31 - IMPORTANCE OF THE PHYSICAL EDUCATION IN THE PERTAINING TO SCHOOL CONTEXT FROM THE PERSPECTIVES OF THE PUPILS

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Introduction

The beginning of the Physical Education the these atrelado capitalist interests with practical one searching the perfectioning physical, without considering the conditions of life of the men (COLETIVO DE AUTORES, 1992), resulting in practical mechanist tecnicistas and. In this panorama pedagogical proposals ece of fishes in action had been elaborated and.

Thus, considering this approach, it came me it necessity and concern to search on the perspectives of the pupils of Physical Education. The perspectives that I speak are related with search of the quality of life, aesthetic corporal, healthful, practical feeding of physical activity as leisure, clarification on drugs (anabolizantes), alimentary supplements, inadequate diets, media and sport, social interaction, fight of classrooms, corporal and cultural expression, that are gifts in the speeches of the Physical Education.

Such perspectives influence practical the pedagogical one of the professors of Physical Education, since they translate what the pupils consider important for its lives, what makes direction, what this gift in its realities, what they wait of disciplines, since "the activities have a significação given socially, and nor always it coincides with the expectation of the pupil" (COLETIVO DE AUTORES, 1992, p. 62).

From the decade of 80 some boardings they search a new conception for the a area. Daolio (2007), using to the social anthropology, understands that to the idea of a Physical Education it is a social construction:

"that it was only worried about the physiological dimension that this body undeniably possesss, would be disrespecting that this organic constitution, being of a human body, could express, in direction terms, of absolutely different forms in diverse groups" (p. 80).

Other authors (TANI, 1987; FREIRE, 1989; BETTI, 1991; SOARES, 1996; KUNS, 1994; BROTTO, 1995, GUEDES & GUEDES, 1996; PCNs, 1997) presents differentiated conceptions of the Physical Education, however considering the professor and the pupil as citizens of the Physical Education, and against the tecnicistas and mechanist models that had strong influenced the Physical Education. As Betti example (1995), analyzing the speeches of the pupils of Physical Education basic education (in the work this as first degree), tells that the pupils complain for diversified contents.

The work is a proposal from the pupil, analyzing it in its perspectives, allowing the diagnosis of the reality of the Physical Education.

Justification

Some authors in distinct way have the approach of its research in the professor and few research is dedicated in analizar the reality of the pupils, and when they make it disrespect the object of study of the Physical Education, or they consider contents and methodologies without hearing the pupils, without a closer analysis, what it does not allow to know which the direction that the pupil attributes the lessons of Physical Education. In the studies of Tani et alii (1988) has a concern with the motor abilities, being one of the concepts most important inside of the desenvolvimentista boarding. The etárias bands of the pupils consider an adequacy of the contents, having to obey a sequence based on the model of taxionomia of the motor development. However, in accordance with Darido (2003), the boarding limits its quarrel or gives little importance to the influence of the partner-cultural context that is for backwards of the acquisition of the motor abilities. Of this form some critical ones are made, for example, kicking, due to cultural influence of our country, can be simpler for boys of whom the ability to strike.

Freire (1997) presents a construtivista-interacionista proposal called, in opposition to the previous models of the Physical Education, mainly the mechanist one. It considers the knowledge that the child already possesss, for the fact of this being a specialist in toy. It instigates the rescue of the culture of games and tricks that compose the cultural universe of the pupils. However it does not consider that type of knowledge that if it desires to construct through the practical one of the pertaining to school Physical Education. According to Darido (2003), one will be the same of the others you discipline, would become the area an instrument of aid the learning of other contents, leaving which clearly are not the purposes of the Physical Education, as to introduce the pupil to the questions related to the corporal culture.

In accordance with Coletivo de Autores (1992) the pertaining to school Physical Education deals with a called knowledge of corporal culture, nominated of: game, sport, gymnastics, dance, that they constitute its content. Being that the man if appropriates of this knowledge with the playful intention, artítisca, aesthetic or others that are representations, ideas concepts called "objective significações", produced for the social conscience. These objective significações are related with the reality of its proper life, its world and its motivations, developing a personal direction. The activities proposals for the professors have one meaning social that nor always they coincide with the expectation of the pupil. They cite the example of a professor of basquete that he emphasizes the technique, the victory, however the pupil searchs other objectives, as the pleasure, auto-esteem. However the expecativas of the pupils, or the subjective significações are not analyzed with depth, with a necessary privacy. Despite basquete being only one example, the expectations of the pupils can be related with the pleasure but also with the victory, and coincide with the ones of the professor. They consider reflections on social political problems from its interests of classrooms, but the considered contents are distant of the constructed speech.

