# 144 - A TEACHING OF PHYSICAL EDUCATION CLASSES ORGANIZATION IN HIGH SCHOOL: CONTENT AND PLANNING AS MEDIATION ELEMENTS

VALDINEI FERREIRA
UNIVERSIDADE ESTADUAL DE MATO GROSSO DO SUL –
UEMS - CAMPO GRANDE – MATO GROSSO DO SUL - BRASIL
valdinei_f@yahoo.com.br

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Abstract: Addressing the didactic organization of school subjects permeates many elements that should include some forms of mediation and among them we can highlight the content, the planning and in the background the Physical Space. Are these the elements addressed in this article. The curriculum established by SED / MS - Secretary of State of Mato Grosso do Sul Education will serve as a parameter for analysis of some content in its historical perspective associated with the teaching of physical education, discipline dealt with in this work. The planning and its historical nuances, the curriculum content and its implications for the prospect of physical education classes with the purpose of learning. These elements are part of the didactic organization and here we will treat of the discipline of physical education content designed for high school and how you can avail the didactic organization by these mediation elements.

Keywords: Physical Education; High school; Mediation elements.

## INTRODUCTION

Among high school purposes, we highlight the legislation "the improvement of the student as a human being, including ethics training and the development of intellectual autonomy and critical thinking" (Article 35, item III, of the Basic Guidelines Law. - LDB). Therefore, the means of mediation serve to achieve the objective cited by the legislation.

For the Organization of the Didactic Work (OTD) in Physical Education in high school, we can go a few ways that can lead to the final product that is the student's learning. These paths may include content and planning used to carry out the lessons. These are some of the measuring instruments used by the teacher. In the opinion of Sforni (2016) mediation is an important concept because it valued the teacher and surpassed the vision arising designing spontaneist learning, in which students should build their own knowledge and the teacher fit only accompany the process. By listing mediation elements, we consider a link between students and teaching (MOSES, 2015).

For content it is understood that is the subject, theme or argument found in a certain book, document, letter etc.; matter content, thesis (DICTIONARY Michaelis). So when it comes to education, are the themes used by the teacher to prepare their planning according to the references proposed.

For planning it is understood that is a needs forecasting process, redirect the use of means available human and material resources, with the scope to achieve concrete goals and well-defined deadlines and milestones, based on the scientific knowledge assumption (MENEGOLLA, SANT 'ANNA, 1991).

In general, these are some of the main elements of mediation that can be seen as the physical education classes. This article is intended to carry out a theoretical survey of these elements and articulate your settings with the functions of discipline.

## LABOUR ORGANISATION THROUGH EDUCATIONAL CONTENT AND PLANNING IN PHYSICAL EDUCATION CLASSES

Walk the historical elements of the educational process over time is to mention the ways that didactics took with respect to their educational prospects for the moment he crossed.

The social character of education is leading to changes in the didactic organization of teaching methods, because what was sought was the adequacy of the man in the midst of society in which he lived, the requirements of certain values and efforts to remain inserted in group and interact well with their peers. Based Veiga (1996, p. 10):

The theory and practice of a form of teaching articulate individual purposes man's education to a model of society, through the activity of those who teach, who learns how to teach and the means used, and contribute to maintenance-overcoming the broader social practice.

New methods have emerged from the Didactic Magna of Comenius seventeenth century through the nineteenth century that the concern of the Didactic area were the purposes of education and vocational education and cultural contents to be dominated by men. The emergence of new teaching techniques employability was built and as Andrew and Oliveira (1997, p. 8):

Nineteenth century to mid-century, these concerns will be reduced to the study of methods and techniques for teaching, divorced from concerns purposes, proposing the experimental method in the search for the construction of knowledge teaching, and teaching, the light of the New School, the replacement of verbal and intuitive methods by active methods.

