83 - SCHOOL PHYSICAL EDUCATION AND THE PERCEPTION OF STUDENTS OF SECONDARY EDUCATION

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1 - INTRODUCTION

Physical education, still being a discipline of the school curriculum, is still perceived by many as an activity. Gruppi (1998) ensures that physical education classes become meaningless in high school, because they are not perceived by students as recreational and leisure activities, are evaluated as a specific practice of sports character. Many professionals require physical education as a discipline, however, extend the classes characterized as an activity. Restricts conduct exercises and sports activities leaving aside its primary function as an educator who is the preparation and transmission of knowledge (KOLYNIAK, 2000).

Brazil (1999) states that one of the purposes of physical education in high school is the deepening and consolidation of knowledge acquired in elementary school. However, there is in practice this further. How to warn the National Curriculum Guidelines for Secondary Education, the school is required to demonstrate the importance of all languages represented as elements of knowledge and identities of students in order to contemplate the artistic, recreational and motor possibilities of knowing and expressing world. As noted, the assessment is related to the jurisdictions of reading, dialogue, starring in the production of meaning in body language (BRAZIL, 2002).

To Paiano (1998), Physical Education must receive the student's perception of their activities consenting to articulate their actions so that you understand what it does, why it does and what it feels like to do it, thus aiming to develop greater interest in practical activities. Daolio (1995) adds that physical education needs to be attentive to the cultural significance of their practice, ie, the physical education needs to maintain a relationship with the cultural context that inspires the formation of the collection engine of students.

2 - Methodological Aspects

2.1 - CHARACTERISTICS OF RESEARCH

The present study highlights a descriptive research, where instrument used for its accomplishment was a questionnaire. Thomas and Nelson (2002) defines descriptive research as a study of employee status much in the behavioral sciences and education. Its key feature is included with the idea that problems can be solved and improved methods through observation, analysis, and objective and complete description.

2.2 - STUDY PARTICIPANTS

The selection of research subjects was intentional character, and consisted of 90 students of both sexes, aged between 15 and 18, at the State Primary School and Middle Chupinguaia the municipality of Chupinguaia - Rondônia. This group of students led to three groups with 30 individuals (1st, 2nd and 3rd year of high school) which represented the year that this teaching.

2.3 - MATERIALS AND METHODS

Devices as data collection Brandolin (2010) were applied, adapted a questionnaire containing questions related to the subject being researched. The questionnaire consists of 12 closed questions, where all subjects in the study had the option of answering "always, never and sometimes", and also affirmations yes or no.

3 - RESULTS AND DISCUSSION

Below we discuss the relevant issues the study, referring to the students' responses.

Table 1. Frequency distribution and percentage of statements 1, 2 and 3 students of 1st, 2nd and 3rd year, a sample of 30 students.

AFIRMAÇÕES		Sim	Não	Total
Minha escola possui quadra de esportes.	1 ano	30 (100 %)	0%	30 (100%)
	2 ano	30 (100 %)	0%	30 (100%)
	3 ano	30 (100 %)	0%	30 (100%)
A educação física tem a mesma importância que as demais Disciplinas.	1 ano	30 (100 %)	0%	30 (100%)
	2 ano	25 (83,33%)	5 (16,67%)	30 (100%)
	3 ano	17 (56,66%)	13 (43,34%)	30 (100%)
Existe diferença entre educação física e esporte.	1 ano	7 (23,33%)	23 (76,67%)	30 (100%)
	2 ano	10 (33,33%)	20 (66,67%)	30 (100%)
	3 ano	16 (53,33%)	14 (46,67%)	30 (100%)

Responses indicate that the physical education classes there the same importance as other subjects were close to zero, even reaching zero in the first year, 16.67 in the second year and 43.34% in the third year. An active child is likely to be an active adult and with that, a person free of cardiovascular problems, among others.

According to Soler (2003), Physical Education is an educational end in itself, integrating into other areas of knowledge, enabling interdisciplinary actions.

