96 - PHYSICAL EDUCATION IN THE STATE OF PARANA AN EDUCATIONAL POLITICAL DISCUSSION

ROGÉRIO SCHNELL
Professor da Rede Pública de Educação do Estado do Paraná
Palmeira – Paraná – Brasil.
rogerioschnell@gmail.com

doi: 10.16887/85.a1.96

1. INTRODUCTION

The State Department of Education of Paraná (SEED) announced in late December 2012 that there would be a change in the curriculum of public schools in the state for the year 2013. According to the report presented by SEED (2012), such a change would purpose is: "to create a new matrix of reference for the elementary school, which reaches most students, you can prepare the student for more consistent for the challenges of high school way, and allow better planning for schools." in greater workload for the disciplines of mathematics and Portuguese in order to increase the score on the Index of Basic Education Development (IDEB).

Thus the discipline of Physical Education had their hours reduced from three to two classes per week, with the justification that some subjects should be privileged over others.

Against this backdrop we assess that the state government is promoting curriculum reform, creating ranking of disciplines, making it clear that some are more important than others. The speech of the Secretary of Education of Paraná disciplines of Physical Education and the Arts would benefit from activities against school day. Does Physical and Arts Education can be removed and converted the normal curriculum, "offset" as afterschool activities?

Further explains simplistically argue that there will be "an extraordinary need for professionals, including teachers and monitors in all schools." As if this was a reward for the decrease of the curriculum and the loss of one class hour per class of elementary school.

States that the time training was created, which allows each school to form their teams in different sports as well as dance groups, bands, marching bands and other activities. We'll be here kicking advances in Physical Education returns to be seen in school as a discipline focused only on the esportivação students, forgetting the National Curriculum Guidelines and the Curriculum Guidelines of the State of Paraná, which is new conceptions of Physical Education with aim of study and action corporeality of the student in all its manifestations. As the points Darido, Bracht, Gonçalves and Neira.

According to the Department of Education, it works with the prospect of full-time education, with a gradual increase in the number of students doing additional activities during the shift counter, where the field of sport and leisure is preferred among the students of schools, as well as the arts. This reinforces once again the question of esportivação.

To better understand the views of the State Department of Education, it is necessary to make some reflections on physical education, their deployment and development as curriculum, legal frameworks, pedagogy and methodology that permeates its teaching and its devaluation and bickering within the public schools, as well as current approaches that value the individual from the culture and corporeality.

> [...] As a body we are able to see, hear, speak, feel and sense things. The relationship with life and with other bodies occurs through communication and language that the body is and has. This is our existence in which we are conscious of self in time and space. The body, while expressing his sensitive nature, becomes the vehicle and means of communication.
> Bodily communication between individuals tends to happen when they are aware of their sensitive bodies, full of will and intentionality. Therefore, the responsiveness and the transmission of information through bodily movements between individuals happen naturally and spontaneously, succeeding among them a link arrested by sensitivity. Communication is a negotiation between people, a creative act. And when we communicate we form a system of interaction and integrated in harmony reaction. The gestures, postures (BRAZIL, 2000. p. 38)

According to the Law of Guidelines and Bases in relation to teaching physical education, we find that:

> Art. 26. The curricula of elementary and secondary education should have a common national basis ...
> § 3. The integrated pedagogical approach to school, physical education is a curricular component of Basic Education, adjusting for age and conditions of the school population, being optional in night courses.
> Art. 27.
> The curricula of basic education also observe the following guidelines:
> IV - promoting sport and educational support for non-formal sports.

Is clear and explicit that Physical Education is a school curriculum subject and not a mere physical activity, and their curricula should seek to promote the sport, and the support and development of non-formal sports.

Later in 1998 we had the approval of the National Board of Education National Curriculum Parameters:

> Parameters are designed to meet an article of the Constitution which provides for the establishment of minimum content for the education [...] not taking into account the social reality of men, placing education as the solution to social problems and to men responsibility for their success or failure in life. This document presents itself as flexible and optional, though, by the way, was thoroughly prepared, it denounces all the time as descriptive and specific in content, stimulating the use and incorporation presenting itself as absolute truth. (Martins and Noma, 2002, p.5)

So if it passes responsibility for education and for school failure or success of the individual, as this institution alone was capable of realizing such responsibility, forgetting that education passes over a number of issues that go beyond the school and teachers. But not up here deepen this discussion, we limit ourselves to discussion of Physical Education; how these NCP and LDB documents put in as an object of study?

