49 - DRAWINGS AND NARRATIVE: THE SELFCARE IN LEARNING OF PHYSICAL EDUCATION

FELIPE DA SILVA TRIANI
JOAQUIM HUMBERTO COELHO DE OLIVEIRA
CRISTINA NOVIKOFF
OTÁVIO BARREIROS MITHIDIERI
FACULDADE GAMA E SOUZA, RIO DE JANEIRO, RJ – BRASIL.

doi:10.16887/87.a1.49

Abstract

In addition to other curriculum subjects of basic education, physical education still uses traditional evaluation methods. These instruments are limited and, compared to this, Michel Foucault presents clues to overcome this model. The aim of this article is to present the use of drawings and narratives as possible tools for evaluation of physical education learning. The methodology used was of qualitative type, with the study field research as a technical procedure, narratives and drawings as data collection instruments and two classes of students between 8 and 10 years old. The results obtained through drawings and narratives show that students at the time of the narrative production and design, make a reflection of movement in the production process, showing an occupation with himself, whatever Michel Foucault, and still represent the contents learned using a language that is their own. The final considerations are that the use of drawings and narratives as assessment tools are a good option for the teacher to measure the contents that were taught at the same time insert students in a reflection activity about you.

Keywords: Philosophy; Body; Education; Interdisciplinarity; Phisycal Education.

INTRODUCTION

In recent research (SILVA, 2012) on the quantitative references the thought of Michel Foucault in the field of education, it was shown that the notification to your topic on governance and power devices still exceeds their latest work on care and practices of the self. But this advantage seems to come to modify, as the same work has shown that in the last decade attention to this latter issue has been developing a fundamental analytical key to thinking about education in the perspective that take off from disciplinary controls.

In this perspective, the care and the practices of other, more recent studies of the French philosopher, integrated investigations of philosophy precisely in its most fundamental dimension, identified as wisdom in composition with other two: knowledge and morals (FERRY, 2008a).

However, as we reflect on physical education through the philosophical dimension of knowledge today? Ideas such fatherland or revolution do not show much sense, as long ago. For many authors, the choices in private life now have more relevance than these great ideologies. The invasion of the family emotional ties with Western practice, increasingly common from the eighteenth century, the love match, promotes intense transformations. The child now has a inestimado value in modern societies as to generate one of today's major political concerns, that is, what we do with future generations.

Luc Ferry (2008b), this feeling may represent a new phase of humanism, devoid of transcendent illusions and the trace of an ethnocentric reason. A humanism that rejects metaphysical ideals of modernity, criticized as illusions by the philosophies of deconstruction, and the recovery and continues for a reason that is involved with affective experiences in the field of intimacy.

And this condition, to recognize ourselves in our affective practices, will also be of importance for education, currently moving between the models of republican austerity and the extreme flexibility of the new pedagogies.

Therefore, when combat approach to physical education as training and enhancement of the physical body one finds the nexus force with new pedagogical realities associated with the philosophical knowledge, exercised in self care practices. Care to print a mode of subjectivation that occur in the body and in relationship with and how the other. It is thus the main reasons for the meeting this educational practice with the latest works of Foucault (OLIVEIRA, 2004).

This same strategic approach is pursued, for example, emerging studies that propose to approach the concept of self care with the body consciousness (BOLSONI, 2012). The focus of these discussions insists on the termination of a normalizing Physical Education of body movements, causing, in effect, an alienating, uncritical and mechanical practice.

Against this standard model, it is invoked in the present work, critical and challenging nature, approximations between self care and body awareness to update outputs to an education by the body committed to body experience. Intensified as a conscious act, this experience is attentive to the sensitivity, expressiveness, creativity and spontaneity of the subject's movements and can ensure a unique and significant, continued learning after the school day.

Therefore, the aim of this study was to experience the use of drawings and narratives to measure the learning of the contents studied in physical education classes, and this practice associated with the concept of "self care" proposed by Michel Foucault.

