110 - PRINCIPLES FOR THINKING IN THE CONTEXT OF EDUCATION HIGH SCHOOL LEVEL PHYSICAL EDUCATION IN THE DISTRICT OF CAUCAIA-CE

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INTRODUCTION

The contextualization is a dimension of teaching practice already discussed in Physical Education for a while. However, think of other ways to schematize the contextualization of teaching are needed to effectively assign significance classes of the Physical Education curriculum component. Observing Basic Education, Secondary Education is the culmination of that first period schooled, so the context should guide the mediation of teachers for any content or purpose of teaching approached.

By its amplitude and progressive character contextualization does not behave like simple implementation proposal in Physical Education in High School. This is the concept for the ad by some important documents at the Federal level, advising its use in physical education classes, without consideration of the necessary training to start a contextualized understanding of teaching.

The National Curriculum Guidelines for Secondary School - DCNEM (1998) states that the pedagogical principles of identity, autonomy and diversity, interdisciplinary and contextualization will be adopted as structuring the curricula of secondary education. Meaningful learning requires the existence of a framework that enables students to identify with the questions posed in class meshes with your reality.

In Curricular Parameters for Secondary Education (PCNEM) insight contextualization is presented. Treatment contextualized knowledge is the resource that the school has to remove the student from passive spectator condition. While working permits, along the didactic transposition, teaching content causes significant learning to mobilize students and establish between him and the object of knowledge in a reciprocal relationship. The contextualization evokes so areas, spheres or dimensions in the personal, social and cultural life, and mobilizes cognitive skills already acquired (BRAZIL, 1999, p. 78).

Within this perspective indicated by DCNEM and PCNEM, contextualization is seen as a way to integrate the national common basis for diverse part. However, contextualization as the possibility of bodily praxis, is not apparently clear its value, its procedures, its viability, one transpires functionalist character, i.e., not to be a crystallized draft, contextualization has the function of inserting the reality of the students in the classroom. That is little or nothing idealizing the formative potential of contextualization.

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The term contextualization previously mentioned allows branching and different interpretations depending on how the reader sees in at least two ways: how is this relationship between subject and object and that language plays a fundamental role. The PCNEM not explain how situations should be addressed, for example, should be taken only as a starting point for school or learning can only be mentioned that seeing usage situations of school knowledge, the student has motivation to learn (Maioli, 2012).

According to Silva (2013), in general, in reading the PCNEM, it is possible to identify links between different theoretical frameworks related, while with constructivist approaches and socio-interactionism and, on the other hand, an efficiency-based perspective on the curriculum proposal, aiming the for formation of a new employee. Lopes (2002), states that there are three possible interpretations for the idea in the context PCNEM: a) work; b) citizenship; c) personal life, and everyday living. Also argues that the emphasis on contextualization is focused in the work context, the other two being anchored in it.

Given the relevance of the theme on the contextualization, other settings may be chosen for this theme, perhaps to reach a location that the document settings apparently have not arrived. And investigate the contextualization by these other concepts is something unenlightened academically. When you change the concept, other changes occur simultaneously. Change the theoretical approach to the subject contextualization is the contextualization for other view panorama.

For Freire (1992, p. 86), considers the contextualization as an important educational aspect to the contextualized and dialogic teacher. “Respect for the popular knowledge necessarily implies respect for cultural context. The locality of learners is the starting point for the knowledge that they are creating in the world”. For Freire (1996, p. 154) questioning should guide the pedagogical practice of teachers, "how to teach, how to turn without being open to the geographical, social, economic contours of the students?".

To Figueiredo (2007), there is no significant contextualization training, because without this it just makes inculcation of knowledge, content to be played. Fits enabling understanding and importance of knowing what you want and what you need to learn to teach. The contextualization of the common to the unusual addition is a constant, in search of the unknown. Moved by curiosity that is established in the direction of knowing more, because we discovered how much we still have to learn.