According to the LDB in Article 26 Physical Education becomes part of the curriculum of the schools, and it should preferably be taught by qualified teachers in the area.

In the same way that the PCNs place:

> Physical Education, within what is proposed in the National Curriculum Parameters, is the area of knowledge that integrates and introduces students to the physical culture movement, for purposes of leisure, expression, feelings, affections and emotions, maintenance and improvement health.
> For both, breaks with the traditional treatment of content that favors students who already have skills, adopting a structural axis of the pedagogical action the principle of inclusion, pointing to a methodological perspective of teaching and learning that seeks to develop autonomy, cooperation, social participation and affirmation of democratic values and principles. In this sense, aims to give everyone the ability to enjoy games, sports, dancing, wrestling and gymnastics in favor of critical citizenship. (PCNs, 1998 p. 62, 5th to 8th grade)

Already the State Curriculum Guideline in its methodological foundation seeks to recognize the problems of physical education, which are "responsible for his disqualification as an area of socially relevant knowledge, which undermine its legitimacy in the school curriculum" (DCE, p. 49), the Similarly cites Shardakov (1978) in pointing these problems would be:

> The persistence of mind-body dualism and scientific-theoretical basis of physical education that maintains the split between theory and practice and gives rise to a conceptual apparatus devoid of real content, including the ahistorical concept of sport and their classifications;
> The trivialization of knowledge of physical culture, emptied by mechanical repetition of the subjective valuation techniques that led to its creation;
> The restriction of knowledge offered to students obstacle for sports, especially those that attract children and young people, can be seized at the school for everyone, regardless of physical condition, ethnicity, gender or social status;
> The use of standardized tests and measures, not as a means of accessing knowledge from the sport of income, but with unique objectives to measure the level of physical ability, or as an instrument for evaluating institutional performance of students in physical education classes;
> Adopting the theory of sports pyramid as educational theory;
> The lack of a thorough reflection on the development of physical fitness and its contradiction with the reflection on the Body Culture. (Parana, 2006, p. 49).

Also according to this document physical education must be grounded in reflections on current needs, ie, we have a company with its various contradictions: what we teachers can do to overcome these contradictions? The first step would be to cherish and praise the contexts and experiences of different regions, schools, teachers, students and the community where it operates the school. Whether it is a school that seeks to truly make a difference in people's lives by equipping students to basic insertion and action in society and their everyday knowledge. For both schools should be seen as an organic body always changing and there is construction ongoing dialogue among all disciplines in search of a more effective pedagogical action.

The State Curriculum Guidelines reinforce that "Physical Education classes are not appendages of other disciplines and school activities, nor a subordinate and compensation for the hardships of classroom lessons now." (DCE, p. 50).

Grounded in historical-critical pedagogy's main goal is to precisely interpret the significance of education and put people's lives for his role in the society, especially in labor relations, it is mainly through this way that men establish their social, political , economic and cultural, starting to define their social role as a social category.

There arises the importance of physical education seek to insert throughout this process as school discipline endowed with sense and objectivity, including, talking, reflecting and acting on people - students and society as a whole.

> The State Curriculum Guidelines aim at Body Culture as an object of study and teaching of Physical Education, showing the close relationship between the historical formation of the human being through work and bodily practices arising. The pedagogical action of physical education should stimulate reflection on the collection of forms and representations of the world that humans have produced, externalized through bodily expression in sports and games, dances, wrestling, gymnastics and sports. (Parana, 2008. p. 53).

There are currently many doubts and questions about what would be the Physical Education as well as their field of study. She has a great field of actions which often need to be better studied and understood not only by teachers and by students themselves who confuse Physical Education and Physical Activity or as synonymous with sports, so unfortunately this idea currently being privileged in our country and in our state (Paraná), including being sidelined as a discipline, assuming the activity against school day or time training position.

