111 - THE PHYSICAL EDUCATION CLASSES WITH THE LOOK OF BODY CULTURE IN STUDENT PERSPECTIVE 8 TH AND 9 TH YEAR

WALLACE RODRIGUES CHAMARELLI DE SOUZA[1];
MARCELLE DE JESUS SILVA[1];
ROSSANA PUGLIESE[2]
1-Pesquisadores do LABESCRI – Laboratório de Estudos da Criança / UNIVERSIDADE DA SAÚDE
2-Doutoranda em Psicologia Social da Universidade Estadual do Rio de Janeiro;
Coordenadora do LABESCRI – Laboratório de Estudos da Criança
UNIVERSIDADE DA SAÚDE – Rio de Janeiro/ RJ – Brasil
wallace_3dx@oi.com.br

doi: 10.16887/85.a2.111

INTRODUCTION

The physical education (PE) underwent several identity construction processes in its history, we can see these passages and structures, in which each have distinctive characteristics. In the 60s and 70s, for example, the discipline was based on militaristic tendencies, hygienist and sportsman, where the aim was to discipline the body and select individuals, with the enhancement of the physical and moral development from the exercise (Darido, 2003).

In the 80's the purpose of the EF began to be rethought. Academic debates about the area began to dispute the fact that it is a technical discipline with mechanical and systematic movements (Daolio, 2004). That is when comes the use of knowledge produced by science and pedagogical approaches to discipline. As an example we can mention the developmental approaches, constructivist, critical and so-called National Curriculum Parameters (PCN'S).

Physical education is a means of health promotion, as an elixir for longevity, in which concern for the slender body have led thousands of people to attend academies and to participate in physical activity-related events. This may be evidence that physical education has been valued (LELIS, 1999).

Given these facts, there is today, that the pedagogical proposal EF revolves around the body culture, which, according to various authors, consists of central dimension of discipline, and is constitutive of human dynamics. To Daólio (2004) the term Body Culture is now the main part of physical education, because all human bodily manifestations are generated in the cultural dynamics since the beginning of evolution today. In this perspective the "body" was taking all this diversity movement, adopting symbols, earning meanings to build.

The National Curriculum Parameters (BRAZIL, 1998) understand that culture is a product of society in a dynamic process that will constitute and transforming the community to which individuals belong in this way at the time that a human being is born it is already being influenced by culture mainly the local culture where it occurs, and thus, making it an integral part of new formations and cultural trends. This entire process is in a dynamic, circular motion, since the society influences the individual and customs of individual streamlines a company, emerging as their own culture.

At school the EF as a curricular discipline aims to pass on the knowledge of body culture for students, through games, sports, games, dances, gymnastics and wrestling. This knowledge should consider the cultural, affective, social and political (Soares et al., 1992). Thus, students interact and move as social and citizens subject, also serving as a communication tool, expression of feelings and emotions, leisure, maintenance and improvement of health.

According to Almeida et al (2008), the large number of works done in the area of EF from the 80's and Freire (2003), Betti (1991), Tani (1988), Libâneo (1985), was the flag that the RU needed changes and that even with the theoretical advances made by the reflections raised by these studies, the practice of discipline was still not corresponding to the proposals.

However the practical classes are still held and not yet know whether the perspective proposals are being met and if the EF is the recognition of its value, in the school dynamics and training of students. Betti and Liz (2003) reference pointing to a study by Lovisolo in 1995, EF as the seventh most important subject in the school curriculum getting behind: Mathematics, Portuguese, Science, History, Geography and English.

In a study conducted in 2003 with students of elementary school (5th to 8ªséries) of two public and two private schools of the city of Lençóis Paulista, in São Paulo, Betti and Liz (2003) sought to understand the motivations and attitudes of these students regarding the Physical Education held in school. It also tried to see if the students noticed some kind of benefit to the classes, and what they felt with respect to mandatory school. The results found by the authors demonstrated a favorable attitude of the students for Physical Education, however, on the other hand, did not assign an importance to school. This shows that the students make a distinction between liking school and the importance they attach to them.

After nearly a decade, taking a survey of the synthesis of Lovisolo 1995 and Betti 2003 there will be significant changes in students of opinions? And to what extent students understand the school PE on a cultural context?

OBJECTIVE

To investigate the perspective of the student, through a questionnaire administered to students 80 and 90 years, in an attempt to understand the importance given to physical education, within the context of body culture.

BACKGROUND

This theme is justified by the need to listen to the perspectives of students. After all, they should be the main focus of a lesson and a school with more quality.

The body culture movement is the study of the physical education content, they are the games, fights, sports, dances and rhythmic and expressive activities.

From a concern with what is taught in physical education appeared in the culture of body movement representing a perspective that ground to the pedagogical intervention teacher (Darido, 2005, p. 28).

Based on this principle, today the Movement of Body Culture should be designed to prepare the student for autonomous intervention, critical in order to qualify it to modify the social reality and not just reduce it to the motor act meaningless.

RESEARCH METHODOLOGY

The study it is a quantitative and exploratory descriptive nature that, according to Gil (2002), is characterized as a field of research, as we enter a certain amount of subject, this collection is being held at the investigated playing field, using questionnaires.

