# 13 - NOTES THEORETICAL AND METHODOLOGICAL ON THE WORK BODY OF EDUCATION FULL OF JOÃO BATISTA FREIRE

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Abstract

The resistance to biological conception of physical education during the 1980s, leading to criticism of the predominance of sports content in school, so that, as opposed to shed more technical, esportivista and biologist, arise new movements in Physical education, inspired and trailers, it is noteworthy, the social historical moment in which the country passed, education and physical education, coexisting in the area, currently, several pedagogical concepts, which have in common the attempt to break the paradigm of the past. One of them is the Interactionist-Constructivist, the figure of John the Baptist Freire, with his "Full Body Education: Theory and Practice of Physical Education". Therefore, this article aims to discuss aspects (theoretical and practical) Relevant gifts this work because we believe in its theoretical and methodological support, as a resource to support teachers who work or want to work with Physical Education in Early Childhood Education schools (pre-school) and first stage of primary school, for which such work is directed.

Keywords: Physical Education; Child education. Elementary School. Teaching Methodology.

## INTRODUCTION

Several authors have been working on studies of the history of Physical Education in Brazil, its transformations over time, giving even different names to the phases or periods that passed the area in the course of his career. We know that the school, as part of society, will be shaping, each season, presenting an educational praxis in accordance with current social conceptions. Physical Education, inserted, so that educational context, therefore, suffer influences.

According to the National Curriculum Parameters - NCPs (BRASIL, 1998), in the twentieth century, for example, "the School Physical Education suffered in Brazil, influenced by philosophical currents of thought, trends policies, scientific and teaching" (p. 21), suffering, until the 50s, now influences from the positivist philosophy, medical (hygienist), military interests (nationalism, pre-military training), now following the changes in own pedagogical thinking, as we can see with school-novista shed in the 50s.

In the 70s, Physical Education has suffered, once again, important influences in the political aspect, with investment, by the military government, in this discipline, so that in this period, the links between sport and nationalism narrowed such so that, in relation to the school level, to Decree No. 69450 of 1971, there is an emphasis on physical fitness, both in the organization of activities and in their control and evaluation, and sports initiation, from the fifth grade, torna- is one of the cornerstones of teaching, with the search for new talent that could participate in international competitions, representing the country (BRASIL, 1998).

However, according Darido and Rangel (2008), resistance to biological conception of physical education during the 1980s, particularly in primary education, has led to criticism of the predominance of sports content in school, so that "in opposition to shed more technical, esportivista and biologist, there are new movements in school physical education "(p.5), inspired and trailers, it is noteworthy, the social historical moment in which the country passed, education and physical education, and currently coexist in the area, several designs, having in common the attempt to break this aspect, such as psychomotor, Humanist, developmental, phenomenological, based on Cooperative Games, Cultural, Critical-surpassing, Systemic, critical-emancipatory, Health renewed, based on the National Curriculum Parameters, interactionist-Constructivist, and others.

We know that construtivista- interactionist proposal, also according to the above authors, presents a discourse that is present, increasingly, in the various segments of the school context, opposing the mechanistic proposal of Physical Education, which is characterized by the pursuit the maximum performance of behavior patterns, in order to select the most skillful to sports competitions without considering, for individual differences and experiences of the students.

Thus, this article aims to discuss aspects (theoretical and practical) material present in the work "Full Length Education: Theory and Practice of Physical Education" (FREIRE, 1989) which, according Darido (1999, p.21)," had decisive role in the dissemination of constructivist ideas of Physical Education", believing therefore the theoretical and methodological support of it, as a resource to support teachers who work or want to work with Physical education in Early Childhood education schools (pre-school) and first stage of primary school, for which this work is directed.

## WHOLE BODY OF EDUCATION: THEORETICAL METHODOLOGICAL

Jocimar Daolio (1997, p.182), analyzing the construction of the Brazilian Physical Education academic debate, especially in the 80s, and forms of thought linked to the area, such forms which, he said, "have played important roles in this drama of scientific thinking of the area, "says Freire was a" very present character in the scene of debates and academic meetings of Physical Education in the 80s".

Thus, Freire was, according to the above author, responsible for the development of Jean Piaget's ideas in Physical Education, contributing to the consideration of cognitive development stages of the child, avoiding thus the mere repetition of movements for all ages and expanding the very concept of childhood for physical education, so that we can say, as Lavoura, Botura and Darido (2006), which called constructivist approach is lead author in our country João Batista Freire, with the book "Full Length Education".