Comenius was the forerunner of the didactic work organization that today prevails in educational establishments. With that try to Alves (2006, pp 230-231.) Points out in "The production of the contemporary public school" that: "Within the didactic work, rooted to its origins, the same instruments recommended by the author of Teaching Magna continue to be used in particular the teaching manual that dominates and gives the keynote to the teaching activity. "

What makes us think of the curriculum framework of the state of Mato Grosso do Sul, which although not a didactic manual, literally, is the document that permeates the references of educational content to be followed by general teachers. This reference arose from the need that teachers needed to have a north with respect to those applied in class content. This need, historically speaking, "is the understanding that, like all human works, the concrete forms of educational work organization are historical" (Ahmed, 2005, p. 17). And the appearance of the organization of educational work is through certain time in history and that has social value, but also let us see Alves (idem) "Thus, each of which can only be captured particularly when referred to the social order which determined their appearance as a result of the educational needs of men. " That is, the reference is a contemporary work for the purpose of ballasting the content of ideas in each discipline, making it similar in all the state of Mato Grosso do Sul as to its applicability.

The contents have their link with the history, with the necessity of what is to be produced in society at any given time, with the man able to fight for their survival and, of course, according to the working classes, because there are located the actors who are part of this educational training process. Criticism training through the sieve of education that is submitted a society and before that, Moses (2015, p.181) cites "the need to consider that education can feed the transforming power of the working class,

which can only seek emancipation when you reach class consciousness for you. " These are some determinants of the ways in which they are created, inserted and adapted school content that has the scope to scale the teaching-learning relationship of individuals in society. Veiga (. 1996: 78) states:

The need to articulate the school contents with reality and the practical interests of students and seeking to hold a teaching committed to working classes have been the center of concerns. [...] The theoretical systematization of different approaches regarding the content formed in the context of different teaching models are socially produced from certain historical circumstances. Thus, the realization of a particular type of education, made possible by a particular approach to the relationship content-form, is closely linked to the purposes of this in a broader social context and expresses the basic social relations within the capitalist mode of production.

In the "Democratization of Public School" of Libâneo (1991), the author points out that the teaching content of the critical insights and proceeds to the historical analysis of the social, the educational process and social constraints on the concrete individual and the make a social being.

When the contents in Physical Education curriculum of Mato Grosso do Sul point the theme of "The body and the media - an aesthetic production" in the first year of high school, is nothing more than the historical process built and made from the organization of their society, of their people. Now it determines where the aesthetic production? In addition, where it is reflected this concept created by society? Indeed, the school will play your paper that society creates the matter.

Other content of the curriculum reference cited is entitled "Sport for inclusion or exclusion." What makes sense here is working with heterogeneous classes and even with students with special needs. It is in this discussion another mediation element called "physical space". This element is treated by Moses (2015, 183 p.) As follows:

As for the physical space, it is observed that the modern school consolidation movement compelled to also suffer adjustments and refuncionalizasse, acquiring progressively characteristics that shape as a unique place, with the emergence of classes, cafeterias, libraries, laboratories and courts sports.

Not to mention the accessibility that the school should offer its students and following the 10,098 law of 19 December 2000 establishing in its Article 1: "This law establishes general rules and basic criteria for the promotion of accessibility for people with disability or reduced mobility by removing barriers and obstacles on roads and public spaces, the street furniture, construction and renovation of buildings and transport and communications. " Because to carry out participatory practice in all physical education classes must have a minimum of mobility within the school environment, such as ramps for wheelchair access, for example. Not to mention other specific material resources used for practical classes of the discipline.

Another important point of OTD's theme Planning and we can turn to the history of Brazil to observe how this element took shape in education. Mendes (. 2000, p 17) states that:

Planning in education, with very systematic, it has a history apart in our country. The institutional origins are in the Law of Guidelines and Bases of National Education - LDB, 1961, and the philosophical origins, a liberal conception that, to some extent, seems opposed to the very idea of planning.

According to Kuenzer, Calazans and Garcia (1990, p 40-41.):

The Educational Planning in Brazil had its credibility shaken by the Movement 64. Indeed, the military to seize power, began to see in every teacher and every education expert, a potential enemy, it should be kept under strict control and strict surveillance. [...] The educational legislation is all reformulated duty economists start to be successful as educators and in the name of efficiency of the entire system, plans are made of all sorts. From primary to graduate, nothing is without finger planners.

