you study physical education (mainly in the question 2) and not only the last year oh high school.

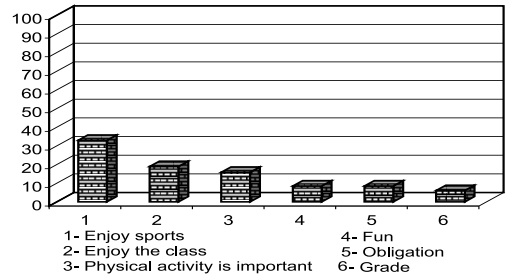
3. PRESENTATION AND RESULT´S ANALYSES

In the presentation of the results, we notice that some graphics the add of the percentages are higher than 100%. It occurs because the same students can mention more than one item from the different categories of the analyse. In the graphics that the total do not reach 100%, the rest of the percentage are divided on categories with inexpressive results.

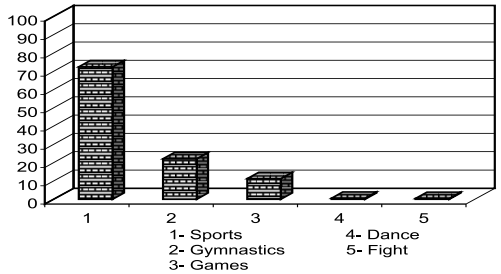
3.1 Participation on classes

In this sub-section, the datas refers to the first question of the research: Did you participate to the most of physical education classes that you had during the scholar years? Why?

GRAPHIC 1 – Class participation reasons



GRAPHIC 2 – Applied contents



Between the 84% of the teens that answered had participate to the most of the physical education classes, we can

observe on GRAPHIC 1 that 33% mentioned had participate because they like, think it's important to learn or have an interest on sportive area. Statements like "[…] I adore to participate on the activities or I adore all the sports" and " I always practice sports and because of this I like to practice on school besides that the sport makes me feel good" exemplify the concept of physical education as a synonym of sport, like had mention Brach (1992).

Also enjoy the classes was mentioned by 19% of the students on this value, include the ones that didn't know how to explain why do they like the classes, but the followed explanation were found: "in the beginning of the school I participate more because the classes were more interesting"; "when I was younger I used to participate more, nowadays I don't participate much" and "In the begging of the school I enjoyed, nowadays I participate because need to grade".

The students statements show the lack of interest and the abandon of the classes in the high school that are common, mainly because the low motivation and new interesting contents, in the same way as reported by Mattos and Neira (2000).

In the GRAPHIC 1 we found 8% of the students that participate because they consider the class an entertainment, showing us the miss of education characteristic of the subject and it's 8% participate because it's compulsory and 6% only because the grate.

Among the reasons to the students avoid to participate a very significant data is that 58 don't like the classes (sport, physical activity and methodology) and say that the classes aren't planned and hadn't interesting contents. Showing the student knowledge about the quality standards, parameters of the physical education classes: "The physical education practice in the school is not well planned, don't have equipaments, the teacher do not explain about the subject and nothing is made in democratic way".

3.2 Done activities and ways of development

This sub-section analyse to question 2 of the research: Which were the main activities in physical education and how thy were developed? Give examples.

Comparing the graphic 2 with the proposal of contents found on the Parâmetros Curriculares Nacionais (BRASIL.MEC, 1998a), we observe the hipervalorization of the sports (74%) with almost exclusiveness and the little, or almost zero practice of other contents like dances and fights.

From the students comments we notice the absence of diversified activities during the classes. The expressive practice of sports like basketball, futsal, handball and volleyball (69%) with 12% of sports basis, 10% emphasize the rules explanations, tatics and techniques with stretch out and warm up with runnings, show us the technicist tendency where the student just training some sports. The Parâmetros Curriculares Nacionais do Ensino Médio (1998b) e Coletivo de Autores (1992) confirm this situation: "In general, physical education teachers feel insecure to develop subjects that are out from the aspects related to the traditional sports and to the teaching of its techniques" (BRASIL, 1998b, p. 155).