Betti (1991) considers, as purpose of the pertaining to school Physical Education, to integrate and to introduce the pupil of the corporal culture, not being enough to learn motor abilities and to develop physical capacities, but to live deeply the sport, game, dances and gymnastics, emphasizing the experimentation, since it also considers the cognitivos and affective knowledge of the practical one of movements. However the perspectives of the pupils are not emphasized in its proposal, although to give to importance to the inclusion and the diversification of the activities in the lessons.

However a practical analysis of the pedagogical one of the professor of Physical Education from the perspectives of the pupils becomes necessary. Searching to contribute for an adequacy of the contents and methodologies the social and cultural reality of the pupils.

Therefore I consider the great importance of the boardings of the pertaining to school Physical Education, however I

call attention for a basic point in the construction the knowledge "to adjust the contents, that a social and cultural significação has, the expectations of the pupils".

Objective

To analyze the perspectives of the pupils on the a importance of the Physical Education for its lives.

Methodology

The research is of qualitative nature and the descriptive type. It searched to register and to analyze the expectations of the pupils on the a Physical Education.

Pupils of 8ª had participated of this study series of basic education, and of 1ª and 3ª series of the average education of the state school Filomena Scatena Christófano, pertaining the Direction of Education of President Prudente.

The data had been analyzed according to perspective of the pupils stop with the Physical Education, understanding perspective as the result of the representation on the systemize knowledge and the experience of the pupils. The knowledge systemize constructed in the lessons frequentadas in the pertaining to school years and the experience in the school (in the lessons and the conviviality with the friends) and are of it (family and community).

Results and Quarrel

Asking to the pupils of average education and basic education "You consider to the important Physical Education for its life? For what! ", one got answers that had been categorized in accordance with the perspective in relation to the Physical Education.

·health
·leisure and health
·sport
·body and movement

Of the nineteen pupils of 8ª series of basic education who had answered the question, only one does not consider to the important Physical Education for its life. This pupil does not make a projection for is of the school: "I do not go to pass my entire life in this school, or any another one".

The great majority of the pupils understands as objective of it disciplines the search of the health. The game, the sport, the allonge, the physical exercise, cited for the pupils, is interpreted as a way for the improvement or maintenance of the health.

To the importance of it disciplines for the motor development and of the physical capacities it is noticed in the reply of a pupil: "through the agent Physical Education it develops more the motor coordination and flexibility". This emphasis translates a little what Tani et alii (1988) considers in the desenvolvimentista boarding, a concern with the motor abilities, being one of the concepts most important inside of this boarding.

She also appears as promotional of the movement: "... to the Physical Education it helps the movement of our body ".

However, for this group of pupils, the sport and the physical exercise have marcante presence in its experiences, despite the game and the allonge being cited for a pupil.

All the twenty and seven pupils of 1ª series of average education consider to the important Physical Education for its lives. The majority (ten) of these pupils also has in the Physical Education the search of the health. Most of the replies relates the physical exercise as promotional of the health, that is, they have the Physical Education as one disciplines that it privileges the practical one of physical exercises that the form keeps and prevents against illnesses: "Yes, because it serves to previnir against cardiac problems and other problems of health"; "Yes, because we have that to make physical exercises for terms health".

In only one reply it appears the leisure as expectation, together with the health: "Yes, because the carried through physical exercises in the lessons of Physical Education make well for my physical health, mental and mainly social, practising them in the vacant hours of leisure".

A good part of the pupils (eight) considers disciplines it as promotional of the movement in which the body is worked, the movements is learned, the parts of the body is worked: "Yes, therefore the word already says, To educate the Physicist, this is very good has physical exercises, the Physical Education involves everything therefore it is good"; "I consider yes, therefore to the Physical Education it is an activity that exercises many parts of the body as legs, arms, pectoral, neck and many others".

