108 - SCHOOL PHYSICAL EDUCATION: THE BASIC EDUCATION FROM THE STUDENTS LOOK

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Introduction

In this text we present some of the results of recent research, whose object of study was the process of learning-teaching of physical education in elementary school. This is the research Physical Education as a curriculum component of basic education: from learning the culture of body movement and laissez faire culture, funded by CNPq. Whose general objective was to identify the knowledge related to the culture of body movement that were seized by students throughout their school day, in this case, in elementary school, in order to contribute to the organization of the curriculum of physical education, as well as build data to assist in understanding the limitations of the pedagogical approach, that has been attributed to physical education as a curricular component of school. This objective has engendered some developments: (a) identify the elements of the culture of body movement that were learned in physical education classes for students during elementary school; (B) discuss the physical education as a field of knowledge and a curricular component of school; (C) foster the debate on education's contribution to the lives of students.

The research was organized into five stages / times, starting in 2014: Moment 01 - questionnaires with open and closed questions for the classes who entered high school in 2014, at the Federal Institute of Espírito Santo-Campus Aracruz (IFES Campus Aracruz); Moment 02 - semi-structured interviews with students identified at the moment 01, who may submit the questionnaire more likely to themes of culture of body movement, in addition to futsal, volleyball, handball, basketball and dodgeball; Moment 03 - application of a written test and a practical, with issues related to the themes that have been identified in the questionnaires. This race started on the first day of school for the year 1 class that entered in 2015 in IFES-Campus Aracruz. The aim of this time was impact and map what has been experienced by students during elementary education without interference from the way it has been developed the physical education classes on campus Aracruz; Moment 04 - after tabulation of the information obtained from the tests conducting discussions with each class in order to clarify points that identify as problematic and issues relevant to our purpose; Moment 05 - list the schools that have the highest Basic Education Development Index (IDEB) in the municipality of Aracruz. Identify the themes of culture of body movement are addressed and the way they have been treated pedagogically.

We present this text 01 times and 02 research sought to identify the extent to which knowledge worked for Physical Education in elementary school, they have impacted on the education of students who enter the IFES Campus Aracruz. Focusing on the body of knowledge on the issues of body movement culture that students bring elementary school. Participated in these steps 80 students. We anchor our analysis in Honneth (2003).

Physical Education: Learning in elementary school through the eyes of students

The beaconing that presented here see as potentiator reference the debate proposed by Honneth (2003), which seeks to build a theory of recognition, noting that the social conflicts that have motivated the struggles for social recognition, are in this struggle the starting point for the process the society evolution s, that is, the struggles for recognition provide an emancipatory process of the subjects of interaction involved.

Honneth (2003) puts the category of recognition as central to the reconstruction of critical thinking, so he argues that social conflicts have as a primary nature, the struggle for recognition. Thus, the interaction process consists of the mutual recognition which are anchored in three spheres: love, respect and solidarity or social esteem. The recognition of the spheres are linked to a process of self-realization and construction of individual identity, and autonomy: the ambit of love gives the subject self-confidence, the right ambit favors the development of self-respect and the scope of solidarity provides the development of self-esteem. These forms of recognition are basic intersubjective conditions so that you can think of universal structures of good life or ethics.

The three forms of recognition developed by Honneth (2003): Love sphere - assumes an initial complete dependence, which evolves into a relationship that provides individuals, self-confidence building possibilities, which is the result of the development of a range in which It is the recognition of oneself and the other, as independent subjects interacting in the world; the right ambit - is guided by the assumption that the subjects recognize each other as human beings with equal, sharing the properties for participation in a discursive formation of the will, thus, human equality is seen as a constructed dimension historically and characterized by universal extension of attributes; in solidarity sphere - the assumption is linked to the idea of a social esteem that allows the subject to refer positively to their properties and specific capabilities, allowing the subject to find, from shared frames of meaning, the appreciation of their idiosyncrasies.

For Honneth (2003, p. 266),

[...] Are the three forms of recognition of love, law and esteem that create first, taken together, the conditions under which human subjects can come to a positive attitude towards themselves; because only through the cumulative acquisition of self-confidence, self-respect and self-esteem, as successively ensures the experience of the three forms of recognition, a person is able to conceive of unrestricted way an autonomous and individuated and identify with their goals and desires.

Forquin (1993) argues that we must admit the possibility that another human being is possible, if we glimpse the

sphere of recognition of the right, there is the possibility of perspective in Physical Education building alternatives that seek to articulate different cultural forms attractions broaden the horizons of students and to their understanding of intervention possibilities for themselves and others in the various interaction of time and space in which they are inserted.