We can say that the basic interest is human movement, so get your relationship with this other areas of education as Barbanti (nd, p. 1) "correlating social physical with the mental, emotional and insofar as they are developed. "

In an increasingly alienated and apathetic in their participation in the construction process of human knowledge society, it is necessary that the school is positioned in a clear and conscious of their role, leaving aside the mere reproduction of knowledge historically produced and by extension inequalities existing social, it should seek to create conditions for students to be partaker agents in the construction and transformation of human knowledge, seeking the total development of man.

In pursuit of this overall development, physical education must assume their role within the school, surpassing the stuffiness of an education that seeks esportivação and physical development within a capitalist conception of education for the world of work, where the body becomes seen as a tool which is used in their physical or mental strength in exchange for a wage.

2. CONCLUSIONS

Analyzing public policies implemented in the state of Paraná, from the current government, in relation to Physical Education, found that along the path traversed by this discipline, seeking to consolidate itself as a school subject and not as a physical activity, is experiencing a major setback.

These ideas come directly against the legal frameworks such as the Law of Directives and Bases of Education, the National Curriculum Guidelines and the Paraná State Curriculum Guidelines. We know that still persists in many schools and teachers in the practice of the prevalence of outdated methods that prioritize esportivação, the playing team sports, often without

a why, disconnected from reality and the interest of students, and currently classes Physical education became a major problem for teachers because students are increasingly apathetic and aloof to their practice.

But the consolidation of current developments where the physical education should be seen as having a role in shaping a more just and egalitarian society, with individuals endowed with a condition to overcome their limitations and achieve their life goals is necessary.

Darido (2001) argues that it is the physical education teacher: "problematize, interpret, relate, understand their students with the broad manifestations of physical culture, so that students understand the senses and meanings steeped in bodily practices". (Darido, 2001. p. 20).

Thus seeking to overcome vision being installed that Physical Education is esportivação, permissible part due to sporting events as they approach the World Cup and Olympics in Brazil, besides the excellent results obtained by our state school games; But the school and this course has a much larger function that aims to student education in all its length and inclusive manner, ie, that allows your practice to all students and not just a minority.

In the news itself bound by the Education Department of the State of Paraná, is clear and evident goal: to prepare students for competitions, discover talents. Regarding the aforementioned college, 60 students participate in the training time, but the same features as the SEED research found that the same page has 772 students enrolled, 712 students are thus excluded from this process.

It is thus demonstrated that the real struggle of Physical Education teachers should be to their actual use in schools within the design of the body and its movement is an integral and inseparable part of the individual, and it is through him that our student grasps, reproduces and constructs such knowledge society in which it operates and is therefore valued and encouraged that notion that should be the object and justification of this discipline within the school curriculum with the same importance and appreciation of other disciplines.

Just apply to both in fact and in law what is already recommended in legal frameworks be they national or state and mostly technical competence and commitment of teachers with a focus on culture and corporeality, and not just the desportivação, which has already peaked within the public school and must now make way for these new approaches that value the full individual.

It is also necessary that we overcome this technical vision still steeped in schools and in the minds of teachers that physical education is only just and only the development of the body or motor skills, but this course goes through the body, plus the larger goal is to understand how the student relates to their daily lives, with their culture and their life story and lessons should be the enabling environment to outsource these questions and the teacher should be the mediator between the knowledge he has and the knowledge and expectations that students are seeking to overcoming the view esportivação discipline or afterschool to have proclaimed the state Department of Education of Paraná.

But this requires that the leave motion within schools, from the action of PE teachers should seek to establish the needs and desires of students and society, but to both his quest for technical competence is needed and its insertion into the new trends in this discipline, which should leave the theory and turn into practices within the school, only so not only classes plus physical education teachers will be recognized and will have value and significance within the school.