According to Figueiredo (2007), there is no dialogical contextualization, without recognition of the other as a legitimate other enabling knowledge sharing and collective work. The dialogic creates a necessary contextualization of information, knowledge and expertise to be shared, which imply relevant to a set of democratic and participatory routines ecopráxis.

To provide another look at this contextualization is indicated contributions of Darido (2007), it is possible to summarize that contextualization is a resource to make meaningful learning experiences linking everyday life with knowledge acquired spontaneously. Visions, fantasies and decisions about their own bodies and health, base of autonomous development, could be better targeted if solely associate learning, community and youth.

From this another look at the contextualization of teaching, research is just as teachers develop their Physical Education classes, taking as input the settings Freire; Figueiredo and Darido by first recognizing the potential and progress of these considerations for contextualization. The relevance of the study is to find elements to optimize the contextualization of School Physical Education lessons emerging from the "ground of the school", the place where teachers are.

In this study, is defined as contextual principles: the knowledge of experience; respect for cultural context; epistemological curiosity; recognition of the everyday; enhance the knowledge of students; and collective production of new knowledge. These principles are precursors of contextualization, occur simultaneously in favour of teaching for the actual text of life with life contextualizes content.

After everything that has exposed, the intention of this study is to analyse the contextualization of teaching in physical education classes of four teachers from high school level network of the State of Ceará School in the town of Caucaia.

METHODOLOGY

Based on the proposed objective of analysing the contextualization of teaching in physical education classes of four teachers from high school level network of schools of the State of Ceará in the town of Caucaia, the methodological approach used for the development of this research and for better definition the instruments of investigation will be the qualitative approach. The use of qualitative methods has brought a wide and varied contribution to the advancement of knowledge in education, enabling better understanding of school processes, learning, human relations, institutional and cultural processes of sociability and socialization, the school routine in its multiple implications to the types of change and resilience present in educational activities (ANDRÉ; Gatti, 2010).

Therefore, the characteristic of this research is descriptive and exploratory. A qualitative, exploratory nature enables familiarize themselves with the people and their concerns. A descriptive study raise the question of mechanisms and actors (the "how" and "what" of phenomena) by accuracy of detail; it will provide contextual information that could form the basis for explanatory studies more developed (POUPART, 2008).

The study setting is the town of Caucaia, part of the first Regional Coordinator of Educational Development, the Department of Education of the State of Ceará (CREDE - 1). The research collaborators, chosen within the sample field should be part of some preliminary criteria: Teacher be formed or in process of formation in the Bachelor's Degree in Physical Education, is Professor at the State Schools of the State of Ceará, be on duty in the same school at least one year, have at least 100 h /y in a state school in the town of Caucaia. Be on duty in at least one class of high school, submit availability to accompany the teacher-researcher on visiting days.

About the choices of on duty teachers for the school year 2014, seventeen teachers appeared on the official list of the Institution was held up with everyone, however, sixteen answered the initial questionnaire, is a significant group, almost all teachers of Physical Education of the State Education network, the City of Caucaia, being thirteen males and three females. For this questionnaire four teachers were selected for a study of further development. The contributing teacher2 who shared his class to perform the observations in three meetings, that is, 12 hours of class observation was performed. The participative observation has as a prerequisite the constant presence of the observer / researcher in the field, living with informants in their environment for some time. The social interaction causes changes produced in the context observed at the same time makes the observer receptacle influences the context (GUALDA E HOGA, 1997).

The field diary and record of observation were necessary to give meaning to the experience. The strategy was as follows: a) attend the classes fitted field journal; b) talk to the teacher at the end of meetings to learn the purpose and content of the lesson worked; c) transcribing field diary, underlining aspects; d) answer sheet observation. The analysis will be based on the thematic analysis technique for the determination of categories (MINAYO, 2013).

RESULTS AND DISCUSSION

To present the results is worth noting some aspects arising from the observations to give light to the analysis. The record of observation of the subject contextualization was divided into six contextual principles (the knowledge of experience, respect the cultural context and the epistemological curiosity, the recognition of everyday life, enhancing the knowledge of students, and collective production of new knowledge). The search was not to find something explicit, however, field diaries along with the chips of observations, aimed to analyse how is the contextualization supported these categories. Thus, a general survey of the four teachers on each contextual principle will be presented and will be shown at certain times specific situations for teachers to illustrate the analysis.