About educational planning, can cite Martins (1990, p. 79):

Educational planning is a dynamic process that has a goal to be achieved and provides ways to achieve it, from a current situation and aiming at a probable future situation of education that will meet both the individual and to society.

So we can see that in one way or another planning is part of the educational context for some time, whether prepared by educators or not. However, planning does not cease to exist. He should be developed in all disciplines of basic education. Physical Education is no different and second Borsari (2003, p. 2):

As a means of education and rich source individual and group experiences, with numerous activities that enable the development of the qualities necessary to human well-being, physical education need to follow a sequenced plan that achieves the interests and the real needs of school communities.

Physical education, according to the curriculum guidelines of the State Department of Education of Mato Grosso do Sul (1995), should assume its role as a curricular component and provide quality classes to all students enrolled in the school, because this area of knowledge is essential to train people and society and, more than that, the right of the student. Therefore, the planning must be prepared in accordance with the proposed curriculum of the state.

The physical education teacher can have the help of students for class planning an implicit way, because the most interest focuses on the students' own. The student must have experience and the ability to act. In this sense Cardoso, Kunz, Falcon et al (2003, p 125.):

With the education policy idea for the ability to share, Physical Education class is configured as an open system of action. The teacher abdicates a rigid planning and monopoly decisions by providing a space for actions and decisions. Students have the opportunity to bring to class, imaginations, ideas and interests in relation to movement, games, sports and games, participating in the planning and construction of the class.

Following previous concept ideas the students should be aware of the activities to be performed during a class, as this is part of the teaching process the teacher. So Lamb (. 2007, p 139) describes:

From the point of view of teaching procedures, ways of teaching, it is important that the class is well structured, and students know in advance, what you will do that day and it is expected that they get to that activity. Thus established and presented the lesson plan, often considerably reduce the level of tension and expectations that often surround the carrying out of school activities, especially when they introduce a new aspect compared to what it did before.

Noting the above concepts, we note that planning is needed throughout the educational field. The teacher must schedule their classes in line with the curriculum components and offer students a current plan, systematized, and the resources needed for your planning is made to ensure the learning process. In Physical Education for high school, planning work should be well distributed throughout the school year because there is only one class fifty minutes a week so that the contents are gradually depleted.

FINAL CONSIDERATIONS

The means of educational intervention in physical education classes are varied. As seen in the development of this work elements that permeate the classes can be organized to contribute to the processes of assimilation of educational practices are detailed applied.

From the content that contextualizes the entire intervention of the teacher to the aspect of planning that involves

working delimiter which directly affects the student, the teacher plays a key role in the teaching organization of their work and can never fail to observe the fundamental principle that is student learning. The discipline of physical education in high school has its own peculiarities beginning with the list of contents arranged in the curriculum framework. It then becomes imperative that the teacher seek the best ways to get around between the mediation elements to ensure the effectiveness of their work. Another major factor used as a mediating element in classes in general, but here the case of physical education classes, is planning, by which the teacher must somehow arouse interest to the student's cognition can be touched and without mishaps, the planned goals are achieved. The mediation element that takes as infers physical space that the institution must maintain the appropriate environment for the practice of physical education classes.

The historical process shows us how much the Organization of the Didactic Work is the result of cultural, social, organizational and political ways in which a society goes through in its contemporary space. Therefore, the theme OTD, which is a timely resource, is always changing to suit the needs imposed by the way of life of this or that society at all times mutates.

Physical education treated in high school must have these resources for the development work, assimilation, cognition and other aspects that are part of the training process of the student is that he built, understood and understood. Therefore, the teacher should use these procedures and sometimes rely on the cooperation of the student so that the curricula are part of this manifestation that is realized in learning.

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Abstract: Addressing the didactic organization of school subjects permeates many elements that should include some forms of mediation and among them we can highlight the content and planning. Are these the elements treated in this work. The curriculum established by SED / MS - Secretary of State of Mato Grosso do Sul Education will serve as a parameter for analysis of some content in its historical perspective associated with the teaching of physical education, discipline dealt with in this work. The planning and its historical nuances, the curriculum content and its implications for the prospect of physical education classes with the purpose of learning. These elements are part of the didactic organization and here we will treat of the discipline of physical education content designed for high school and how you can avail the didactic organization by these mediation elements.

Keywords: Physical Education; High School; Mediation Elements.

A L'ENSEIGNEMENT DE PHYSIQUE ORGANISATION CLASSES DE FORMATION EN HIGH SCHOOL: CONTENU ET PLANIFICATION COMME ELEMENTS DE MÉDIATION

Résumé: Aborder l'organisation didactique des disciplines scolaires imprègne de nombreux éléments qui devraient inclure des formes de médiation et parmi eux, nous pouvons mettre en évidence le contenu et la planification. Sont-ce les éléments traités dans ce travail. Le programme établi par SED / MS - Secrétaire d'État du Mato Grosso do Sul Education servira en tant que paramètre pour l'analyse de certains contenus dans sa perspective historique associée à l'enseignement de l'éducation physique, la discipline traitée dans ce travail. La planification et ses nuances historiques, le contenu du programme et de ses implications pour la perspective de cours d'éducation physique dans le but de l'apprentissage. Ces éléments font partie de l'organisation didactique et ici nous traiterons de la discipline du contenu de l'éducation physique conçu pour le lycée et comment vous pouvez bénéficier de l'organisation didactique par ces éléments de médiation.

Mots-clés: Éducation physique; Lycée; Éléments de Médiation.

LA ENSEÑANZA DE LA FÍSICA ORGANIZACIÓN EN CLASES DE EDUCACIÓN SECUNDARIA: CONTENIDO Y PLANIFICACIÓN COMO ELEMENTOS DE MEDIACIÓN

Resumen: Dirigiéndose a la organización didáctica de las materias escolares impregna muchos elementos que

deben incluir algunas formas de mediación y entre ellos podemos destacar el contenido y la planificación. ¿Son estos los elementos tratados en este trabajo. El plan de estudios establecido por el SED / MS - Secretaría de Estado de Mato Grosso do Sul Educación servirá como un parámetro para el análisis de algunos contenidos en su perspectiva histórica asociada con la enseñanza de la educación física, la disciplina aborda en este trabajo. La planificación y sus matices históricos, el contenido de los programas y sus implicaciones para la perspectiva de las clases de educación física con el propósito de aprender. Estos elementos forman parte de la organización didáctica y aquí vamos a tratar de la disciplina del contenido de la educación física diseñada para la escuela secundaria y cómo se puede hacer uso de la organización didáctica por estos elementos de mediación.

Palabras clave: Educación Física; Escuela Secundaria; Elementos de Mediación.

A ORGANIZAÇÃO DIDÁTICA DAS AULAS DE EDUCAÇÃO FÍSICA NO ENSINO MÉDIO: CONTEÚDO E PLANEJAMENTO COMO ELEMENTOS DE MEDIAÇÃO

Resumo: Abordar a organização didática das disciplinas escolares perpassa por elementos diversos que devem contemplar algumas formas de mediação e entre eles podemos destacar o Conteúdo e o Planejamento. Serão estes os elementos tratados neste trabalho. O currículo instituído pela SED/MS – Secretaria de Estado de Educação de Mato Grosso do Sul servirá de parâmetro para análise de alguns conteúdos em sua perspectiva histórica associados ao ensino da Educação Física, disciplina tratada neste trabalho. O planejamento e suas nuances históricas, os conteúdos curriculares e suas implicações para a perspectiva das aulas de Educação Física tendo por finalidade a aprendizagem. Esses elementos fazem parte da organização didática e aqui trataremos dos conteúdos da disciplina de Educação Física voltados para o ensino médio e como pode se valer a organização didática por esses elementos de mediação.

Palavras-chave: Educação Física; Ensino Médio; Elementos de Mediação.