It also appears as a practical moment of corporal since it are of the school some pupils does not coexist this practical: "Yes, therefore I never make physical exercises, and in the school I have this chance"; "Yes, because what I do not make in house (physical exercise) I make in double in the Physical Education".

The sport appears in the expectation of some pupils (seven). Having, to the Physical Education, function to propitiate the learning of the sport (it is cited rules and beddings), its deepening, the physical preparation through the sport, and also mention that this practical is good, make well: "Yes, because we learn on sports, as to practise them, at last, it is well important". "Yes, therefore an important lesson for the deepening of the modality"; "Yes, because to the Physical Education it has sport that we practise and it makes well to practise sports".

Two pupils more than understand the Physical Education in a dimension, consider in its expectations the health, the movement, the sport, the pleasure, the life: "Yes, because we learn on sports and remaining with health and of good with the life and its body"; "Yes, to the Physical Education, tráz health, sport, disciplines, and motor coordination".

Most of the pupils of 3º year of average education (6), differently of the pupils of the others two series, justify to the importance of the Physical Education for emphasizing, in its perspectives, the body and the movement: "Yes, because we learn to work our body"; "Yes, because it provides some positive points to me, diminishing my sedentarismo. My body active leaving me more will be made use to make other exercises or other activities ".

They value disciplines it, as two pupils of 1ª series of average education, exaltando it as moment of in addition the idleness, destined to the movement: "Yes, therefore it is a moment where I exercise myself, therefore in more I take a well stop life"; "Yes, because as I am a short while sedentary person I exercise myself at least in the school".

But a pupil mentions the leisure in the given importance disciplines it for its life: "Yes. Therefore to make Physical Education besides relaxing, distracts the head, and improves the physical conditioning and the health ".

The health as excellent factor of the Physical Education, differently of the other series, is cited only in two answers: "Yes. Because with it I can have a health good and for preventing health problems "; "Yes, because it helps to know more the sport, aid in the health".

The sport is cited only by a pupil: "Yes, to stimulate the practical one of sports and to the importance of this". Important fact since to the Physical Education, through the pedagogical proposals, it comes searching to breach with a model that privileges the practical one of the sports as end and itself exactly, and until as instrument to mask the social problems.

The importance of the Physical Education inside of the life of these pupils is perceived: "Yes, because to the Physical

Education the day is so important for we in our day and also it is part of our life". Dólio (2007) allows an interpretation of this reply monstrando that it disciplines it can breach with the emphasis in the physiological knowledge and also consider the expression of sensible of the different groups.

Consideration

The given emphasis the health as significant factor in the Physical Education, the present perspective greater in the answers of the pupils, is understood with certain promptitude, since the media emphasizes the practical one of the sport and aesthetic the physical activity as promotional of the health and the corporal one, relating with these ends venda of esportivos products (alimentary clothes, footwear, supplements, foods ` diets and lights ', devices that promise perfect bodies, etc).

Some authors (NAHAS, 1997; GUEDES & GUEDES, 1996; apud DARIDO, 2003) the promotion of the health defends as paper of the Physical Education or an active style of life. Considering this paper the pupils they would be reaching this end, since practical one directed toward this abordagm would have to teach so concepts of physical activity, physical aptitude and not only the health.

The sport, that appraises as second perspective greater, also is emphasized by the media, is enough to bind the television in the noble schedule and to attend a soccer game, whose attention of the televising commentators is given in the possibilities of the teams to be successful or if to classify in one definitive championship, that is, in the victory or defeats.

Another important point, this in the fact of the presence of the physical exercise in the answers of the pupils, since exactly they do not have to be understood as "prescription" or "remedy", but as an instrument that it must consider the work and life conditions, as the Coletivo de Autores standes out (1992), or either, seen as a way whom a great variety of forms presents and that it must respect the individual and collective characteristics.

The criticidade this gift in the answers of the pupils, but distant of contexts social politicians and, as questions related to the work, to the consumerism, the media, to the environment, the sexuality and the drugs.

Therefore, the professor of Physical Education can launch hand of the knowledge gifts in the pupils and from constructing pedagogical practical its there, adaptando the systemize knowledge, gifts in literature, with the perspectives of its pupils, directing its work for the desvelamento of the knowledge, that is, allowing, endowing its pupils with the capacity to discern what it is important and necessary for its lives.