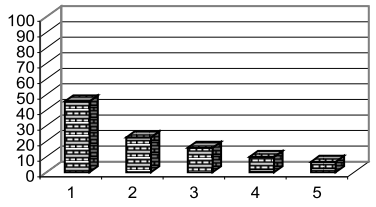
Statements like: "Soccer, handball, volleyball, basketball were developed at the followed way: a student selected his team and many times only choose his friends and ignored the others who felt humiliated because they never be chosen. This practice should worry the teachers because show the excluding character of any classes and are out of the Parâmetos Curriculares Nacionais (BRASIL, 1998a): "to participate of activities recognizing and respecting yourself and the others without any kind of distinguish" (BRASIL, 1998a, p. 63).

Observe that the most useful practice on classes development are closer to the higienistic approach, that demand the compulsory "practice of the physical education" with the objective of develop strong and trained people for life (CASTELLANI FILHO, 1988).

3.3 Class learnings and valorization

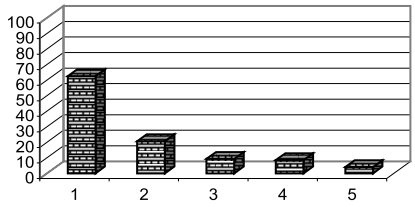
The discussions refered to the question 3 of the research: what do you consider had learned in physical education classes during your schools years? In you, point of view, those learning are significant or have some value? Justify the answer.

GRAPHIC 3 – Physical Education Learnings



1- Games/sports
2- Didn't learn
3- Exercises
4- Interaction
5- Strengths

GRAPHIC 4 – Explanations of the benefits



1- Health
2- Nowledgement
3- Fun
4- Socializing
5- Body nowledgement

The datas in GRAPHIC 3 are directed related to the ones on GRAPHIC 2 where was shown the practice of sportives events. When students were questioned about the what to they learn, 45% mentioned had learned, comprehend and understood the sport's importance. And also learned come sport's rules and basis.

On GRAPHIC 3 are included some answers like "I didn't learn nothing", "almost nothing" or "learned a lot" are 22% some examples in this percentage: "I didn't learn anything that I couldn't learn watching TV, I think it happens because the teacher's lack of interest about teaching" and "In my point of view this subject is useless and without any interest to any sector of my life, should be an option because we can exercise any place."

Besides the activities and methods applied, 72% of the students consider this learning significant and value in 38% the health focus, "avoiding to be sedentary people" and "it's the only place I exercise", as the main justification. It's important to emphasize that the Parâmetros Curriculares Nacionais (1998a) stablish that the student at the end of the basic study must "adapt a health style of life, exercise the autonomy asking for places to make this body activities seen it, like a need and also a right" (BRASIL, 1998a, p. 63).

In the most of the cases this target that should be reached at the end of Basic Studies don't occur not even in the end of high school.

Some students mentioned that physical education classes get no value, 48% consider pointless, useless or didn't change anything in our lives, "if it get some value I didn't discover"; "[…] I think it's interesting to the Basic Studies students but, it's pointless and spend of time to the high school one." This last statement emphasize once more the abandon of the subject in high school by many students.

3.4 Benefits of physical education during the school years

One question 4 evaluates: During your, school years, do you think physical education classes helped you in some way? Justify your answer.

Two significant datas were found on GRAPHIC 4, 72% of the teenagers said the physical education classes brought

benefits during the school years, 62% think this benefit is direct related to health, calling attention to the sedentary questions, the sport's practice that are good to health, keep the body fit and develop the body. But when we analyse the activities and how it was developed we notice that teacher pass a false image to their students, that what they are doing are bringing health and well-fare, because this point of view fits the higienistic one, that wants strong and healthy men. (CASTELLANI FILHO, 1988) and developmentist were the children should develop their motion abilities with the practical activities (TANI et alii, 1988).