The effect shows that 76.67% of first year students analyze that there is no difference between physical education and sport. In the second year 66.67% meet that there is no difference between physical education and sport.

However in the third year 46.67% assess that there is no strife between physical education and sport, and 53.33% reported no difference between sport and physical education. Kolyniak (2000) examines the conscious human movement as an object of study in Physical Education: whole body movement that allows an immediate or mediate psychic representation and a voluntary interference is considered as a conscious human movement.

Table 2. Frequency distribution and percentage of claims 4, 5, 6, 7, 8, 9 and 10, the students of 1st, 2nd and 3rd year, a sample of 30 students.

AFIRMAÇÕES		Sempre	Nunca	Às Vezes	Total
Tenho bom relacionamento com os demais alunos.	1 ano	20 (66,66%)	0%	10 (33,34%)	30 (100%)
	2 ano	13 (43,34%)	0%	17 (56,66%)	30 (100%)
	3 ano	16 (53,33%)	0%	14 (46,67%)	30 (100%)
Tenho bom relacionamento com o professor.	1 ano	22 (73,33%)	0%	8 (26,67%)	30 (100%)
	2 ano	25 (83,33%)	0%	5 (16,67%)	30 (100%)
	3 ano	27 (90%)	0%	3 (10%)	30 (100%)
Os alunos participam da escolha da atividade a ser trabalhada nas aulas.	1 ano	7 (23,33%)	7 (23,33%)	16 (53,34%)	30 (100%)
	2 ano	6 (20%)	4 (13,34%)	20 (66,66%)	30 (100%)
	3 ano	6 (20%)	1 (3,33%)	23 (76,67%)	30 (100%)
O professor orienta os alunos durante as aulas.	1 ano	24 (80,01%)	2 (6,66%)	4 (13,33%)	30 (100%)
	2 ano	17 (56,66%)	0%	13 (43,34%)	30 (100%)
	3 ano	10 (33,34%)	3 (10%)	17 (56,66%)	30 (100%)
O professor de educação física ministra aulas teóricas.	1 ano	5 (16,66%)	17(56,66%)	8 (26,68%)	30 (100%)
	2 ano	0%	14 (46,67%)	16 (53,33%)	30 (100%)
	3 ano	1 (3,33%)	23 (76,67%)	6 (20%)	30 (100%)
A aula de educação física é uma bagunça.	1 ano	3 (10%)	10 (33,33%)	17 (56,67%)	30 (100%)
	2 ano	0%	15 (50%)	15 (50%)	30 (100%)
	3 ano	3 (10%)	5 (16,67%)	22 (73,33%)	30 (100%)
Os alunos respeitam o professor de educação física.	1 ano	22 (73,33%)	0%	8 (26,67%)	30 (100%)
	2 ano	25 (83,33%)	0%	5 (16,67%)	30 (100%)
	3 ano	14 (46,67%)	0%	16 (53,33%)	30 (100%)

Then ask students to always pointed, sometimes or never for a question relating to the relationship that they exist with other students. Most of them have a good relationship with the other students in physical education classes in high school, 66.66%. Almost never exists bad relationship classes, reaching 0% for all grades of high school. And 56.66% for the second year sometimes there is no good relationship with the other students. These data indicate that the affinity between students in physical education classes in high school tend to be harmonious.

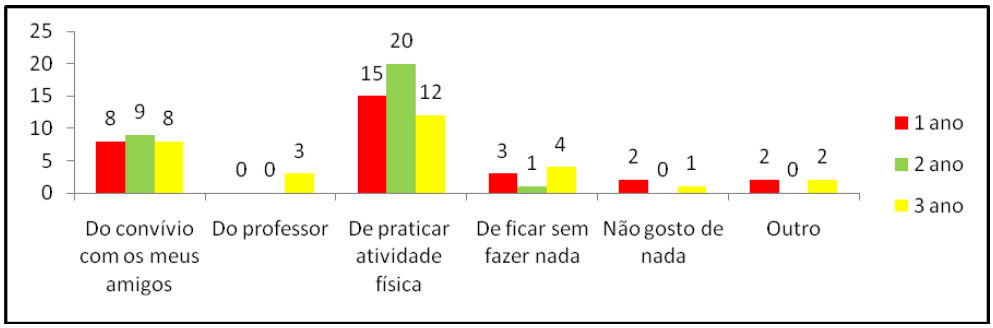
Physical Education, as a curricular component of Basic Education has a duty to prepare students to function in society able to communicate and relate with the person this, ie, the inter-relationship according cited by PCN own's (Baccarelli ; Ruella; Galatti, 2010).

