78 - PHYSICAL EDUCATION IN SECONDARY EDUCATION, AN EXPERIENCE REPORT ON IFMT - CAMPUS CACERES

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1. INTRODUCTION

A school is an institution fundamental to society and plays various roles in the education of the student , since the function of transmitting the cultural heritage from one generation to another, until the goal of full , humane and transformative education . The Physical Education can occupy an important place in the context of disciplines and curricular components that make up the universe of this School .

As we enter the tender for the Federal Network of Professional Education , in 2008 , as a teacher , an unusual situation occurred when starting work : how would the planning of physical education classes ? It would be like we were working in high school setting? Imagined that it would work with different integrated high school . However , we began to get referrals , support other units, instructional materials , and found through the National Curriculum Benchmarks of Professional Education Technical Level . And we found that we would have an interesting field of research, since the preliminary information did not offer subsidies to support classes in the newly created Decentralized Unit (UNED Parecis) , jurisdiction over the Federal Center of Technological Education (CEFET São Vicente) , currently Federal Institute Education , Science and Technology (IFMT - Campus Campo Novo do Parecis) .

Arriving on Campus IFMT Cáceres , in 2010 , an educational meeting in the process of studying the MSc in Agricultural Education PPGEA / UFRRJ after results of research done on the students' perception of students (Silva, 2001) , we decided to develop a plan that would meet the entire repertoire of Body Culture Movement , and to experiment with our students .

Thus, the aim of this study is to present one experienced in 2010 school year experience with graduates of the Technical Course for Integrated Agricultural High School to the IFMT - Campus Cáceres , a view to mobilize and amplify the need for discussion and reflection relevant Education physics, the current reality of vocational education in Brazil .

2. THEORETICAL

A school is an institution of fundamental importance in today's society, performing the essential function of transmitting part of the cultural heritage from one generation to another. According to the conception of Sacristan and Gómez (2000), their content, their forms and systems of organization, the school provides students, gradually and progressively, the appropriation of ideas, knowledge, concepts, rules and modes of conduct that society adult requires.

In this complex process, the school eventually becomes a space that receives much criticism for their organization in general, going through their projects, developed by the pedagogical practices in classrooms (Souza Júnior, 1999).

The Physical Education occupies a different space with the other disciplines that make up the universe of that school characteristics, as can happen in other environment, working with body movement culture. But historically it has always been marked by its mandatory nature. According to Castellani Son (1988, p. 16), with the March Opinion 224 in 1882, Ruy Barbosa, held in BDL in 4024/61, and teaching 1st and 2nd grades 1971 (Education Reform Act in 5692 / 71).

To Law 9.394 / 96, remained the mandatory Physical Education, article 26, paragraph 3 of the law states: "Physical Education, the school integrated pedagogical approach, curriculum is a mandatory component of basic education, adjusting -If the age and conditions of the school population, being optional in evening classes. "Linking the Physical Education Political Pedagogical Project school is characterized by being an achievement that could boost critical reflection of their role in school (Correa, 2004).

In another aspect, besides the obligation, discipline Physical Education in origin received external influences, the medical, and military interests. In this context, physical education now has the task of selecting the most suitable to represent the country in various competitions. The military government supported the Physical Education in school aiming both the formation of an army composed of a strong and healthy youth as the demobilization of opposition forces, strengthening links between sport and nationalism. From the 1980s, under the new political scenario, this model of high performance sport for the school came to be strongly criticized and alternative emerged as new ways of thinking about physical education in school (Darido, 2006).

In high school, often the physical education classes tend to repeat elementary school programs, summing up the practices of some of the fundamentals and implementation of sports coaches gestures. It's like physical education was restricted to this. This is not obviously despise such practices in school but rather offering new significance to them context. There is a huge variety of learning experiences to be gained, as well as proposals for discussion on different forms of teacher performance in the conduct of teaching, with a view to training according to the new propositions (National Curriculum Parameters of Secondary Education, 2008).