MATERIALS AND METHODS

The research approach adopted to achieve the objective of this research was qualitative, and the field study as an approximation of technical procedure with the participant population. In this sense, the work was done in a private administrative dependency school in the city of Duque de Caxias, in the state of Rio de Janeiro.

Sample characterization

Four classes were elected the first primary education cycle to be part of the process, two of the 4th grade and the rest of the 5th year, a total of 49 students in the range of 8 to 10 years old. However, for the composition of the sample were selected by simple random selection, two drawings and narratives, one each year. The research took place in the third month after the start of school, so the students had participated in nine classes before the collection of data, the content of "knowledge about the body" taught in these classes for the 5th year classes and "ball games" for the 4th year.

Procedures for data collection

The instruments for data collection were white sheet of paper of A4 type, graphite pencil, eraser and colored pencil. Given these elements, we asked the students who performed a drawing that represented one of the 20 physical education

classes that year and subsequently would have to produce a narrative form text presenting as was experiencing the experience of the class. It notes that the study was approved by ethics committee on research, meeting the guidelines for research as humans (BRASIL, 2012).

THE CONTEXT OF WRITING IS IN PRACTICE TEACHING OF PHYSICAL EDUCATION

The pedagogical practice of Physical Education teacher, reported in this text refers to the creative exercise of evaluating the learning performance through formative assessment. In this horizon, the selected assessment tool provided to be a different means among which are often used to assess whether the objectives of the taught contents were achieved, that is, the influence of the class of Physical Education in Student effective learning.

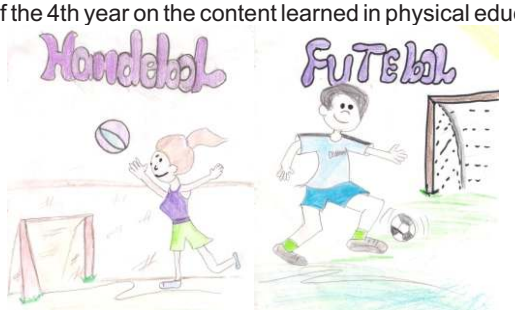
Among evaluative possibilities indicated to this end the activity of drawing. He asked to each participant holding a drawing to represent them in the quarter learned contents. In addition, next to the drawing the student describes in narrative form the assimilated content.

For the analysis, value category as strongly element presented in the features of the school, was important. In this perspective the observation and description of the object precede the explanation and / or interpretation. Therefore the knowledge of the student has been identified from the content presented in physical education classes and its value against self care.

To grasp the broad outlines of the drawings and matches them to the target knowledge of self-care mediated by corporeality developed in class, also noted the ability of self-reflection about what we lived and how to correlate with the inherited knowledge, culture and society. Hence it reinforces the importance of the phenomenological approach in psychological distinction to think the assessment of students. While the latter investigates the mental processes the first is the one that interests us for allowing grasp cultural elements intertwined in the general essence in student learning phenomenon.

Here, two designs resulting from the activity of the dynamic socio kind of description of subjectivity developed with students to illustrate the evaluation practice of the discipline. We note that this formative nature allowed us to raise the clues care of themselves, especially the perception of corporeality, as body awareness of students. In it there is the presence of the pedagogical use of the notion of care of itself (SILVA, 2012).

Figure 1. Design a student of the 4th year on the content learned in physical education.



Made the design, the student wrote his narrative to describe their perceptions of living in physical education classes. For analysis, we present parts of the following passage written:

"In physical education, which has games and activities, we have many legal tasks such as ball games, fights and other things. My favorite sports are volleyball, basketball, handball, futsal and football".

"I used football to the drawing. We had a lesson we play and my team won".

The composition of the drawings indicate the team sports, but that individualizes the figure of a girl and a boy in another. The traces identify the self and the other for colors, shapes and dimensions represented in society and in the school context: the biggest boy, blue and football. The world there expressing subjectivity constituting up the macho universe counteracts toward the girl with feminine traits represented by the pink color and smaller. Among the aspects in common in the drawings is the joy expressed in the smiles of both the girl and the boy.