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IMPORTANCE OF THE PHYSICAL EDUCATION IN THE PERTAINING TO SCHOOL CONTEXT FROM THE PERSPECTIVES OF THE PUPILS

ABSTRACT

Considering pedagogical proposals that had been elaborated searching to breach with tecnicistas and mechanist models of the Physical Education, it came me it necessity and concern to search on the perspectives of the pupils of Physical Education, since they influence practical the pedagogical one of the professors of Physical Education, translating what the pupils consider important for its lives, what it makes direction, what this gift in its realities, what they wait of disciplines. The work searched to analyze the perspectives of the pupils on the importance of the Physical Education for its lives, being of qualitative nature and the descriptive type. Pupils of 8ª had participated of this study series of basic education, and of 1ª and 3ª series of the average education of the state school Filomena Scatena Christófano, pertaining to the Direction of Education of Presidente Prudente. The perspectives are understood as the result of the representation on the systemize knowledge and the experience of the pupils. The knowledge systemize constructed in the lessons frequented in the pertaining to school years and the experience in the school (in the lessons and the conviviality with the friends) and are of it (family and community). The emphasis given to the health as significant factor in the Physical Education, the present perspective greater in the answers of the pupils, is understood with certain promptitude, since the media emphasizes the practical one of the sport and the physical activity as promotional of the aesthetic health and the corporal one, relating with these ends venda of esportivos products. Therefore, the professor of Physical Education can launch hand of the knowledge gifts in the pupils and from constructing pedagogical practical its there, adaptando the systemize knowledge, gifts in literature, with the perspectives of its pupils, directing its work for the desvelamento of the knowledge, that is, allowing, endowing its pupils with the capacity to discern what it is important and necessary for its lives.

KEYS-WORDS: perspective, practical pedagogical, experience.

IMPORTANCE DE L'ÉDUCATION PHYSIQUE DANS LE CONTEXTE SCOLAIRE À PARTI DES PERSPECTIVES DES ÉLÈVES

RÉSUMÉ

En considérant propositions pédagogiques qui ont été élaborées en cherchant rompre avec des modèles des tecnicistas et des mecanicistas de l'Éducation Physique, me venait la nécessité et la préoccupation de dechercher sur les perspectives des élèves d'Éducation Physique, ils depuis influencent la pratique pédagogique des enseignants d'Éducation Physique, traduisant ce que les élèves considèrent important pour leurs vies, cela lesquelles fait sens, ce que ce présent dans leurs réalités, ce qui attendent de la discipline. Le travail a cherché analyser les perspectives des élèves sur l'importance de l'Éducation Physique pour leurs vies, étant de nature qualitative et du type descriptif. Ont participé de cette étude des élèves de la huitième série de l'enseignement fondamental, et des première et troisième séries de l'enseignement moyen de l'école de l'état Filomena Scatena Christófano, appartenant à Direction d'Enseignement du Presidente Prudente. Les perspectives sont considérées comme le résultat de la représentation sur les connaissances systématisées et l'expérience des élèves. Les connaissances systématisées construits dans les leçons fréquentées dans les années scolaires et l'expérience dans l'école (dans les leçons et dans la convivialité avec les amis) et excepté d'elle (famille et communauté). L'accent donné à la santé je mange facteur significatif dans l'Éducation Physique, plus la plus grande perspective présente dans les réponses des élèves, est compris avec certaine promptitude, depuis la mídia souligne la pratique du sport et de l'activité physique je mange instigatrice de la santé et du esthétique corporel, rapportant avec ces fins la vente de produits esportivos. Donc, l'enseignant d'Éducation Physique peut lancer main des connaissances présentes dans les élèves et à partir de là construire sa pratique pédagogique, adapter les connaissances systématisées, présentes dans la littérature, avec les perspectives de leurs élèves, dirigeant son travail pour la desvelamento de la connaissance, de ceci est, permettre, dotant leurs élèves de la capacité de dediscerner ce qui est important et nécessaire pour leurs vies.

MOTS CLÉS: perspectives, pratique pédagogique, expérience.