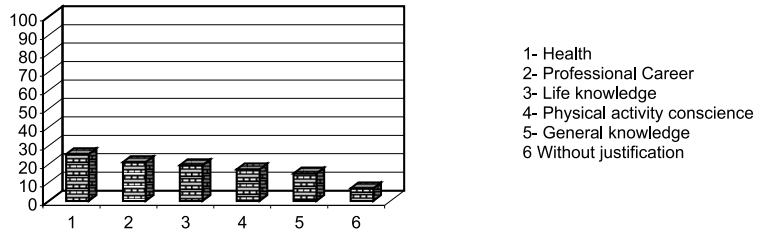
The physical education didn't bring any kind of benefit to 29% of students, from them 33% said they didn't like the classes and the proposed activities. And 34% didn't mention any kind of benefit saying in some cases that could bring some but they didn't know yet. According to the students: "many times the students and also the teachers don't worry about the importance to the class contents". Coments like this should be an alert do the teachers who are in a disregard situation about the classes and from now on the tendency is the growth of the numbers of opinions like this.

3.5 Physical education contribution to the future

Here are presented the results related to the 5 questions of the research: do you think that physical education classes you got in school contribute to your future? Justify and give examples.

GRAPHIC 5 Contribution to the future

GRAPHIC 5 – Contribution to the future



Observe, most of the students (54%) realize some kind of contribuition to the future because of the physical education practice, 46% say that don't exist any kind of benefit. Comparing this datas with GRAPHIC 4, we notice 72% mention benefits with the physical education practice during the school years, just 54% affirm that it will contribute to their future and on this 54% (GRAPHIC 5) only 25% related this benefits with health (GRAPHIC 5). As demonstrates the student account: "[…] I hadn't big benefits, didn't learn nothing useful in my daily life in classes. It only serve to exercise a little". It shows us that the benefits are considered only during the school years and after that it won't be useful so, the physical education didn't bring conscience, awareness that those activities can be useful even after the school years.

Focusing on conscience of importance of physical activity, body exercises to the future, and to the autonomy to its execution, from 54% only 17% showed this conscience (GRAPHIC 5) statements like: "[…] got different experiences, it is an encouragement to exercise even out of school […]" and "[…] I learn that I must exercise not only here in the school but also out there because the class has time to end", it demonstrates the achievement of one target Parâmetros Curriculares Nacionais (1998b), the autonomy to exercise, the body activity maybe it was reached by less than 10% of the students. But we must to question if it was reach and in which dimentions of the knowledge the autonomy get on proceeding (know how to do), an conceptual (principles, concepts) or on attitudinal (know how to be and how to live with), because the educational contents must achieve these three dimention (ZABALA, 1998) and with the done, activities notice excessive emphasis only on do, make movements without to analyze or contextualize.

In some accounts when the student mention that exist benefits to the future, in both cases, they relate this to their future career, it means only focusing the physical education to the related professional areas.

4.CONCLUSION

Verify that most of students participate and comprehend the physical education classes like useful to health, considering they have learned new aports and exercises and improve the knowledge and skills from the ones with previous contact with physical education.

However, we succeed in confirm our hypotheses that nowadays physical education is developed without to bring benefits to the students, in health (physiologic), most of students believe to get some benefits, only with twice a week activities are minimum and easily lost with the interruption of the physical activity.

Concluds that the physical education in the basic school, analyzed from the students point of view and according to the contents and methodologies, encourage and stimulate knowledge and a sportive skills and, also the development of "athlete".

The students view of the physical education it's not the only way to evaluate the knowledge oh the subject, but will help teachers to think about the ways and forms of the physical education are apply and also evaluate their own performance in the education context "re-thinking" if the subject is really valid and useful to the students education.

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THE REALITY AND THE USEFULNESS OF THE SCHOOLING PHYSYCAL EDUCATION, IN THE HIGH SCHOOL STUDENTS´CONCEPT

The proposal to the schooling physical education elabored by Brazil. MEC (1998), get like physical education's knowledgement the human being in movement using as contents games, sports, dances, gymnastics and fights in the conceptual, attitudinal and proceedings dimentions that must guarantee to the students the opportunities to access and enjoy the body culture. This research used the descriptive method with objective of identify the contents developed in schooling physical education in the cities of Great São Paulo and analyze the utility of them to the high school students present and future life, in their own conception. Using like tool of collect data an open questionnaire composed by five questions, applied to a sample of 813 teenagers (16-23 year old), box sex, from public and private schools, asking about their participation in the schooling physical education; which activities were developed; the benefits of them; the class learnings and it's importance to their future. The results showed that 84% of the students participate in the most of the classes, the experienced contents was 72% sports, 22% gymnastics, 11% games, 0,6% dances, 0,4 fights and 45% learned new sports. The mentioned benefits by 44% of the students are physiologic/health and 13% indicates health gain like future importance. Concludes that most of the practice was sportive, with techniques and basis without any critical reflection and develop concepts and important attitudes to the student's present and future life not stimulating student's autonomy in exercising. Therefore, the teachers should review the classes and targets in order the students don't be mistaken in relation to the benefits and it's read usefulness, are inexpressive and easily lost with interruption. Mainly because nowadays education target is to form critical and autonomous citizens. KEYWORDS: schooling physical education; reality; usefulness.

LA RÉALITÉ ET (I'IN)UTILITÉ DE L'ÉDUCATION PHYSIQUE CONCERNANT L'ÉCOLE, DANS LA CONCEPTION DES ÉTUDIANTS

La proposition à Concernant l'éducation physique d'école, élaborée pour le Brésil.MEC (1998), points comme la connaissance de l'éducation physique l'être humain dedans mouvement, en utilisant comme contentez les jeux, sports, danses, gymnasticses et combats, qui doivent garantir chances à les étudiants pour développer les potentialités, pour avoir accès et à usufruct la culture caporal. Soutenu dans ces derniers estimés, cette recherche a employé la méthode la description, avec l'objectif pour identifier le contenu s'est développée dans l'éducation concerner la physique d'école dans les villes du grand São Paulo et pour analyser la validité e utilité dans la vie actuelle et future, la conception des étudiants d'Ensino moyen. Un questionnaire été employé comme instrument de la collecte des données, composé de cinq questions, appliqué à l'échantillon de 813 adolescents (16-23 années), interrogation participation à concerner l'éducation physique d'école: quel les activités développées, avantages des accomplissements, les learnings dans les leçons et importance à l'avenir. Les résultats démontrent que 84% des étudiants avait participé du majorité des leçons, le contenu été 72%, sports 22% Gymnasticses, Jeux 11%, 0.6% Danse, 0.4% combat et 45% considèrent qu'ils avaient appris nouveau sports. Les avantages mentionnés pour 44% des étudiants sont physiologique/santé et 13% indiquent accomplissement de santé comme future importance. De ce fait, concluant que la majorité dont pratique elle était esportiva, avec l'exécution des techniques et fundement, sans quels réflexion critique, sans développer concepts et attitudes important pendant la vie actuelle et future, ne pas stimuler autonomie des étudiants dans le pratique d'activités physiques. De cette forme, il ajustements aux professeurs pour repenser des leçons et objectif, de sorte que les étudiants ne soient pas trompées avec la relation aux avantages utilité, les avantages physiologiques obtenu avec deux leçons hebdomadaire elles sont minimum ou inexpressíveis et facilement perdu avec interruption. IDÉE-PRINCIPAL: l'éducation physique d'école, réalité, utilité.