On the knowledge of experience, all the four class teachers (Potira; Tabapua; Icaraí and Cumbuco) made comments from the experiences of the students as the teachers themselves. The wisdom of experience should be appointed by teachers as something legitimate, claiming that knowledge is something that support for the identity of students and foundational to understanding any content. Apparently the use of knowledge from the experience had functionalist character for the teacher. Teachers observed should have cherished this knowledge whenever required.

The satisfying aspect is to know that teachers have open space for the experience of students, recognizing the wisdom of experience is interesting for high school students, who probably went for Physical Education in Early Childhood Education and Elementary Education. Putting the knowledge of experience in its proper level and reflect on it is something fundamental in Physical Education classes.

According to Silva (2011), is the sharing of knowledge, arising from the contextualization, we advance into the unknown, but taking as a starting point and reference the world of which group they belong integrate. This is done initially through contextualization, in which the knowledge of the students lived in formation becomes a lever to enhance the experiential, real and meaningful learning.

To respect the cultural context, the teachers observed apparently left something to be desired in this relationship of physical education to the culture where students are placed. Watching Professor Tabapua, when I was working with students degenerative diseases, this discussion is somewhat related point of view of culture with the conditions of the students. For example, is seen as culturally normal in the town of Caucaia an obese person? But Professor Cumbuco working in a differentiated Indigenous school in all classes related content to Tapeba ethnic culture which the school belongs. When he developed a class on archery, managed to discuss the subject from the experiences of their students and it also warned the media to see how the Indian carrying a bow and arrow, usually pejoratively, related to the class Olympic event and differed in the modality of indigenous games.

For this particular aspect, an element appeared in the observations, which will be a school with such a situation can be differentiated and indigenous foregrounding their lessons contextualized by strong cultural appeal that involves school? However, the teacher formed within this proposed indigenous education advocates maintaining the roots of their culture to believe that one of the functions of the school is to strengthen indigenous culture Tapeba? Why not enjoy the experience that students have to live in city areas neglected by the government to discuss, for example, the pollution of rivers and streams and low levels of well-being of populations, landfills and risks offer health of the people (Freire, 1996).

But treating the contextualization observe classes in an Indian school was relevant to find possibilities for

contextualizing learning throughout the lesson, unlike other teachers (Potira, Tabapua and Icaraí) that made reference to the context in specific moments. In class archery Professor of the indigenous school Cumbuco contextualization was the class itself. All elements of planning a class were wrapped contextualization of teaching.

For the case of epistemological curiosity, was a dimension of contextualization that appeared in parts of the polarities teachers observed. Professor Tabapua little or almost never promoted students' curiosity about the contents worked, if the court order was to try activities with little discussion. If the activity was in the classroom, students were almost all class just listening to their explanations. As for the Tabapua Cumbuco teachers in some moments of class favoured the pursuit of epistemological curiosity about the contribution of contextualization of teaching. However, Professor Icaraí worked curiosity, always questioning the content students feel challenged to go beyond the understanding of the content breaking of a common sense to a critical judgment about the prism of Physical Education.

According to Freire (1985, p. 60) neither naive nor spontaneity nor scientific rigor will transform reality. The transformation of reality implies the union of these two fields of knowledge, to achieve a superior know that is true knowledge which can turn into action and transform reality. The separation of both is to eliminate all possibility of understanding the whole and the whole transformation.

The recognition of the everyday was approached by teachers, but content / community relationship could be better exploited supposed that the outset could be thought of as the simplest contextual principle be worked on, the meaning of the contents relate to the everyday working students. The Potira Icaraí teachers thought not related to the subject, covered daily lives of students. But Professor Cumbuco into two classes made direct indication to the daily lives of students in a classroom reflected the current lack of interest of students of indigenous games and warned that the decline of indigenous games implies a decrease in Tapeba culture. In another lesson addressing healthy habits, discussed the lack of water in the community and how the site was changing every day. Rivers and dams used before now the water is purchased. Professor Tabapua when he worked degenerative diseases, asked the students to visit the Health Center site to know the impact of the diseases addressed in the community.