3. METHODOLOGY, RESULTS, ANALYSIS AND INTERPRETATION OF DATA

The research is quantitative, the overall goal was to present an experience report on teaching and learning in physical education classes, the technical course in agriculture in IFMT, from the perception of the students, noting the contribution made by this component in their curriculum training, identifying the contents and methods of teaching privileged, and characterize the assessment procedures of teaching and learning.

The work was developed in IFMT - Federal Institute for Education, Science and Technology of Mato Grosso, Campus Cáceres. The research subjects were students enrolled in the 3rd Year period 2010/1, totaling 71 students, who presented the Instrument of Consent. Data collection was done through semi-structured questionnaires to that target audience.

In carrying out the Annual Planning discipline of Academic Year 2010, together with Professor Roberval Pizano (recently sworn in as a teacher of the institution), we implemented a unique program in which the student experienced the innumerable possibilities that physical education can provide . Distribute the lessons of the Integrated Vocational High School in Agricultural and Development Systems, curricular content as follows, subsidized by Darido (2007), and Mattos and Neira (2000):

Table 1 - Distribution of Contents of Physical Education - Academic Year 2010

1st Year			
1st Bimester	2nd Bimester	3rd Bimester	4th Bimester
INTRODUCTION EDF # Clinical history Physical Education (Questionnaire) # Dynamics of Familiarization Class # Physical Ed History, Current Context # Purpose **FOOTBALL** # Football, culture and art; # Technical Fundamentals; # Football and Ethics;	**VOLLEYBALL** # Introduction to Volleyball; # The Basics of Volleyball: positioning; Headline and Touch, Booty, block attack; **THE WORLD CUP** # Seat (political, economic, etc.) # History of World Cups	**PHYSICAL ACTIVITY AND HEALTH** # Change of Lifestyle and the role of physical activity # Heating and calm returns # Physical Activity and Heart Rate # Physiological Effects of physical activity # Psychological effects of physical activity # Benefits of physic al activity in the prevention	**DANCES** # Types of Dances; # Benefits of Dance; # Presentation of Dance; **PHYSICAL EDUCATION AND PHYSICAL CAPABILITIES** # Strength, Flexibility # # Resistance aerobics; # Speed; # Mobility; # Balance
2nd Year			
1st Bimester	2nd Bimester	3rd Bimester	4th Bimester
BASKETBALL # Knowing Basketball # Basic Fundamentals of Basketball; # From the basics to the game; # Cooperation in basketball;	**HANDBALL** # Dribbling, Passing and Receiving; # Pitching; # Some Rules Handball; # Tactical Attack and Defense.	**PHYSICAL EDUCATION AND NUTRITION** # Energy Balance # Balanced Food Health and Beauty # # The hunger and obesity	**JOKES AND GAMES BOARD GAMES** # Games and Popular Culture # Transforming Games # X Competitive Games Cooperative Games
3rd year			
1st Bimester	2nd Bimester	3rd Bimester	4th Bimester
ATHLETICS # The March and racing # The Heels # Releases and Pitches **RODEO** **SPORT DAY RADICAL GAMES AND JOKES**	**BOARD GAMES** # Games and Popular Culture # X Competitive Games Cooperative Games ORGANZAÇÃO A ND ADM. SPORTS	**PHYSICAL EDUCATION AND EMERGENCY AID** # The importance and procedures for emergency aid; # The 10 commandments; # Preventing accidents.	**FIGHTS AQUATIC ACTIVITIES** # The importance and benefits of water; # Security and risk in water; # Swimming; # The different water activities.

The methodology applied was well diversified, we use practical and theoretical seminars, surveys, reports of films watched, practical experiences outside school, conducting internal events. The assessment instruments were checks in group, individual, workshops, reports, films, objective tests and essay tests.

The graduating students, this would already planning the contents of the previous years in lag, which would be normal. But before the primary and collected in the survey results, we realize that the graduates (3rd Year) needed a readjustment of the contents, which had its participation in planning. So we did a survey of topics that would be relevant for students in the 1st Bimester, and put into practice in the 2nd, 3rd and 4th Bimester, among others judge to be meaningful to its formation:

- Capoeira, Rodeo, Horseback riding, Motocross;
- Point Ball, Rugby,
- Swimming, Table Tennis, Cycling,
- Football, Extreme sports,
- Inclusion: Disability, Old Age, Gender Issues,
- Balanced Diet, Physical Activity and Health, Hereditary Diseases;
- Games and Popular kidding.