Ensure the right to ownership of knowledge for all, it is an important differential for physical education classes. Therefore, the status of the most competent technically, can not determine the participation of the subjects in class, otherwise it will not ensure that the different subjects are included as interaction partners in practice, all being considered subject attributed the responsibility which they in relation to Physical education as a curriculum component. In turn, the excluded a priori from the interaction partner status in the activity may be exempted from evaluation processes under the argument that did not have their rights guaranteed. Similarly, administration of the material, giving the beginning of the lesson time and collecting the end, consists of the denial of the right. The situations described in this section point to everyday practices in Physical Education, a condition that denies the possibility of cumulative acquisition of self-confidence, self-respect and self-esteem, given that the pedagogical mediation process that could be developed in class is denied partial or, entirely in the situations presented

In the wake of Silva and Bracht (2012, p. 81) would like to highlight that,

The Brazilian Physical Education has been very difficult to translate its epistemological and theoretical advances in the field of educational intervention, particularly in schools. Facing this challenge has put issues important to the processes of formation (initial and ongoing). We know, on the other hand, the limits of these processes when we see the daily life of the spaces / school time and the different positions taken by the teachers. In this sense, it is recognized that professional performance is linked also (or mainly) to the specific context of their teaching.

That said, we note that in the context set of practices has been built a certain tradition as Silva and Bracht (2012), in our view, this has not favored the expansion of knowledge of students on the culture of body movement content. Our data have signaled that to the student who enters the IFES, the tradition of Physical Education class is linked to the choice than to play in class time and the teacher would fit the role of managing the material and observe the actions of students during carrying out the experiments. Students who routinely have their wishes included in the classes with the activities related to their choices, bother with any other level of organization that does not corroborate with the model of "free lessons".

Identified yet that physical education experienced by these students in elementary school has not given due importance to the basic principles of a curricular component of the school, in short, we realized that very little of what is or should be planned and lived in the school curriculum is taught in Physical Education. According to Souza Júnior (2001), a study component in its specific content, has a group of knowledge, organized and systematized, will provide students the opportunity to reflect on a dimension of culture, which, together with other elements of the organization course, has the intention to contribute to the cultural background of the student. This brings us the following questions: a Physical Education class should be just a place to pass the time, and play ball freely to meet the needs of students for freedom of the classroom, as some verbalize? What senses / meanings have been attributed by the students about the knowledge worked (or should be worked) in physical education classes?

Students have come to high school with serious limitations related to the knowledge that physical education is or should treat at school. By questioning what topics / content should be studied in elementary school, among the answers, we can highlight: ". A variety of activities, with explanations and not just free classes" How to explain this condition of physical education? Like any other curricular component, it should not be coherent and articulate the school's Pedagogical Political Project? Ie the project to be humans who want to train, how to think the condition of the good life that Honneth (2003) signals in the absence of pedagogical work.

Oliveira, Oliveira and Vaz (2008) point out that one should not only create a general curriculum for physical education, but various models that depend on the customs and culture of each region, as this is extremely important and should be taken into consideration. The main objective of this new curriculum is to build as much knowledge as possible to the students, not specifying but covering classes for all areas of body movement culture. Our data indicate that in different contexts Physical Education has been characterized as free moments of pedagogical interventions, leisure and academic rest. This condition can be observed in various comments such as: "I've always liked physical education classes and during elementary school the regarded as one of the ways to alleviate the stress that college caused me ..."; "... It was one of the few leisure time in school, we left the classroom"; "I understand why Physical Education class, a moment of leisure, interact with friends in my class." This reinforces what Silva and Bracht (2012) indicate, advances developed by academic production of Physical Education, has been translated on best practices in school.

When asked about the contents they learned in elementary school, there was a dominance of the sports court. We found that all of the students who did, unaware, have never heard of body culture movement. A fact that signals the type of educational intervention that has taken place in elementary schools because, like to comment on the subject of study of Physical Education in school? The right to learn of the students have been neglected by mistaken pedagogic practices, which often do not recognize the cultural diversity that could be taught in physical education classes. With this we can conclude that many, do not have access to the knowledge of the culture of body movement and its themes, believe that the only form of cultural expression that can be developed in Physical Education is the sport.

We found that students blame their teachers because they do not know about that physical education is in school, as well as their contribution to their lives. Commenting on his commitment to physical education teachers in elementary school, reported: "Horrible besides not having said all the rules of futsal, only talked about it. "; "Reduced. Not endeavored to teach the content, accustomed students just play ball. "; "Basic, as in even actively being present some classes, most were just student test the games." They recognize that physical education could contribute to their training, however, in the manner in which classes have been held, there is no possibility of emancipation through knowledge, building autonomy, either, developing self-confidence, self-respect and self-esteem in terms Honneth (2003).