Contextualization implies the selection of content related to issues or problems that relate to community life. In other words, the teaching context is to integrate it to learn the "lived experience". Or, contextualization is the process of producing a knowledge partner from knowing inherent in the lived world of the learner, with this world, the learning context (Figueiredo, 2007).

The value of knowledge of the student's knowledge of different experience, but it is satisfactory to note that the teachers observed apparently ascribe validity to the knowledge of the students, this knowledge is treated as something necessary to the context of the classroom. Teachers do not depreciate students' knowledge as something minor or limited. And some students had to know in depth the subject, covered.

This attitude of the teachers is a real opening for the contextualization of teaching, look at the student and invite them to make an effective part of the class is a differentiator that enables contextualization. Mainly Professor Icaraí was well able to exploit knowledge of their group. Why this attitude of the teacher, some students were placed safely and productively in property arguments in class.

According Figureiredo (2007) contextualization affirms the need to enhance the knowledge of others and their quirks and idiosyncrasies. Moreover, the text makes sense only in context. And the context broadens relationships scopes which delivers even more support for learning.

And the last of contextual principles is the collective production of new knowledge in this dimension the observed teachers presented evidence that at no time developed a knowledge of the classes to be used in reality the students collectively, develop a collective intervention in the context of the students was an attitude absent in all observations. Consolidate a critical action arising from this contextualization should be one of the purposes of this vision of contextualization. To really contextualized teaching can break the barriers of a Physical Education class. And that point specifically that contextualization should address their energies to promoting a qualitatively higher education.

The final discussion is to realize that such a comprehensive way of contextualization occurs already in Physical Education. In at least one class each teacher did not contextualize it. On the other hand, there are teachers who developed an entire class anchored in contextualization. Contextual principles help to better understand the benefits of contextualization is well developed , thought and applied.

FINAL THOUGHTS

The conclusion of the study is to recognize that contextualization is already in Physical Education, could be further investigated, but the formation still not favoured to that effect. Teachers observed already recognize and value the knowledge of students, knowledge of the experience, as they look for everyday and for the culture of the students, promote epistemological curiosity. Missed only promote a useful and critical knowledge to the reality of the students.

The research could have found more concrete elements if they had other research instruments such as interview. In all classes were required lesson plans, but teachers did not. To know at what time the plan is to reserve room for contextualization.

Teachers observed were able to produce a satisfactory result in view of contextualization. The Secondary School is formatted for no contextualization of teaching, excessive tests and frequent speech at the National High School Exam (ENEM) decrease the space to think in a contextualized Physical Education. Therefore the considerations presented were not to crucify or decrease the pedagogical practice of the teachers. Perceptions need to be objective thinking on the viability of contextualization in this school that is currently being experienced. And thus, it is considered the end of this study that a new look at the contextualization of teaching.

This study should be continued to bring much more information for school teachers feel safe to develop contextualized lessons. As well, for initial training in Physical Education favours a formative process that enables conditions of teachers think Physical Education in a contextual way.

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PRINCIPLES FOR THINKING IN THE CONTEXT OF EDUCATION HIGH SCHOOL LEVEL PHYSICAL EDUCATION IN THE DISTRICT OF CAUCAIA-CE.