According to Muniz, Resende and Soares (1998), the work of John the Baptist Freire is of great influence, not only in degree courses in Physical Education, but also in teacher training courses to work on the first segment of the first degree, work in which the author was engaged in drafting general principles guiding the intervention of a Physical Education teacher, emphasizing that the systematic practice of motor activities, when properly oriented, constitutes a condition for the respect for individuality, freedom and spontaneity of children as well as being necessary for a full body education.

According to Daolio (2007), John the Baptist Freire, to explain his vision of Physical Education, is scathing critique of the way the school works with the body and the movement of children, so that, according to him, the school has traditionally

disregarded the rich children's culture in movements, games, toys and costumes and have chosen to leave the property child with the expectation that he will learn theoretical concepts in a disciplined manner, castrating their freedom and creativity, saying, therefore, that the child is an expert in toy. Therefore, the author proposes a full body education, title of his book, education assumes that this body and mind as indivisible elements, valuing greatly the practice of Physical Education.

According to the NCPs (BRASIL, 1998), as part of physical education, psychomotor first articulated movement that appears from the 70s, in contrast to previous models, influenced constructivist-interactionist perspective regarding the question the pursuit of full training, with the inclusion of affective and cognitive dimensions to human movement. This is evident in the work of Freire (FREIRE, 1989), which are now chapters entitled "Mobility" and "Socialization", sometimes called "Affection" and "Cognition", thus demonstrating a concern for the author, with a global training. Thus, Freire emphasizes the importance of considering the child as a whole being, not only do, but also to think, feel and relate to others (CARRACEDO; MACEDO, 2000).

In the discussion of the School Physical Education subject, both psychomotor and constructivist-interactionist, bring a teaching proposal for the area, which covers mainly children aged up to 10 and 11 years (BRASIL, 1998). In this sense, we can observe, in the "movement of Pedagogy at the School of Early Childhood" (preschool) (FREIRE, 1989), considerations about the importance of the toy or game as a strategy for awareness by the child, your body and your actions for the development of perceptual and motor skills, logical notions and development cooperation.

Thus, according Daolio (2007), referring to Freire's work, says that the game developed in the Physical Education classes should be different from the game that the child practice outside of school, since the first must meet certain objectives, such as: the development of certain motor or perceptual skills; the formation of logical notions such as grading, conservation or classification; or work aimed at cooperation.

Therefore, Freire emphasizes the task of physical education, the development of motor skills in a game context and toy developed from the Children's cultural universe that children have, so that the advantage, he said, would ensure a good development of these skills without imposing the children a body language that is foreign to them (DAOLIO, 2007).

Freire (1989) argues that her greatest concern in the school of early childhood, to see children know not to jump to difficulties in reading and writing, since, for him, in early childhood, the body action still prevails on mental action. The child just started to learn to think when in bodily action, should already be an expert and, through this, teachers should be permanently concerned with motor skills. Should make sure that their students are able to run, jump, spin, roll, climb, fight, throw and catch objects, to balance etc, should not forget, however, that these skills are the expression of a human being, an integrated body.

The author also states that, once having access to the symbol, the child begins to mentally represent actions that lives in the world. Thus, it is worth noting that concepts like big, small, up, down, traditionally developed in activities to write, draw, cut, can perfectly well be worked in a symbolic play of context in order to connect more directly, the task of school with the characteristics of the period experienced by the child.

According Darido and Rangel (2008), the game while content / strategy has privileged role in this proposal, is considered the main content and method of teaching, a teaching tool, a means of teaching, because while playing or play, the child learn in a playful and enjoyable environment. Thus, we find another way, in this sense, present in the work of Freire (1989) when, approaching the building game, which, as the author establishes a kind of transition between symbolic play and social play, signaling in which

From the pedagogical point of view, the importance of building game in early childhood school is undeniable, since through it you can see how the child is socializing, as is entering the social world (p. 69).

Thus, the author proposes that the teacher talk to the children, always on the constructions made by them during the game and says that this form of verbalization constitutes an important factor of awareness, the children of their actions.