For this it is essential that the physical education teacher meet various tactical communication, thus to begin chatting with students in a safe and simple way, and seeking to interpret their body procedures making sure that the message and the purpose of the lesson were communicated and achieved (Baccarelli; Ruella; Galatti, 2010).

Thus, the teacher has to enable their students learning various social, essential knowledge conceptualization of the world around them, giving them a position to exercise critical thinking and (LORENZINE; TAVARES, 1998). Not enough students have knowledge of procedural contents if they are not related to other types of content. So, that content is relevant to learning, must be content to educate and form students holistically (LORENZ; Tibeau, 2003).

Students who witness never messes in class are twice as likely to be satisfied with the physical education classes than those who experience the mess. This finding indicates that, in the opinion of the students, an organized classroom is important to increase the taste for physical education and school in general (BRANDOLIN, 2010).

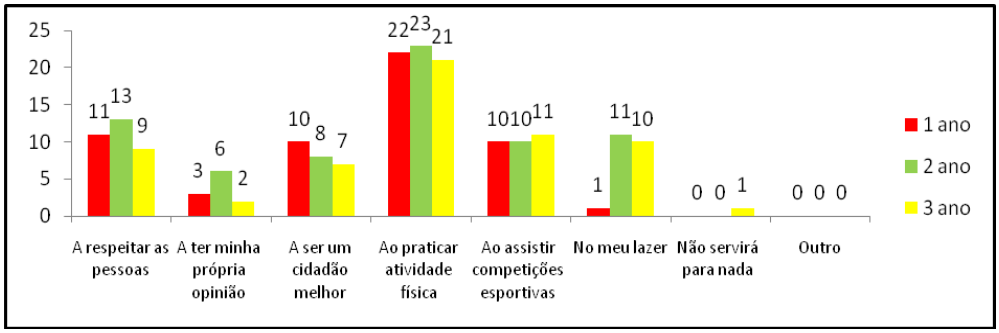
Figure 1. Distribution of absolute frequency responses of students from 1st, 2nd and 3rd year, a sample of 30 students on the question: What do you like most in physical education classes in your school?



Asked what they like best in physical education classes in high school, the highest proportion of markings was in favor of physical activity, reaching an absolute total of 15 freshmen, 20 sophomores and 12 students the third year. Followed by socializing with friends with 8 students from first year to second year 9 and 8 in the third year.

Although physical education is not for the sole purpose of offering an educational training focused on health promotion, the fact that students have access to a universe of information and experiences that will allow independence in the practice of physical activity throughout life is characterized as an important consequence of the quality and success of its educational programs. (GUEDES; Guedes, 1997). Students' interest in these topics is understandable, since it is knowledge that have meaning and can be used in their daily lives. These contents are also subjects covered by the media constantly, aiming a better quality of life and are issues concerning aesthetics aspect valued by adolescents. (LORENZ; Tibeau, 2003).

Figure 2. Distribution of absolute frequency responses of students from 1st, 2nd and 3rd year, a sample of 30 students on the question: To serve you the knowledge acquired in physical education classes in high school throughout his life?



In similarity to physical education classes in high school, and we offer some options for students pointed the options according to the question: What will you the knowledge acquired in physical education classes in high school throughout his life? May point how many options were appropriate. We can see in the chart options, respect people, be better citizens, physical activity and watch sports competitions were considered by students as the main knowledge acquired in physical education classes in high school.