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RUA ITALO CAPRARO, 34
NÚCLEO TIBAGI – PALMEIRA/PR. CEP 84.130-000

PHYSICAL EDUCATION IN THE STATE OF PARANÁ A DISCUSSION PEDAGOGYCAL
ABSTRACT

This paper presents a reflection on the current understanding of the Ministry of Education of Paraná about Physical Education, officially demonstrated through events such as curriculum reform and enhancement of training hours, aiming to prepare teams for competitions. The proposal was to analyze the understanding of physical education in the face of cultural approaches and corporeality, permeated by the analysis of national curriculum guidelines, national curriculum guidelines and state curriculum guidelines. This makes it possible to realize by the Department of Education of Paraná defend a vision of esportivação Physical Education classes, denying the methodological discussion that converges to the body culture. It was evident that only from this approach is that we have a Physical Education significance within the school and in the lives of students, providing them with conditions to have a full training and able to act consciously and critically in society that insert.

KEYWORDS: Physical Education, esportivação, culture, body

L'ÉDUCATION PHYSIQUE DANS L'ÉTAT DE PARANA DISCUSSION À CARACTÈRE PÉDGOGIQUE POLITIQUE
RÉSUMÉ

Cet article présente une réflexion sur la compréhension actuelle du Département d'Etat de l'Education de Paraná sur l'éducation physique, a démontré officiellement à travers des événements tels que la réforme des programmes et la mise en valeur des heures de formation, visant à la préparation des équipes pour des compétitions sportives. La proposition était d'analyser la compréhension de l'éducation physique dans le visage des approches culturelles et corporéité imprégné de l'examen des lignes directrices du programme national, les lignes directrices du programme national et des lignes directrices du programme de l'Etat. Cela permet de réaliser par le ministère de l'Éducation du Paraná défendre une vision de esportivação cours d'éducation physique, niant la discussion méthodologique qui converge vers la culture du corps. Il était évident que seulement à partir de cette approche est que nous avons une éducation physique de signification dans l'école et dans la vie des étudiants, leur offrant des conditions d'avoir une formation complète et capable d'agir consciemment et de façon critique dans la société qui tomber.

MOTS-CLÉS: éducation physique, esportivação, culture, corps

EDUCACIÓN FÍSICA EN EL ESTADO DE PARANÁ UN DEBATE POLÍTICO PARA LA EDUCACIÓN
RESUMEN

Este artículo presenta una reflexión sobre el conocimiento actual de la Secretaría de Educación de Paraná sobre Educación Física del Estado, demostró oficialmente a través de eventos como la reforma curricular y el mejoramiento de las horas de formación, con miras a la preparación de los equipos para las competiciones deportivas. La propuesta fue analizar la comprensión de la educación física en la cara de los enfoques culturales y corporeidad impregnaba la revisión de las directrices del plan de estudios nacional, directrices curriculares nacionales y las directrices del plan de estudios del estado. Esto hace que sea posible realizar por el Departamento de Educación de Paraná defender una visión de esportivação clases de Educación Física, negando la discusión metodológica que converge a la cultura del cuerpo. Era evidente que sólo a partir de este enfoque es que tenemos una Educación Física de significado dentro de la escuela y en la vida de los estudiantes, proporcionándoles condiciones para tener una formación completa y capaz de actuar de manera consciente y críticamente en la sociedad que caer.

PALABRAS CLAVE: Educación Física, esportivação, la cultura, el cuerpo

EDUCAÇÃO FÍSICA NO ESTADO DO PARANÁUMA DISCUSSÃO POLÍTICO PEDAGÓGICA
RESUMO

O presente trabalho traz uma reflexão sobre o entendimento atual da Secretaria de Estado da Educação do Paraná acerca da Educação Física, demonstrada oficialmente através de manifestações como reforma da matriz curricular e valorização das horas treinamento, objetivando a preparação de equipes para competições esportivas. A proposta foi analisar o entendimento da Educação Física frente às abordagens cultural e da corporeidade, permeada pela análise das diretrizes curriculares nacionais, parâmetros curriculares nacionais e diretrizes curriculares estaduais. O que possibilita percebermos por parte da Secretaria de Educação do Paraná a defesa de uma visão de esportivação das aulas de Educação Física, negando a discussão metodológica que converge para a cultura corporal. Fica evidenciado que somente a partir desta abordagem é que podemos ter uma Educação Física com significância dentro da escola e na vida dos alunos, dotando-os de condições de terem uma formação plena e capazes de atuarem de forma consciente e crítica na sociedade em que se inserem.

PALAVRAS-CHAVE: Educação Física, esportivação, cultura, corpo