IMPORTANCIA DE LA EDUCACIÓN FÍSICA EN PERTENECER AL CONTEXTO DE LA ESCUELA DE LAS PERSPECTIVAS DE LAS PUPILAS

RESUMEN

En vista de las ofertas pedagógicas que habían sido el buscar elaborado a practicar una abertura con tecnicistas y modelos del mechanist de la educación física, vino yo él necesidad y preocupación a buscar en las perspectivas de las pupilas de la educación física, puesto que influencian práctico el pedagógico de los profesores de la educación física, traduciendo lo que consideran las pupilas importantes por sus vidas, qué hace dirección, qué este regalo en sus realidades, qué él espera de disciplinas. El trabajo buscó para analizar las perspectivas de las pupilas en una importancia de la educación física por sus vidas, estando de la naturaleza cualitativa y del tipo descriptivo. Las pupilas de 8ª habían participado de esta serie del estudio de educación básica, y de la serie 1ª y 3ª de la educación media de la escuela pública Filomena Scatena Christófano, perteneciendo la dirección de la educación de Presidente Prudente. Se entienden las perspectivas como resultado la representación en el conocimiento de la sistematización y la experiencia de las pupilas. El conocimiento sistematiza construido en los frequentadas de las lecciones en pertenecer a los años escolares y la experiencia en la escuela (en las lecciones y el conviviality con los amigos) y está de él (familia y comunidad). El énfasis dado la salud como factor significativo en la educación física, la actual perspectiva mayor en las respuestas de las pupilas, se entiende con cierto promptitude, puesto que los medios acentúan el práctico del deporte y de la actividad física como promocional de la salud estética y la corporal, relacionándose con el venda de estos finales de los productos de los esportivos. Por lo tanto, el profesor de la educación física puede lanzar la mano de los regalos del conocimiento en las pupilas y de construir su práctico pedagógico allí, adaptando el conocimiento de la sistematización, regalos en literatura, con las perspectivas de sus pupilas, dirigiendo su trabajo para el desvelamento del conocimiento, es decir, el permitir, dotando sus pupilas con la capacidad de discernir cuál es importante y necesario por sus vidas.

PALABRA-LLAVES: perspectivas, pedagógico práctico, experiencia.

IMPORTÂNCIA DA EDUCAÇÃO FÍSICA NO CONTEXTO ESCOLAR A PARTIR DAS PERSPECTIVAS DOS ALUNOS

RESUMO

Considerando propostas pedagógicas que foram elaboradas buscando romper com modelos tecnicistas e mecanicistas da Educação Física, veio-me a necessidade e preocupação de pesquisar sobre as perspectivas dos alunos de Educação Física, já que influenciam a prática pedagógica dos professores de Educação Física, traduzindo o que os alunos consideram importante para suas vidas, aquilo que faz sentido, o que esta presente em suas realidades, o que esperam da disciplina. O trabalho buscou analisar as perspectivas dos alunos sobre a importância da Educação Física para suas vidas, sendo de natureza qualitativa e do tipo descritiva. Participaram deste estudo alunos da 8ª série do ensino fundamental, e da 1ª e 3ª séries do ensino médio da escola estadual Filomena Scatena Christófano, pertencente à Diretoria de Ensino de Presidente Prudente. As perspectivas são entendidas como o resultado da representação sobre os conhecimentos sistematizados e a vivência dos alunos. Os conhecimentos sistematizados construídos nas aulas freqüentadas nos anos escolares e a vivência na escola (nas aulas e no convívio com os amigos) e fora dela (família e comunidade). A ênfase dada à saúde como fator significante na Educação Física, a maior perspectiva presente nas respostas dos alunos, é entendida com certa prontidão, já que a mídia enfatiza a prática do esporte e da atividade física como promotora da saúde e da estética corporal, relacionando com estes fins a venda de produtos esportivos. Portanto, o professor de Educação Física pode lançar mão dos conhecimentos presentes nos alunos e a partir daí construir sua prática pedagógica, adaptando os conhecimentos sistematizados, presentes na literatura, com as perspectivas dos seus alunos, direcionando o seu trabalho para o desvelamento do conhecimento, isto é, permitindo, dotando seus alunos da capacidade de discernir o que é importante e necessário para suas vidas.

PALAVRAS-CHAVES: perspectiva, prática pedagógica, vivência.