In the chapter entitled "Movement Education in School second childhood" (first degree - particularly in the first four grades, ie the first stage of elementary school), Freire (1989) clarifies that the fanciful representation that characterizes infancy, even continuing if any, will be overcome by a more committed symbolic representation with elements of concrete reality with which the child interacts. The teacher, therefore, should not despise mainly junk and nature's resources. It is important that the activity is carried out in a game context, becoming significant in children. Thus, "if it is possible to promote the development of motor skills, such as rotating, for example, in a play situation, why do it alone?" (FREIRE, 1989, p.134).

The author presents some examples of activities carried out with the help of various materials stating that the teacher should not give ready-made solutions for the child, but provide clues that lead to solutions and, where necessary, it intervenes to mediate the discussion, asking questions that help students find solutions to their difficulties. Furthermore, the teacher must be a provocative imbalance, since, stability, no development. However, that these imbalances "are consistent with the level of the child, that is, [...] she can overcome them" (p. 94).

Darido and Rangel (2008) state that, in order to understand the constructivist-interactionist approach, it is necessary to understand aspects, both Vygotsky's work, which in its sociocultural proposal refers to the concept of zone of proximal development, defined as the distance between the level of potential development and the level of real development, such as Jean Piaget's work. As the latter, intend, Constructivism is the construction of knowledge through interaction of the subject with the world, so we know always makes an action that implies assimilation and accommodation schemes in a constant reorganization (DARIDO 2003 apud DARIDO; RANGEL, 2008).

According to the National Curriculum Parameters (BRASIL, 2008), for each child, the construction of this knowledge requires preparation, that is, an action on the world, so that, in this view, the acquisition of knowledge is a built process during all his life, the individual, not being ready to be born even being passively acquired according to the pressures and influences of the environment.

The constructivist approach, as NCPs (BRASIL, 2008), had the merit of raising the issue of importance of considering the knowledge that the child already has in Physical Education, including the prior knowledge of students in the teaching and learning process and to seek, too, warn teachers about the importance of active participation of students in problem solving, which is reiterated in Darido and Rangel (2008), plus some other aspects.

In his chapter entitled "Cognition", Freire (1989) weaves important considerations saying that one way to teach someone the long jump is the training. Another is the understanding of the elements involved in the activity, like time, space, body, finally, exploring the practitioner's intelligence, expressing, therefore, its preference for this second, concluding and drawing attention to the fact that education traditional Physics, however, has shown for the first option. Thus, all the time, the activities described in this chapter, it aims to establish a clear relationship between act and thought, of action and understanding, an objective that, in his view, should be a major of physical education at school.

In his chapter entitled "Kinetics", Freire (1989) makes clear that the current physical education has militarescas inheritances too much. In his practice, or commands, or obey, and that sports championships, including that prepare children resemble often wars, as if the future of peacetime was war.

According to the author, the variations in motor activities are therefore exactly the engines and mental schemes are used in different situations. The exhaustive repetition of a single situation is not encouraging for development. So there are so many occasions, for example, that the popular toys, a child is forced to move with greater or lesser intensity, there is no why, in the school of 1st degree, train this ability alone.

In the chapter entitled "Socialization", there are important aspects that should be emphasized when, for example, Freire (1989) mentions that believes that, in all activities, there should be some room for the exercise of autonomy, independence, cooperation between children and one of the main objectives of physical education in elementary school, should be to make children learn to play cooperatively.

It is noteworthy, too, that for Freire (1989 apud MUNIZ; REZENDE; SOARES, 1998, pp.16-17), "affectivity is one of the central aspects of the pedagogical act. It is fundamental to create a climate favorable to the success of teaching and learning experiences. "In this regard, he explained that, hardly the classroom could provide a learning soon as they would the toys and games, and the we learn soon gets better learned.

Freire (1989) posits, regarding the evaluation, the importance of not homogenize the class, since children are different at the beginning and will be at the end of the educational process. So for him, the relationships, rights, opportunities do they have to be the same no gestures, behaviors, thoughts and opinions.

Thus, if the teacher understand that, to assess physical education, it is not necessary to settle, so only on objective data in numbers, it may, in practice, thanks to his experience with the group of children reap these data, along with many others, at other times, which can be recorded, including in individual records for each student, facilitating thus a thorough qualitative assessment (FREIRE, 1989).

## FINAL CONSIDERATIONS

Therefore, knowing that the proposal called Interactional-Constructivist (Constructivist- Interactional, or even Constructivist) is presented as a methodological option as opposed to the previous lines of Physical Education in school, specifically the mechanistic proposal (DARIDO, 1999; DARIDO; RANGEL, 2008), advocate in favor of its use in childhood education schools (pre-school) and first stage of primary school, using for that, all the theoretical and methodological support this in the book "Full Length Education : Theory and Practice of Physical Education "which, according Darido (1999, p.21)," had decisive role in the dissemination of constructivist ideas of Physical Education".