At the end of the 4th Bimester, end of the 2010 school year, after the seminar papers, the groups formed by students, lectures made some lectures by guest professors, made an assessment that was very rewarding.

In question, in its perception as was the Physical Education in 2010? What I shall describe, for items on the contents that were worked:

Student 6: "Very cool, because the content and methodology, varied every two months. It had that old monotony of practicing only futsal and other sports "

Student 26: "In 2010, physical education in our school was very good. The contents were well diversified "

Student 35: "The year 2010 was the year actually planned in the area of physical education, and honestly it was the only year of physical education that I really studied, did seminars, I syllabus according to our grid, so the year was sincerely rewarded "

Student 39: "2010 was the year I learned more in physical education, the lectures we had time to discuss many different subjects: sports, diseases, nutrition. It was very pleasant and earned enough "

Student 41: "Physical education taught in 2010 was unlike any ever held at the Institute, by contain diverse content and not only traditional sports. Good methodology, for easy understanding of the contents "

Student 64: "The Physical Education classes in 2010 was one of the best, because the teacher was not arrested just practicing futsal, as my previous lessons, he managed to call the classes and their benefits to other areas that may imagine, but never approached "

Student 67: "This year the teacher brought to the institute a new kind of concept of physics where Ed is not only playing football, handball, but do know about sports like capoeira, rodeo, motocross, and open the minds of students. to the culture of

general knowledge on various subjects beyond social inclusion "

The perception of students about the methodology:

Discente11: "The content, methodology ... I learned to work with groups, take my shyness presentation of work in front of the class, take more interest in physical activities and on the accounts Heartbeat, heartbeat. I really enjoyed "

Student 15: "In my view, it was very good because there was undertaking various activities, by doing so, not only the taste of a student, but the group's collective, surely, every activity is a learning gain, thus improving the social character "

Student 17: "Well, this year the field of physical education was phenomenal because we were not alone in the room and not just on the court or field, and we also saw some very interesting things"

Student 36: "Good, because besides not to get 'stuck' to the football and futsal, we work presentations about sports that do not know this, it is also interesting to note that in practical classes there is room for all students participate, something that did not happen formerly "

Student 43: "Well, it was great all these methods performed throughout the year, was the year that I had the best knowledge of the physical education ..."

Student 71: "The classes were dynamic motivating students to participate, since the subjects covered were many who were not only around the volleyball, futsal, but content which provided an improvement in social life ..."

Student 73: "I thought the methodology was very good as well-known merge activities leaving the tiresome lessons"

On the assessment tools used in teaching and learning:

Student 70: "... The evaluation methods performed were good, since it is not focused only on practical classes, then giving opportunities to those who do not show their participation"

Student 71: "... assessments that not only favored those who could play and it was great"

In question, the learning in physical education classes helped in his training as a citizen:

Student 4: "especially when the teacher addressed the issue of social inclusion, people and I started to look at life from another point of view, thus being more human and less whiny"

Student 5: "... Physical Education provided me with a broad knowledge society that is learned to take more initiative to work as a team and this will be very important for my professional and personal life."

Student 16: "Especially in the spirit of teamwork and cooperation"

Student 24: "For me, I learned this year was very important for my professional life, from interacting with colleagues, also for my health."

Student 38: "Yes, because the matter which room I least expected, there was a very important learning content, such as social inclusion ..."

Student 70: "It is apparent that the classes contributed to the rapprochement of the students and for the critical individual development. Content and the inclusion of people with disabilities have also been critical to the growth of students as citizens. "

Described by the responses, which surprised us much, we were happy to have oportunizado Physical Education classes that seem to have served the interests and expectations of students.

In this brief experience report, we demonstrate that the reorganization of the content covered in Physical Education, with depth and pedagogically grounded, with a focus on themes of lived reality, contributes to the formation of the aspects that comprise the teaching and learning of the student.

4. DISCUSSION AND FINAL

This work came about through the master's research on the perception of students of the teaching and learning of physical education discipline in which there is a trouble in high school, especially in Vocational Education.

