46 - SCHOOL FIELD AS A PROCESS OF FORMATION OF THE SUBJECT FIELD IN SPORT

RAFAELA GONÇALVES DE OLIVEIRA;
ANTONIO CARLOS FRASSON
Universidade Tecnológica Federal do Paraná-Ponta Grossa-Paraná-Brasil
rafa_g_oliveira@hotmail.com

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INTRODUCTION

The peoples of the field for many years suffered from the disengagement of public policies on education carry the stigma of backwardness because they did not have the knowledge of life, of culture, of scientific knowledge remain subordinate to the models of urban education. This fact contributes to the stereotypes and prejudices towards people who were living in the countryside enhancing the process of devaluation and the feeling of inferiority to urban learners, students of the city.

This fact becomes evident from the fact that the lack of knowledge within their lived spaces, because the curricula of Field Education are mostly adapted from urban schools, leaving the populations of orphaned policies field that did not guarantee rights to education quality.

For a long period, were accepted by society only certain models of schooling, there were those that did not fit or were excluded, or needed to be molded, or were historically on the margins of public policies that recognize as being a producer of crops . In contrast other students who fit the "perfect" in the educational model, those who obtained success in their school activities, whether under any way. These standardized by society and the educational system models allow not notice that the student is a historical subject and establishing relationships, interactions in their everyday practices in which experience, developing knowledge.

It is understood that the Field Education has the role of enhancing the subject of the field relative to its formation as a citizen, as it proposes a link between the content and the experience of students in their educational proposal. Among these proposals there are strategies, concepts and theories that defend the contextualized teaching aiming at the quality of education, but also curriculum and pedagogical practices that respect diversity, ways of producing, to deal with the land, the people live and socialize the field.

Souza (2008, p.2) states:

> [...] The design of field education values the expertise of social practice emphasizes the peasants and the countryside as a place of work, housing, leisure, sociability, identity, finally, as the place of construction of new possibilities for social reproduction and sustainable development .

By observing these discourses on Rural Education in contemporary society, we can not believe that the school environment is immune to the processes of understanding the world. The school it is a concrete space of awareness of social and cultural manifestations present in our society. Thus, sport and athletic competition are part of human gifts and training in any school as well as in everyday life and speech of students whether in the field or city. In this sense it is evident the sporting practices of the students of Rural Schools bodily practices and the lived experiences of the subjects in this space.

PRACTICES IN SCHOOLS SPORTS FIELD

The moments of sport and physical activity within the school are reflecting objects that appear during regular classes and allow a diagnosis of learners' performance in certain sports activities, interfering, so the "official" curriculum - the discipline of physical education, but also at other times of the school routine.

To Darido, Sanchez Neto (2005) in the course of Brazilian history educational conceptions of the determinants of physical education have evolved according to the Brazilian social and cultural moment, and their goals were changed over the last century.

Nowadays Physical Education as a compulsory component of the curriculum basic education, has as main role in the integration of student body culture, forming citizens who may use, share, produce, reproduce and transform the manifestations that characterize this area, as the game sports, dance, gymnastics and wrestling (BRAZIL, 1998).

Seeking to ensure contextualisation proposal for Rural Education, it was observed that one of the sports that most favors the sport is centered in sports that give strength and endurance sports since its interface encourages learners to the field because they have a work experience in his experience outside school hours developing activities that promote the practice of sport of athletics.

This finding is theorized by Calvo (2005) to point out that athletics is recognized as an element of culture as a social practice resulting in a historic building, given its significance is characterized as one of the most important phenomena of humanity.

Kunz (2004, p.22), to discuss this athletics interface thus refers:

> [...] Goes to the teacher oportunizar practical experience of running, jumping, throwing or pitching. This has nothing to do with the technical education of these elements in the form required for athletic competition. Is not lost, however, the attraction and stimulation in the practical realization of these activities. However, understanding the meaning and discovering new meanings in the sport can not be achieved simply by "doing," or the practical experience of this activity. Should be given the opportunity to reflect and dialogue on these practices to lead to a real overcoming of the traditional techniques for teaching skills.

Contextualize the speech Kunz can be said that physical education with their sports practices stimulates the proximity to the routine of educating the field, so it should be evident in the curriculum of schools is proposed it as a knowledge produced throughout life human.

Emphasizing that thought Chapel; Figueredo (2005) present the following statement.

> Seeking to understand the context of the countryside and its peculiarities, especially with regard to children and their play culture, we can say that, in rural areas, children fall into the adult world too early, because in

that can perform small tasks eg, feed the animals, carry tools, care for younger siblings, taking care of the house chores, etc., accompany and assist their parents at work. Another point that caught our attention was the central role that the school plays in socializing children. Due to the distances between housing and other times like recess, and especially the physical education classes end up being one of the few spaces where children can gather to play, play and have fun.

Thus one can say that the reality of teaching practices used in the training of students of the field is far from established context for a proposed critical education, which aims to value the experience, content and knowledge production historically built by his experiences .

In seeking to contribute to the transformation of the reality faced by the teaching of physical education becomes necessary the need to provide new referrals into the specifics of athletics, as well as the need for further observation and knowledge in pedagogical and methodological issues in the practice of education allied to the physical experience of the student's field due to the characteristics acquired by that learner performance and its contribution to the sport.