Students are motivated when the knowledge provided by the physical education teacher, has some sense to it, ie, the content pleases some of your needs and is in congruence with the goal to be achieved (Piccolo, 1995). For Müller (1998), the motivational state involved in the process, when positive, awakens the importance and causes students to become protagonists, improving the quality of the class.

4-FINAL

We conclude that the high school students understand the physical education as an important tool for continuous physical activity component. The student is motivated knowledge-when conducted by a physical education teacher, brings some meaning to it, ie, the content meets their needs and is interacting with the goal to be reached. We note that several new studies can be performed in a longitudinal and transverse field with a larger and different number of participants, the results provide a basis for physical education teachers and aiming at increasing the development of physical education classes levels and thus improve quality of life.

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SCHOOL PHYSICAL EDUCATION AND THE PERCEPTION OF STUDENTS OF SECONDARY EDUCATION
ABSTRACT

The objective was to ascertain the perceptions of high school students about what appears to be context-Physical Education and their expectations for their classes. By expanding the research we can conclude that the high school students include physical education is important for development of quality physical activity. This study assails a survey of descriptive character. The student is motivated when the information transmitted by the physical education teacher, has some meaning to it, ie, content meets some of their needs and attracts their attention on topics of interest and current and is in congruence with the objective that we intend to achieve in the future.

KEYWORDS: Physical Education. Perception. High school.

ECOLE EDUCATION PHYSIQUE ET PERCEPTION DES ÉTUDIANTS DE L'ENSEIGNEMENT SECONDAIRE
RÉSUMÉ

L'objectif était de vérifier les perceptions des élèves du secondaire de ce qui semble être l'éducation physique et du contexte de leurs attentes pour leurs classes. En élargissant la recherche, nous pouvons conclure que les élèves du secondaire comprennent l'éducation physique est important pour le développement de l'activité physique de qualité. Cette étude assaille une enquête de caractère descriptif. L'étudiant est motivé lorsque l'information transmise par le professeur d'éducation physique, a un sens pour elle, à savoir, le contenu répond à certains de leurs besoins et attire leur attention sur des sujets d'intérêt et le courant et est en congruence avec l'objectif que nous avons l'intention de réaliser dans l'avenir.

MOTS-CLÉS: éducation physique. Perception. École secondaire.

ESCUELA EDUCACIÓN FÍSICA Y LA PERCEPCIÓN DE LOS ALUMNOS DE EDUCACIÓN SECUNDARIA
RESUMEN

El objetivo fue conocer las percepciones de los estudiantes de secundaria sobre lo que parece ser la Educación Física y el contexto de sus expectativas para sus clases. Con la ampliación de la investigación se puede concluir que los estudiantes de secundaria incluyen la educación física es importante para el desarrollo de la actividad física de calidad. Este estudio asalta una encuesta de carácter descriptivo. El alumno está motivado cuando la información transmitida por el profesor de educación física, tiene algún significado a la misma, es decir, el contenido cumple con algunas de sus necesidades y atrae su atención sobre temas de interés y actual y está en congruencia con el objetivo que tenemos la intención de lograr en el futuro.

PALABRAS CLAVE: Educación Física. Percepción. Escuela secundaria.

EDUCAÇÃO FÍSICA ESCOLAR E A PERCEPÇÃO DOS ALUNOS DO ENSINO MÉDIO
RESUMO

O objetivo do trabalho foi averiguar a percepção de alunos do ensino médio sobre o que surge a ser a o contexto Educação Física e as suas expectativas sobre suas aulas. Ao ampliar a pesquisa, podemos concluir que os alunos do ensino médio abrangem a educação física sendo importante para um desenvolvimento da qualidade da atividade física. O presente estudo assalta uma pesquisa de caráter descritiva. O aluno motiva-se quando a informação transmitida, pelo professor de Educação Física, tem algum significado para ele, ou seja, o conteúdo satisfaz algumas de suas necessidades e atrai sua atenção em assuntos de seu interesse e atuais e esta em congruência com o objetivo que se pretende no futuro alcançar.

PALAVRAS-CHAVE: Educação Física. Percepção. Ensino Médio.