The results of this study demonstrate part of this distress, we believe that not only the IFMT / Campus Cáceres, reality found in relation to Physical Education in High School, which is not very exciting, can be changed. Numerous issues were important in this article, first, the motivation of students on a course that was not due importance within the school context. Another important point raised in this research was to experience it possible a diversity of content that has been worked out with the participation / building from the students themselves.

We will quote some responses that demonstrate what we are saying. In response to question about their perception as was the Physical Education in 2010, the student. 67: "This year the teacher brought to the institute a new kind of concept of physics where Ed is not just playing ball, handball, but do know about sports like capoeira, rodeo, motocross, and open the minds of students to the culture of general knowledge on various subjects beyond social inclusion. "

On the methodology, the discente11: "The content, methodology ... I learned to work with groups, take my shyness presentation of work in front of the class, take more interest in physical activities and on the accounts of pulse, heartbeat . I liked very much. "The 36 students: "Good, because besides not to get 'stuck' to the football and futsal, we work presentations about sports that do not know this, it is also interesting to note that in practical classes there is room for all students participate, something not happened before. "

The assessment instruments used in teaching and learning, the student 70: '... The evaluation methods performed were good, since it is not focused only on practical classes, then giving opportunities to those who do not show their participation "and the student 71: "... assessments that not only favored those who could play and it was great."

In question, the learning in physical education classes helped in his training as a citizen, student 5: "... Physical Education provided me with a broad knowledge society that is learned to take more initiative to work as a team and it will be very important for my professional and personal life, "and the student 72:" Yes, because with all these data we can exercise our technical profession with more awareness and collective spirit, as we learned in class. "

Found through the student responses, and data collected in the field research, we can reframe information, provide due importance to physical education, we believe that there are good prospects in relation to Physical Education in Vocational Education. This fact is challenging, requires us to participate more pedagogical meetings, better planned activities and seek the participation of students. Announce the appointment of evidence found and we feel it necessary to highlight some reflections. I believe that one reason for the disinterest is a function of the activities, favoring only the sport during classes, ie, always the same content in several series, the same class for several years. Sports have a great interest from the students, but when integrated in high school and especially in Vocational Education, which has two shifts, one must use this important tool to attract these

students to classes, not scare them away. Therefore end up doing is prioritized sport where only the perfect technique and performance.

However, it is a basic question, that there should be a differentiation or diversification in terms of content, so that the classes do not become repetitive, monotonous and therefore uninteresting. Thus, it is necessary, although there is a situation of dissatisfaction, complaints, that will stimulate and provide the school the student, develop new curricular proposal, suggest that the dialogue be considered in planning the course, allowing the construction of participatory planning, where the student to be heard and have a voice.

Review, redo, question, or simply rethink Physical Education School, leads to significant changes in the daily lives of every educator, where the student is seen as a person in permanent construction mode. Thereafter, the rebuilding process of teaching and learning of Physical Education, implying think a body that is not only movement, but those involved in the process that makes up the body culture, are seen and valued and that offered to contribute their knowledge vocational training.

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PHYSICAL EDUCATION IN SECONDARY EDUCATION , AN EXPERIENCE REPORT ON IFMT - CAMPUS CACERES

ABSTRACT

In this article we seek to report an experience with high school students from the Campus IFMT Cáceres experience, identifying their perceptions of the discipline Physical Education, making a historical correlation over the teaching of physical education in Brazil, especially in high school, the changes that occurred in current pedagogical practice of teaching and learning practiced in Vocational Education. This is a qualitative research whose instruments were used, a semi - structured questionnaire, along with graduates of the Technical College in the Integrated Agricultural High School, the school year in 2010, totaling 71 students. Where we find , through the systematization of research, the discipline Physical Education , is coherently organized , the content covered in class , with the active participation of students , being thorough and pedagogically grounded , with a focus on topics of their experienced reality , end up contributing for the formation of the aspects that comprise the teaching and learning of the student .

KEYWORDS: Vocational Education, Physical Education, Learning, teaching high school.