LA REALIDAD Y LA UTILIDAD DE LA EDUCACIÓN FÍSICA EN LA PERCEPCIÓN DE ESTUDIANTES DE LA ENSEÑANZA MEDIA

La propuesta de Educación Física Estudiantil realizada por BRASIL.MEC (1998) apunta como conocimientos de Educación Física el ser humano en movimiento, utilizando como contenido los juegos, deportes, danzas, gimanasia y luchas que deven dar opurtunidades a los alumnos para que desarrollen sus potencialidades y disfrutar de la cultura corporal. Edificados en esa base, esta pesquisa de campo, utilizó el metodo descriptivo, com el objetivo de identificar los contenidos desenvueltos en educación física estudiantil en las ciudades de la gran São Paulo y analizar la validad y la utilidad en la vida actual y futura de los estudiante de enseñanza media. Se utilizó como instrumental de cosecha de datos el inquerito abierto, compuesto de cinco preguntas aplicado a un universo de amuestra de 813 adolescentes (16 23 años), analizando la participación en Educación Física Estudiantil, los beneficios de las realizaciones, el aprendizado y importancia en el futuro. Los resultados demuestran que 84% de los estudiantes participaron de la gran mayoría de las clases. Los contenidos fueron 72% deportes, 22% gimanasia, 11% juegos, 0,6% danza, 0,4% luchas y 45% consideran que aprendieron nuevos deportes. Los beneficios citados por 44% de los alumnos son fisiológicos relacionados a salud y 13% indican la mejora en salud y 13% indican la mejora en salud como gran importancia futura. La conclusión es que la mayoría de las prácticas fue deportiva, con la ejecución de técnicas y fundamentos, sin qualquier reflexión crítica, no desarrollando conceptos y actitudes para la vida actual y futura, pesando de estimular la autonomia de los estudiantes en la práctica de actividad físicas. Asi cabe a los profesores repensar nuevos metodos y obejetivos, para que los estudiantes no sean engañados en relacion a la real utilidad, pues, los beneficios conquistados con dos aulas semanales són inexpresivos y se pierden con la interrupción. PALAVRAS-LLAVE: Educación Física Estudiantil, realidad, utilidad.

A REALIDADE E A (IN)UTILIDADE DA EDUCAÇÃO FÍSICA ESCOLAR, NA CONCEPÇÃO DOS ALUNOS DO ENSINO MÉDIO

A proposta à Educação Física Escolar, elaborada por Brasil.MEC (1998), aponta como conhecimentos da Educação Física o ser humano em movimento, utilizando-se como conteúdo os jogos, esportes, danças, ginásticas e lutas, nas dimensões conceituais, procedimentais e atitudinais, que devem garantir oportunidades aos alunos para desenvolverem as potencialidades, acessar e usufruir a cultura corporal. Alicerçada nesses pressupostos, esta pesquisa empregou o método descritivo, com objetivo de identificar os conteúdos desenvolvidos na Educação Física Escolar nas cidades da Grande São Paulo e analisar a validade e utilidade na vida atual e futura, na concepção dos alunos do Ensino Médio. Utilizou-se como instrumento de coleta de dados um questionário aberto, composto de cinco perguntas, aplicado à amostra de 813 adolescentes (16-23 anos) de ambos os sexos, de escolas públicas e particulares, questionando a participação na Educação Física Escolar: quais as atividades desenvolvidas, os benefícios das realizações, as aprendizagens nas aulas e importância no futuro. Os resultados demonstram que 84% dos alunos participaram da maioria das aulas, os conteúdos vivenciados foram 72% Esportes, 22% Ginásticas, 11% Jogos, 0,6% Danças, 0,4% Lutas e 45% consideram que aprenderam novos esportes. Os benefícios mencionados por 44% dos alunos são fisiológicos/saúde e 13% indicam obtenção de saúde como importância futura. Conclui-se que a maioria das práticas foi esportiva, com a execução de técnicas e fundamentos, sem qualquer contextualização ou reflexão crítica, sem desenvolver conceitos e atitudes importantes para a vida atual e futura, não estimulando a autonomia dos alunos na prática de atividades físicas. Assim, cabe aos professores repensarem aulas e objetivos, para que os alunos não sejam enganados com relação aos benefícios e sua real utilidade, pois benefícios fisiológicos obtidos com duas aulas semanais são mínimos ou inexpressíveis e facilmente perdidos com interrupção. Principalmente, porque o objetivo atual da educação é formar cidadãos críticos e autônomos.
PALAVRAS-CHAVES: educação física escolar, realidade, utilidade.