By observing the green objects in the drawings, there is suggestion of handball outside court and football field. But classes are held at the school, with no visible vegetation. Note, therefore, the inclusion of figures in the drawing as desire or stroke addiction to draw.

The value expressed in representations of physical education, sport, subject and space, as well as displaced feelings in colors and are consistent forms with narrative "legal duties" and reinforce the thesis that living physical education is still a well It is preserved in the curriculum for the training of school.

Thus, you can see that when drawing the student reflects on his own being is concerned with yourself, think about what you know, as you know, this is what you learn about the content of the discipline. This practice is a relationship in which the subject's face to himself (BOLSONI, 2012), recognizing as someone who needs to be careful, to look at themselves and reflect on the images that reflect the look. Therefore, exercise the proposed approaches to one of the most important practices of care itself, the look attentive and thoroughly on the body itself (FOUCAULT, 1985), that is, take upon itself the position of a night vigilant.

Figure 2. Drawing a student of the 5th year on the content learned in physical education



Then it shows the narrative that accompanied the realized design.

Student: "... the lesson that I liked most was about the conditioning capabilities that are divided into four: speed, strength, agility and endurance."

"We were divided into two groups to devise an activity on the conditioning capabilities. We had a lot of fun".

The immediate designs are built with images that illustrate the social relationship. Double or crack, the images represent each of the conditioning activity. The only such activities with number of different members of the other corresponds to the speed. Perhaps, being the capacity that requires more competitiveness in the world that tends to reward those who arrive first. Other capabilities are drawn in pairs, symbolizing partnerships and collaborations. At the time of return of these activities is up to the teacher and researcher return as questions such imaginative elaborations that reflect reflective practices of the students about themselves when involved in teaching activities.

The previous two examples exemplify the sports and other activities in physical education classes with a strong dash of pleasure and joy as positive power. Another reflection that results of these designs can be attributed to the divisions of gender, men and women, which make up all the images. In no image appears one genre, or even fails to make reference to one of them in identifying designed dolls. This binary surrounding these graphical models retraces a room that can serve as a starting point to reflect on possible areas of social representations issued without involuntarily.

The elements that are possible perception on the drawings and narratives demonstrate somehow subjectivity under construction. And in this direction the body is presented as the protagonist, since the constitution of the subject permeates all body experiences, that is, the body is made up of the experiences that the subject experiences in itself is (BOLSONI, 2012). This way of looking at the body, reaffirms the reflection of Mendes (2006) points out that when the constitution of the human being as a unique subject, that is, subjectivized a certain way, is only possible by the body bias.

CONCLUSION

In the case of the methodological procedure adopted here, regarded as student self-assessment guided by the self-training is made a call for teachers and researchers to reflect on ways to assess student learning in a situation that rementem themselves in presenting their Learnings. This dimension of subjectivity is absent and neglected the evaluation questionnaire method, that is, the theoretical test, because to present a series of closed questions, which do not nurture the student to show what you know, but answer what is asked.

When considering the design of the method with narrative, it becomes inevitable to open spaces for the participant acting as the subject of learning (FREIRE, 1996). In this methodological process, we must also note the student's reflection condition on their own learning. Thus, there is a kind of look at yourself in a different practice of self-assessment in line with a focus on yourself. The meeting and the sum of all these assertions can configure this practice as a contemporary experience of "self care", he recalled that "it is necessary that you to occupy with yourself, do not forget to thyself, that thou mayest observe to yourself" (FOUCAULT, 2010, p.6).

REFERENCES

BOLSONI, B. V. Cuidado de si e consciência corporal: aportes foucaultianos para uma educação física escolar não mecanicista. 97 f. Dissertação (Mestrado em Educação) – Universidade de Passo Fundo, Programa de Pós-Graduação em Educação, 2012.