ÉDUCATION PHYSIQUE DANS L'ENSEIGNEMENT SECONDAIRE, UN RAPPORT DE L'EXPÉRIENCE SUR IFMT - CAMPUS CÁCERES

RÉSUMÉ

Dans cet article, nous cherchons à rendre compte d'une expérience avec des élèves du secondaire de la Campus expérience IFMT Cáceres , l'identification de leurs perceptions de la discipline de l'éducation physique , faire une corrélation historique sur l'enseignement de l'éducation physique au Brésil , en particulier à l'école secondaire , les changements qui se sont produits dans pratique pédagogique actuelle de l'enseignement et de l'apprentissage pratique en matière d'enseignement . Ceci est une recherche qualitative dont les instruments ont été utilisés , un questionnaire semi-structuré , avec des diplômés de l' université technique dans le lycée agricole intégré , l'année scolaire en 2010 , un total de 71 étudiants . Où l'on trouve , par la systématisation de la recherche , la discipline de l'éducation physique , est organisée de manière cohérente , le contenu couvert en classe , avec la participation active des étudiants , étant complète et pédagogique à la terre , en mettant l'accent sur des sujets de leur réalité vécue , finissent par contribuer pour la formation des éléments qui composent l' enseignement et d'apprentissage de l'étudiant.

MOTS-CLÉS: la formation professionnelle, l'éducation physique, l'apprentissage , l'enseignement secondaire.

EDUCACIÓN FÍSICA EN LA EDUCACIÓN SECUNDARIA, UN RELATO DE EXPERIENCIA SOBRE IFMT - CAMPUS CACERES

RESUMEN

En este artículo tratamos de informar de una experiencia con estudiantes de secundaria de la Campus experiencia IFMT Cáceres , la identificación de sus percepciones de la disciplina de Educación Física , haciendo una correlación histórica sobre la enseñanza de la educación física en Brasil , especialmente en la escuela secundaria , los cambios que se produjeron en práctica pedagógica actual de la enseñanza y el aprendizaje en práctica en la enseñanza profesional . Se trata de una investigación cualitativa cuyos instrumentos fueron utilizados un cuestionario semi - estructurado , junto con los graduados de la Escuela Técnica en la Escuela Secundaria Agrícola Integrado , el año escolar en 2010 , por un total de 71 estudiantes . Donde nos encontramos , a través de la sistematización de la investigación , la disciplina de Educación Física , se coherentemente organizado , el contenido cubierto en clase , con la participación activa de los estudiantes , ser minucioso y pedagógicamente a tierra , con un enfoque en temas de su realidad vivida , terminan contribuyendo para la formación de los aspectos que conforman la enseñanza y el aprendizaje del estudiante .

PALABRAS CLAVE : Educación Vocacional , Educación Física , el aprendizaje, la enseñanza de la escuela secundaria .

EDUCAÇÃO FÍSICA NO ENSINO MÉDIO, UM RELATO DE EXPERIÊNCIA NO IFMT - CAMPUS CÁCERES

RESUMO

Neste artigo buscamos relatar uma experiência vivenciada com alunos do Ensino Médio do IFMT Campus Cáceres, identificando sua percepção sobre a disciplina Educação Física, fazendo uma correlação histórica sobre o ensino da educação física no Brasil, especialmente no Ensino Médio, as mudanças que ocorreram, a atual prática pedagógica do ensino-aprendizagem praticada na Educação Profissional. Trata-se de uma pesquisa qualitativa, cujos instrumentos utilizados foram, um questionário semi-estruturado, junto aos concluintes do Curso Técnico em Agropecuária Integrado ao Ensino Médio, do ano letivo 2010, totalizando 71 alunos. Onde, constatamos, através da sistematização da pesquisa, que a disciplina Educação Física, se organizada coerentemente, os conteúdos abordados nas aulas, tendo a participação ativa dos discentes, sendo aprofundados e fundamentados pedagogicamente, com enfoque de temas de sua realidade vivenciada, acabam contribuindo para a formação dos aspectos que integram o ensino-aprendizagem do educando.

PALAVRAS-CHAVE: Educação Profissional, Educação Física, Ensino-aprendizagem, Ensino Médio.