Ventorim (1997, p.5) to discuss the discipline of Physical Education brings up the following position:

We understand that physical education is a knowledge area / discipline, both for its legality as its identity, responsible for the pedagogical treatment of the human body movement practices as a result of a process of historical-cultural organization of human beings in the dynamic construction of its existence. Therefore, the need for a pedagogical theory that sustains and articulates the varied shapes and dimensions of body movement that are appropriate for a time and teaching space. This corresponds to taking the human body movement as a tool of explanation, understanding, interpretation and appropriation of reality in which this movement is being produced.

From the perspective of proposing a relevant discussion that can guide the theoretical and methodological organization of Physical Education and their practices in the Field Education can become a complex task given the particular forms of expression that are found in educational practices in the field, especially when shall refer to spaces, knowledge and methodological approaches to teaching.

In this sense, the proposed discussion presented aims to encourage debate so that there is the strengthening of sports practices in physical education facing rural education.

CONCLUSION

So we understand the importance of developing possible sports activities to be performed in Field Schools and make them in context with the daily lives of students so that thereby it promotes an appreciation of the subject field. Contextualize the practices of the field, with the appropriateness of sports and the relationships between subjects seems to us to be an important step in the valuation of the subjects' experiences in the field and their human.

Therefore the need of thinking in the pedagogical practices related to Physical Education in context based on the characteristics of the field and its subject schools. It is relevant to consider what is being done by area teachers in the school context and promote conditions of realization, so that they can be documented and contribute to the advancement of public policies and pedagogical practices that have been set up and promote the education field.

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Aldo Vergani, No. 947 Subdivision: Gardens Europe - Paraná.. CEP: 84036-150.

SCHOOL FIELD AS A PROCESS OF FORMATION OF THE SUBJECT FIELD IN SPORT
ABSTRACT

Objective in this study to analyze the relationship between sports practices with the daily lives of students of the field. It is noted that the work done by these students outside the school environment conducive to sports. This bias is due to the fact that most of these students to perform menial labor and / or with the help of animals, with limited availability of agricultural mechanization activities, promoting the development of strength. Thus, focusing on a literature search, we found the need for studies on the specificity of sport practices that encourage potential students of the field, and is found shortages of observation and knowledge in pedagogical and methodological issues of physical education combined with experience and how this can affect the characteristics acquired by that student and their contribution to human development.

KEYWORDS: Sport; Field Education; Physical education.

ÉCOLE CHAMP COMME UN PROCESSUS DE FORMATION DE CHAMP DE L'OBJET DANS LE SPORT.
RÉSUMÉ

Objectif de cette étude visant à analyser la relation entre les pratiques sportives avec la vie quotidienne des étudiants du domaine. Il est à noter que le travail effectué par ces élèves en dehors de l'environnement scolaire propice aux sports. Ce biais est dû au fait que la plupart de ces étudiants pour effectuer des tâches subalternes et / ou avec l'aide des animaux, avec une disponibilité limitée des activités de mécanisation agricole, la promotion du développement de la force. Ainsi, en mettant l'accent sur une recherche documentaire, nous avons constaté la nécessité d'études sur la spécificité des pratiques sportives qui encouragent les élèves potentiels du champ, et se retrouve pénuries d'observation et de connaissance dans les questions pédagogiques et méthodologiques de l'éducation physique combinés avec expérience et comment cela peut affecter les caractéristiques acquises par l'élève et leur contribution au développement humain.

MOTS-CLÉS: Sport; Education domaine; L'éducation physique.

CAMPO DE LA ESCUELA COMO UN PROCESO DE FORMACIÓN DEL CAMPO DE SUJETOS EN EL DEPORTE.
RESUMEN

Objetivo de este estudio para analizar la relación entre las prácticas deportivas con la vida cotidiana de los estudiantes de la materia. Cabe señalar que el trabajo realizado por estos estudiantes fuera del ambiente escolar propicio para los deportes. Este sesgo se debe al hecho de que la mayoría de estos estudiantes a realizar trabajos de baja categoría y / o con la ayuda de los animales, con la disponibilidad limitada de las actividades de mecanización agrícola, promoviendo el desarrollo de la fuerza. Por lo tanto, se centra en una búsqueda en la literatura, encontramos la necesidad de realizar estudios sobre la especificidad de las prácticas deportivas que fomentan potenciales alumnos del campo, y se encuentra la escasez de la observación y el conocimiento en temas pedagógicos y metodológicos de la educación física en combinación con experiencia y cómo esto puede afectar a las características adquiridas por el estudiante y su contribución al desarrollo humano.

PALABRA CLAVE: Deporte; Educación campo; Educación Física.

A ESCOLA DO CAMPO COMO UM PROCESSO DE FORMAÇÃO DOS SUJEITOS DO CAMPO NO ESPORTE.
RESUMO

Objetiva-se neste estudo analisar a relação existente entre as práticas esportivas com o cotidiano dos educandos do campo. Salienta-se que o trabalho realizado por esses educandos fora do âmbito escolar favorece a prática de esportes. Esse favorecimento deve-se ao fato deque a maior parte desses educandosrealizam atividades de labor braçal e/ou com auxílio de animais, com pouca disponibilidade de mecanização agrícola, proporcionando o desenvolvimento da força. Assim, tendo como foco uma pesquisa bibliográfica, observou-se a necessidade de estudos na especificidade de práticas esportivas que estimulem o potencial dos educandos do campo, bem como é constatado a falta de observação e conhecimento nas questões pedagógicas e metodológicas da educação física aliada à vivência e como esta pode interferir nas características adquiridas por esse educando e sua contribuição no desenvolvimento humano.

PALAVRA-CHAVE: Esporte; Educação do Campo; Educação Física.