BRASIL. Resolução nº 466, de 12 de dezembro de 2012. Brasília, 2012.

FERRY, L. Vencer os medos. A filosofia como amor à sabedoria. São Paulo: Martins Fontes, 2008a.

_____. Família amo vocês. Política e vida privada na era da globalização. Rio de Janeiro: Editora Objetiva, 2008b.

FOUCAULT, M.. Hermenêutica do sujeito. 3 ed. São Paulo: Martins Fontes, 2010.

FREIRE, P. Pedagogia da autonomia: saberes necessários à prática educativa. 13. ed. Rio de Janeiro: Paz e Terra, 1996.

MENDES, C. L. O corpo em Foucault: superfície de disciplinamento e governo. Revista de Ciências Humanas. Florianópolis EDFSC, n. 39, p. 167-181, abr 2006.

OLIVEIRA, C. B. de. Mídia, Cultura Corporal e Inclusão: Conteúdos da Educação Física Escolar. Lecturas: Educacion Física y Desportes, Buenos Aires, v.10. n. 77, oct, 2004.

SILVA, N. M. A. da. Os usos pedagógicos na noção de cuidado de si: um estudo sobre a recepção do pensamento tardio de Michel Foucault no campo educacional brasileiro. 183 f. Dissertação (Mestrado em Educação) - Universidade Federal de Pernambuco, CE, Programa de Pós-Graduação em Educação, 2012.

Résumé

En plus d'autres sujets du curriculum de l'éducation de base, l'éducation physique utilise encore des méthodes d'évaluation traditionnelles. Ces instruments sont limités et, par rapport à cela, Michel Foucault présente des indices pour surmonter ce modèle. Ainsi, le but de cet article est de présenter l'utilisation de dessins et de récits comme des outils possibles pour l'évaluation de l'apprentissage de l'éducation physique. La méthodologie utilisée était de type qualitatif, à la recherche sur le terrain d'étude comme une procédure technique, des récits et des dessins comme des instruments de collecte de données et deux classes d'élèves âgés entre 8 et 10 ans. Les résultats obtenus à travers des dessins et récits montrent que les étudiants au moment de la production narrative et la conception, font une réflexion de mouvement dans le processus de production, montrant une occupation avec lui-même, quel que soit Michel Foucault, et encore représenter le contenu appris en utilisant un langage qui leur est propre. Les considérations finales sont que l'utilisation de dessins et de récits comme outils d'évaluation sont une bonne option pour l'enseignant de mesurer le contenu qui ont été enseignées aux mêmes étudiants d'insertion de temps dans une activité de réflexion sur vous. Mots-clés: Philosophie; le corps; l'éducation; interdisciplinarité; Éducation physique.

Resumen

Además de otras materias del currículo de la educación básica, la educación física sigue utilizando los métodos tradicionales de evaluación. Estos instrumentos son limitados y, en comparación con esto, Michel Foucault presenta pistas para superar este modelo. Por lo tanto, el objetivo de este artículo es presentar el uso de dibujos y relatos como posibles herramientas para la evaluación del aprendizaje de la educación física. La metodología utilizada fue de tipo cualitativo, con la investigación de campo de estudio como un procedimiento técnico, relatos y dibujos como instrumentos de recolección de datos y dos clases de estudiantes de entre 8 y 10 años de edad. Los resultados obtenidos a través de dibujos y relatos muestran que los estudiantes en el momento de la producción y el diseño narrativo, hacen un reflejo de movimiento en el proceso de producción, que muestra una ocupación consigo mismo, lo que Michel Foucault, y todavía representar el contenido aprendido el uso de un lenguaje que es el suyo. Las consideraciones finales son que el uso de dibujos y relatos como herramientas de evaluación son una buena opción para el maestro para medir los contenidos que se imparten en los mismos estudiantes el tiempo de inserción en una actividad de reflexión sobre usted. Palabras clave: Filosofía; el cuerpo; la educación; interdisciplinariedad; Educación Física.