We believe, therefore, the theoretical and methodological support of the work in vogue, as a resource to support teachers who work or want to work with Physical Education in Early Childhood Education schools (pre-school) and first stage of primary school, for which such work is directed.

Soon, we admit and reinforce the possibility that physical education teachers who work and want to work with discipline in childhood education schools (pre-school) and first stage of primary school, take hold of all the theoretical and methodological support present in the work discussed here, so that paradigmatic changes these lessons in fact occur, thus overcoming the mechanistic proposal for the area, characterized by the pursuit of maximum performance standards of behavior, in order to select the most skilled at sports competitions , a practice that, as authors such as Smith and others (1992), Stigger (2005), Caparroz (2005) and Correa (2006), still in force in our schools.

However, we agree, as Davis and Esposito (1998), that we should "be clear that any theory, richer and more comprehensive it is, can encompass the diversity of the real" (p. 129). Therefore, as Castorina (1988 apud DAVIS; ESPOSITO, 1998), the pedagogical question can never be viewed from a single perspective, requiring, therefore, not only various levels of analysis, but also, and above all, coordination between them. Anyway, we recognize the primacy of the search for new questions and new pedagogical practices based on consolidated and widely accepted theories of development and learning processes, which is why our engender discussion of the work studied here.

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## THÉORIQUE ET DES NOTES MÉTHODOLOGIQUES SUR LES TRAVAUX DU CORPS DE L'ÉDUCATION COMPLÈTE DE JOÃO BATISTA FREIRE

Résumé

La résistance à la conception biologique de l'éducation physique dans les années 1980, ce qui conduit à la critique de la prédominance du contenu sportif à l'école, de sorte que, par opposition à jeter plus technique, esportivista et biologiste, se posent de nouveaux mouvements dans l'éducation physique, inspirés et les remorques, il est à noter, le moment historique social

dans lequel le pays a adopté, l'éducation et l'éducation physique, coexistant dans la région, actuellement, plusieurs concepts pédagogiques, qui ont en commun la tenter de briser le paradigme du passé. L'un d'eux est le interactionniste-constructiviste, la figure de Jean-Baptiste Freire, avec son "Education Full Body: Théorie et pratique de l'éducation physique» Par conséquent, cet article vise à discuter des aspects (théoriques et pratiques) cadeaux pertinents. ce travail parce que nous croyons en son soutien théorique et méthodologique, comme une ressource pour aider les enseignants qui travaillent ou veulent travailler avec l'éducation physique dans les écoles d'éducation préscolaire (préscolaire) et la première étape de l'école primaire, pour lesquels ce travail est réalisé.

Mots-clés: école d'éducation physique; Early Childhood Education. École primaire. Méthodologie d'enseignement.

TEÓRICO Y NOTAS METODOLÓGICAS EN EL TRABAJO DEL CUERPO DE EDUCACIÓN COMPLETA DE JUAN BAUTISTA FREIRE

Resumen

La resistencia a la concepción biológica de la educación física durante la década de 1980, lo que lleva a la crítica del predominio del contenido de deportes en la escuela, de manera que, en lugar de arrojar más técnico, esportivista y biólogo, surgen nuevos movimientos en la educación física, inspirados y remolques, hay que destacar, el momento histórico social en el que el país pasó, la educación y la educación física, coexistiendo en la zona, en la actualidad, varios conceptos pedagógicos, que tienen en común la intentar romper el paradigma del pasado. Una de ellas es la interaccionista-constructivista, la figura de Juan el Bautista Freire, con su "Educación de cuerpo completo: Teoría y Práctica de la Educación Física" Por lo tanto, este artículo tiene como objetivo discutir los aspectos (teóricos y prácticos) las donaciones pertinentes. este trabajo porque creemos en su apoyo teórico y metodológico, como un recurso para apoyar a los maestros que trabajan o quieren trabajar con la educación física en las escuelas de Educación Infantil (preescolar) y primera etapa de la escuela primaria, de los cuales dicho trabajo se dirige.

Palabras clave: Escuela de Educación Física; Educación Infantil. Enseñanza fundamental. Metodología de la enseñanza.