The research was due to the application of the questionnaire according to Seliger & Shohamy (1989) is a form of data collection composed of questions submitted in writing to the participants, in order to obtain data on opinions, feelings, interests, expectations, experiences, etc., about phenomena not easily observable. Adapted and proposed by Santos (2007) and Marques (2008), containing 5 issues.

The questionnaire was completed by 30 students of the 8th and 9th grade of elementary school of municipal and private schools in the city of Rio de Janeiro, located in Irajá neighborhood, where all the students agreed to participate voluntarily and anonymously, after knowing to which the objective would be the same.

ANALYSIS OF RESULTS

Since this is a quantitative research was chosen to describe the collected results, the content analysis proposed by Bardin (1977), because it is a technique that aims to go beyond appearance and said, capturing and interpreting the necessary information to get the most scientific rigor.

1) The importance of EF discipline for the training of students:

At this point we can see a great appreciation of Physical Education as a unique discipline for the training of students, since 90% of respondents consider important EF to their training within the school environment.

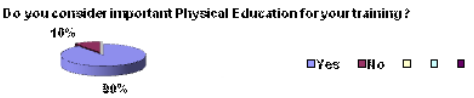


Figure. 1

2) Highlights contents of PE classes, participation and reason for the participation of students in class:

Among the most discussed contents, according to the students interviewed the sport with 30% still remains the favorite teachers, but according to this study, we can already see a good share of the contents on Fights 23% and 21% Health. Play games and were 14%, 10% Gymnastics, Rhythmic Activities and dances 2% and content on Environment 0%.

The reason for the participation in class had the games was 37%, 20% would be for healthy habits, 17% for the pleasure, 15% by sports practice, 7% per bond, 2% for socialization and other reasons and 0% folklore

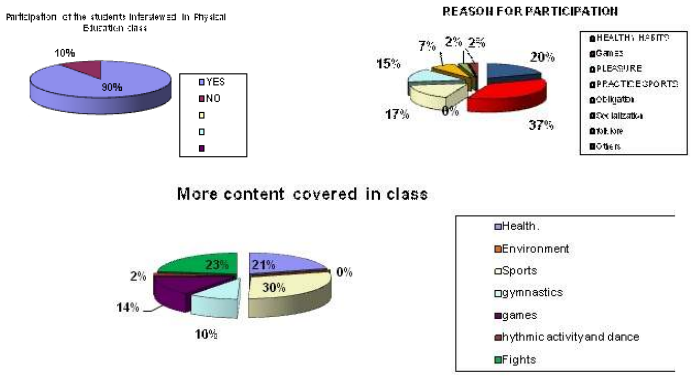


Figure. 2

3) Know About Body Culture:

Many literatures are currently linking the EF with content related to body culture, but for the occurrence of the teaching-learning contents, according to Campos (2011) they must be important for the life of the student. How we as teachers could help students to know and value the Body Culture in their lives? When asked what is body culture, more than half of respondents (60%) could not answer. Complementing this question was also asked what they understand about Body Culture, even some not knowing what it is, 22% of respondents believe that the Body Culture is connected to the gym, 20% rhythmic and dance activities, 19% fights, 16 % to team sports, 13% health, 7% to games and plays, 0% to the environment and 3% believe not be connected to any of these topics.

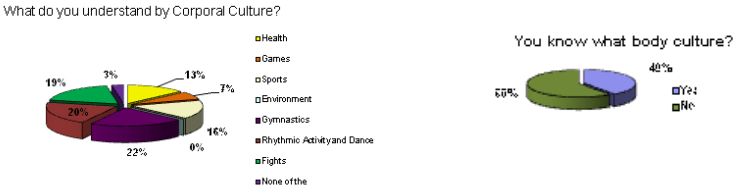


Figure. 3

CONCLUSION:

Recalling the problem that gave rise to this study: What is the understanding and the emphasis on physical education, for students 80 and 90 years?

There was a certain level of knowledge about the body culture for a large proportion of respondents also rushed to the claim that the EF remains well regarded by students, who consider it important for their training.

The acquisition of healthy habits was identified as a major second reason of participation in class, just behind the fun and games, demystifying the idea that discipline only arouses interest in sport, although this is still the main content taught by teachers.

In this regard, it is relevant to the creation of new studies in the area, in order to understand that this phenomenon is reverse.

REFERENCES:

Bardin, Laurence. Content analysis. Lisbon: Editions 70, 1977.

BETTI, Mauro & LIZ, Marlene. Physical Education: the perspective of students of elementary school. Driving, Rio Claro, v.9, n.3, p.135-142, mar. / Dec. 2003

BRAZIL, Department of Primary Education (1998) National Curriculum .Parâmetros: Third and Fourth teaching Cycle fundamentally Brasilia: MEC / SEMTEC.

CAMPOS, Luiz. Didactics of Physical Education. Fontoura, 2011.

DAOLIIO, Jocimar. Physical Education and the Culture Concept. Authors Associates, 2007.

Darido, Suraya. Physical Education in School, Issues and Reflections. Guanabara Koogan 2003.