On the other hand, the same way that students have not lived in a systematic way the learning of knowledge related to physical education, teachers, too, are the result of anachronistic training processes to school contexts contemporary, inconsistent with the demands of the educational intervention and with school realities, with students / Physical Education teachers, exposed to contingent situations for which may not have been provoked to think and create solutions, forcing to take in different circumstances security postures clinging to practices models known to materialize their teaching. We agree with Caparroz and Bracht (2007, p. 21-37) when they assert that,

It seems strange, but you must remember that the human condition of our students imposes an unrestricted unique character to our classes. This means overcoming the claim "lackluster" and "fallacious" that the same class can be "applied" to several different classes. Preparation and planning are, of course, necessary, but they should not be based on didactic elements to determine a priori the practice (unthinking) to be developed, but the opposite. The fact that the practice should express food didactics through reflection in a continuous exercise practice-reflection-practice and not the other way (CONTRERAS

DOMINGOS, 1999a, 1999b, 2003).

The historic building of Physical Education, from just practice decontextualized sports, free classes or just the sense of relief for the other disciplines, consists of factors that aggravate the limitations of the process of learning-teaching of physical education. This construction has engendered resistance by the students when they are placed in learning situations different from those lived. For many of them, physical education has a clear goal or contribution to their education. However, like many other school subjects, physical education can contribute to broadening the worldview and offer together with other curriculum components conditions for materialization of love recognition of spheres of law and solidarity giving opportunities to subject conditions build up autonomous and individuated identifying with your goals and desires, approaching the condition of good life. This contribution will only be achieved when the Physical Education to take the culture of body movement as an object of study and teaching in schools, guiding the practices and organization of curricula based on the diversity of topics that are covered in this dimension of culture.

Final considerations

The bibliographies of Physical Education lead us to a new way of teaching in the area that has the intention to improve and expand student learning, both in their education and in their human. Contradictory to this, what we observe in our data go against the expansion of the repertoire of knowledge of students surveyed. An important point is the need of the academic production approach the school contexts and pedagogical interventions, promoting continuing education processes that align discourses and practices, so that engenders the objective conditions for the recognition of spheres are considered in the process, providing interaction partners conditions for mutual recognition and construction processes that approximate the good life condition. In order to break with the condition found the process of learning-teaching in elementary school, we recognize the recognition balls (love, law, solidarity), alternative to-school learning processes more contextualized and consistent with the responsibility of physical education contribute with the human formation of the students.

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SCHOOL L'ÉDUCATION PHYSIQUE: L'ÉDUCATION DE BASE DU REGARD DES ÉTUDIANTS

Résumé

Cet article présente une partie des résultats de recherche, dont l'objet d'étude est le processus d'apprentissage-enseignement de l'éducation physique à l'école primaire. Établit l'analyse compte tenu de la théorie de la reconnaissance Honneth (2003). Nous avons constaté que la connaissance est appropriée dans l'enseignement primaire est très limitée. Afin de briser l'état envisagé, nous reconnaissons les boules de reconnaissance (amour, droit, solidarité), alternative à des processus plus contextualisées apprentissage-enseignement et compatibles avec la responsabilité de l'éducation physique contribuent au développement humain des étudiants.

Mots-clés: éducation physique; école élémentaire; apprentissage-enseignement

EDUCACIÓN FÍSICA DE ESCUELA: LA ENSEÑANZA FUNDAMENTAL A PARTIR DE LOS OJOS DE LOS ESTUDIANTES

Resumen

Este texto presenta parte de los resultados de la investigación, cuyo objeto de estudio fue el proceso de enseñanza-aprendizaje de la educación física en la enseñanza fundamental. Establece el análisis, teniendo en cuenta la teoría del reconocimiento de Honneth (2003). Identificamos que el conocimiento que es apropiado en la eseñanza fundamental es muy limitada. Como una forma de romper con la condición prevista, reconocemos en las esferas de reconocimiento (amor, derecho, solidaridad), una alternativa a el proceso de enseñanza-aprendizaje más contexto y coherente con la responsabilidad de la educación física contribuir con la formación humana de los estudiantes.

Palabras clave: Educación física de escuela; Enseñanza fundamental; enseñanza-aprendizaje

EDUCAÇÃO FÍSICA ESCOLAR: O ENSINO FUNDAMENTAL A PARTIR DO OLHAR DOS ESTUDANTES

Resumo

Este texto apresenta parte dos resultados de investigação, cujo objeto de estudo foi o processo de aprendizagem-ensino da educação física no ensino fundamental. Estabelece análise considerando a teoria do reconhecimento de Honneth (2003). Identificamos que o conhecimento é apropriado no ensino fundamental é assaz limitado. Como forma de romper com a condição vislumbrada, reconhecemos nas esferas do reconhecimento (amor, direito, solidariedade), alternativa, para processos de aprendizagem-ensino mais contextualizados e coerentes com a responsabilidade da Educação Física contribuir com a formação humana dos estudantes.

Palavras-chaves: Educação Física escolar; ensino fundamental; aprendizagem-ensino