ABSTRACT

The contextualization is a dimension of pedagogical practice already addressed in physical education for some time. Think about other forms of thematizing the contextualization are needed to effectively assign meaning classes of physical education curricular component. In this study, is defined as contextual principles: knowledge of experience; respect for the cultural context; the epistemological curiosity; the recognition of everyday life; enhance the knowledge of students; and collective production of new knowledge. The intention is to analyze the contextualization of teaching in physical education classes of four high-school level teachers of State schools of Ceara in the municipality of Caucaia. The methodological approach used for the development of this research was the qualitative approach. The feature of this research is descriptive and exploratory. The study scenario was the municipality of Caucaia, part of the first Regional Coordination of the development of education, the Ministry of Education of the State of Ceará. Four teachers were selected for a deepening of this study. The field journal and observation records were necessary to give meaning to the experience. Realize that this comprehensive form contextualization already occurs in the physical education classes. In at least one class each teacher left to contextualize the subject. On the other hand, there is another professor who developed an entire class anchored in contextualization. Contextual principles help to better understand the benefits of contextualization if well applied. The closing of the study is to recognize that the contextualization already occurs in the physical education classes, could be better exploited, but the training has not favored for that sense. Teachers recognize and value the knowledge of students, knowing from experience, I look at the daily life and culture of the students, promote the epistemological curiosity. Missed only promote a useful knowledge and critical to the students reality.

KEYWORDS: school physical education, contextualization, contextual principles.

PRINCIPES POUR PENSER LA CONTEXTUALISATION DE L'ENSEIGNEMENT DANS LES COURS D'ÉDUCATION PHYSIQUE SCOLAIRE AU NIVEAU SECONDAIRE DANS LA MUNICIPALITÉ DE CAUCAIA-CE.

RÉSUMÉ

La contextualisation est une dimension de pratique pédagogique déjà abordé en éducation physique depuis un certain temps. Pensez aux autres formes de thematizing la contextualisation sont nécessaires pour attribuer efficacement les classes d'éducation physique parascolaires composant sens. Dans cette étude, est défini comme principes contextuelles: connaissance de l'expérience; respect du contexte culturel; la curiosité épistémologique; la reconnaissance de la vie quotidienne; améliorer les connaissances des élèves; et la production collective de nouvelles connaissances. L'intention est d'analyser la contextualisation de l'enseignement dans les cours d'éducation physique de quatre enseignants du niveau secondaire des écoles publiques de Ceara dans la municipalité de Caucaia. L'approche méthodologique utilisée pour le développement de cette recherche était l'approche qualitative. La caractéristique de cette recherche est descriptive et exploratoire. Le scénario de l'étude était la municipalité de Caucaia, partie de la première Coordination régionale du développement de l'éducation, le ministère de l'éducation de l'état de Ceará. Quatre enseignants ont été sélectionnés pour un approfondissement de cette étude. Les enregistrements de journal et observation de champ ont été nécessaires pour donner un sens à l'expérience. Se rendre compte que cette contextualisation de la formule globale déjà se produit dans les cours d'éducation physique. Dans au moins une classe chaque enseignant laissée à contextualiser le sujet. En revanche, il y a un autre professeur qui a développé une classe entière ancrée dans la contextualisation. Principes contextuelles aident à mieux comprendre les avantages de contextualisation si bien appliqué. La clôture de l'étude est de reconnaître que la contextualisation déjà se produit dans les cours d'éducation physique, peut être mieux exploitée, mais la formation n'a pas favorisé de ce sens. Enseignants de reconnaître et promouvoir la valeur des connaissances des étudiants, sachant par expérience, je regarde la vie quotidienne et la culture des élèves, la curiosité épistémologique. Manqué seulement de promouvoir une connaissance utile et critique à la réalité des élèves.

MOTS-CLÉS : école d'éducation physique, contextualisation, principes contextuelles.

PRINCIPIOS PARA PENSAR LA CONTEXTUALIZACIÓN DE LA ENSEÑANZA EN CLASES DE EDUCACIÓN FÍSICA ESCOLAR EN EL NIVEL DE SECUNDARIA EN EL MUNICIPIO DE CAUCAIA-CE.

RESUMEN

La contextualización es una dimensión de la práctica pedagógica ya abordado en educación física durante algún tiempo. Pensar en otras formas de tematización la contextualización son necesarios para asignar con eficacia las clases significado del componente curricular de educación física. En este estudio, se define como principios contextuales: conocimiento de la experiencia; respeto por el contexto cultural; la curiosidad epistemológica; el reconocimiento de la vida cotidiana; mejorar el conocimiento de los estudiantes; y la producción colectiva de nuevos conocimientos. La intención es analizar la contextualización de la enseñanza en clases de educación física de cuatro profesores de nivel secundaria de las

escuelas del estado de Ceará en el municipio de Caucaia. El enfoque metodológico utilizado para el desarrollo de esta investigación fue el enfoque cualitativo. La característica de esta investigación es descriptivo y exploratorio. El escenario de estudio fue el municipio de Caucaia, parte de la primera Coordinación Regional de desarrollo de la educación, el Ministerio de educación del estado de Ceará. Para una profundización de este estudio se seleccionaron cuatro profesores. Los registros de observación y diario de campo eran necesarios para dar sentido a la experiencia. Se da cuenta que esta contextualización de forma integral ya se produce en las clases de educación física. En por lo menos una clase de cada maestro dejó a contextualizar al tema. Por otro lado, hay otro profesor que desarrolló una clase entera anclada en la contextualización. Principios contextuales ayudan a entender mejor los beneficios de la contextualización si bien aplicadas. El cierre del estudio es reconocer que la contextualización ya se produce en las clases de educación física, podrían ser mejor aprovechados, pero no ha favorecido la formación de ese sentido. Los docentes reconocen y valor los conocimientos de los estudiantes, sabiendo por experiencia, me veo en la vida cotidiana y la cultura de los estudiantes, promover la curiosidad epistemológica. Perdió sólo promover un conocimiento útil y crítica a la realidad de los estudiantes.

PALABRAS CLAVE: escuela de educación física, contextualización, principios contextuales.

PRINCÍPIOS PARA PENSAR A CONTEXTUALIZAÇÃO DO ENSINO NAS AULAS DE EDUCAÇÃO FÍSICA ESCOLAR EM NÍVEL DE ENSINO MÉDIO NO MUNICÍPIO DE CAUCAIA-CE.

RESUMO

A contextualização é uma dimensão da prática pedagógica já abordada na Educação Física há algum tempo. Pensar outras formas de tematizar a contextualização são necessários para efetivamente atribuir significação as aulas da componente curricular Educação Física. Nesse estudo, define-se como princípios contextuais: os saberes da experiência; o respeito ao contexto cultural; a curiosidade epistemológica; o reconhecimento do cotidiano; valorizar o saber dos estudantes; e produção coletiva do novo saber. A intenção é analisar a contextualização do ensino nas aulas de Educação Física de quatro professores do nível de Ensino Médio da rede Estadual de Ensino do Ceará no Município de Caucaia. A perspectiva metodológica utilizada para o desenvolvimento dessa pesquisa foi o enfoque qualitativo. A característica dessa pesquisa é descritiva e exploratória. O cenário do estudo foi o Município de Caucaia, que faz parte da primeira Coordenadoria Regional do Desenvolvimento da Educação, da Secretaria de Educação do Estado do Ceará. Quatro professores foram selecionados para um aprofundamento desse estudo. O diário de campo e a ficha de observação foram necessários para dar significados à experiência. Perceber que essa forma abrangente de contextualização já ocorre nas aulas de Educação Física. Em pelo menos uma aula cada professor deixou de contextualizar o assunto. Por outro lado, observa-se outro professor que desenvolveu uma aula inteira ancorado na contextualização. Os princípios contextuais ajudam a perceber melhor os benefícios da contextualização se bem aplicados. O fechamento do estudo é reconhecer que a contextualização já ocorre nas aulas de Educação Física, poderia ser melhor explorada, mas a formação ainda não favoreceu para esse sentido. Os professores já reconhecem e valorizam o saber dos estudantes, o saber da experiência, já olham para o cotidiano e para a cultura dos estudantes, promovem a curiosidade epistemológica. Faltou só promover um conhecimento útil e crítico para a realidade dos estudantes.

PALAVRAS-CHAVE: educação física escolar, contextualização, princípios contextuais.