Gil, A. C .; Method and Research Techniques Social.5 ° edition. São Paulo. Atlas S.A. 1999.

LOVISOLO, H. Physical education: the art of mediation. Rio de Janeiro: Sprint 1995.

MARC, René (Org) .Cultura and Popular Education: Jump for the future. Brasilia, SEED / MEC, 2008.

MARQUES, Paula. Classes of Physical Education: Perspectives of High School students. Bauru, 2008.

SANTOS, Marcus. Evasion in Physical Education in High School: Understanding the Phenomenon. Bauru, 2007.

SELIGER, Herbert W .; Shohamy, Elana. (1989) Second Language: research methods. 2sd imp. New York: Oxford University Press.

SOARES, C.L. et al. (Collective of authors) Methodology of teaching of physical education. São Paulo: Cortez, 1992.

Venturini, G. et al. Contradictions found in the interest of students by the practice of Physical Education in Leopoldina, MG. Digital Magazine - Buenos Aires - Year 15 - No. 146 - July 2010.

THE PHYSICAL EDUCATION CLASSES WITH THE LOOK OF BODY CULTURE IN STUDENT PERSPECTIVE 8 TH AND 9 TH YEAR

ABSTRACT

This study examined the student's view of physical education class and the aspect of Physical Education called Body Culture. Were chosen for the research students of the Municipal Public Education Network of the Eighth and Ninth year of elementary school, who answered a questionnaire about the contents of Physical Education classes and the Body Culture. The study aimed to investigate the general idea that the student has about the class Physical Education and the Body Culture. The results have shown that students have some knowledge of Body Culture, found that physical education as a discipline is highly regarded, not being seen as a sports practice, but as a way to acquire healthy habits. Therefore, so it is necessary an elaboration of new studies on the subject, so that they can further questions about the point of view of students.

KEYWORDS: Physical Education, Body Culture, Schooling.

RÉSUMÉ

Cette étude a examiné le point de vue de l'élève de la classe d'éducation physique et l'aspect de l'éducation physique appelé Culture corps. Ont été choisis pour les étudiants de recherche de l'enseignement municipal réseau public de la huitième et neuvième année de l'école primaire, qui a répondu à un questionnaire sur le contenu des cours d'éducation physique et de la culture physique. L'étude visait à étudier l'idée générale que l'étudiant possède sur le cours d'éducation physique et de la culture physique. Les résultats ont montré que les étudiants ont une certaine connaissance de la culture du corps, a constaté que l'éducation physique en tant que discipline est hautement considéré, ne étant pas considérée comme une pratique sportive, mais comme un moyen d'acquérir des habitudes saines. Par conséquent, il est donc nécessaire une élaboration de nouvelles études sur le sujet, afin qu'ils puissent poursuivre des questions sur le point de vue des étudiants.

MOTS-CLÉS: éducation physique, la culture du corps, la scolarisation.

RESUMEN

Este estudio examinó la opinión del estudiante de la clase de educación física y el aspecto de la Educación Física llamado Cultura Cuerpo. Fueron elegidos por los estudiantes de investigación de la Red de Educación Pública Municipal de la Octava y Novena año de primaria, quienes respondieron un cuestionario sobre el contenido de las clases de Educación Física y la cultura del cuerpo. El estudio tuvo como objetivo investigar la idea general de que el estudiante tiene sobre la clase de Educación Física y la cultura del cuerpo. Los resultados han demostrado que los estudiantes tienen un cierto conocimiento de la cultura del cuerpo, que se encuentra que la educación física como disciplina está muy bien considerado, no siendo visto como una práctica deportiva, sino como una forma de adquirir hábitos saludables. Por lo tanto, lo que es necesario una elaboración de nuevos estudios sobre el tema, para que puedan más preguntas sobre el punto de vista de los estudiantes.

PALABRAS CLAVE: Educación Física, Cultura Cuerpo, la escolarización.

AS AULAS DE EDUCAÇÃO FÍSICA, COM O OLHAR DA CULTURA CORPORAL, NA PERSPECTIVA DE ALUNOS DO 8º E 9º ANO

RESUMO

O presente estudo verificou a visão do aluno sobre aula de educação física e a vertente da Educação Física chamada Cultura Corporal. Foram escolhidos para a pesquisa estudantes da Rede Pública Municipal de Ensino do Oitavo e Nono Ano do Ensino Fundamental, os quais responderam a um questionário sobre os conteúdos das aulas de Educação Física e sobre a Cultura Corporal. O estudo teve o objetivo de investigar qual a ideia geral que o aluno tem sobre a aula Educação Física e a Cultura Corporal. Os resultados desta pesquisa mostraram que os educandos têm algum conhecimento sobre a Cultura Corporal, verificou que a Educação Física como disciplina é bem conceituada, não sendo vista como uma prática esportiva e sim como forma para aquisição de hábitos saudáveis. Portanto, assim torna-se necessário uma elaboração de novos estudos sobre esta temática, para que se possam aprofundar questões sobre a ponto de vista dos alunos.

PALAVRAS-CHAVE: Educação Física, Cultura Corporal, Educando.

: