76 - PHYSICAL EDUCATION AT SCHOOL: PRAGMATIC ORIENTATIONS FOR HIGH SCHOOL TEACHING

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1 - INTRODUCTION

One of the great problems faced by Physical Education at school is the absence of a curricular programming to define the objectives and establish orientations of contents and appropriate procedures to the characteristics of the students and their needs in the several stages of the education at school.

Because of their several meanings the term curriculum may indicate the programs of a course, the contents of disciplines of a development program and also, to express beginnings and goals that, properly tuned with the educational project of the school, should be translated in concrete actions and didactic procedures.

The referential here presented, guided for the Physical Education High School Teaching, besides support the Physical Education professionals in the elaboration of their teaching plans, can also unchain discussions and reflections on the conceptions of Physical Education and their respective didactic-pedagogic components, being revealed a generating element of the debate that the dynamics of the process teaching-learning requests.

The current implications of an adverse education panorama don't stopping that we recognize the importance and the need of inserting Physical Education in the different teaching levels. In this way, it is imposed the consolidation of actions capable to contribute for the creation and the re-establishment of favorable conditions to the development of the national education, in which Physical Education is an integral and indispensable part.

Concerning it, governmental organs, technical professionals, teachers and students need to recognize the importance that Physical Education should assume at school context and its role in the current social-political-pedagogic framing of the Brazilian Education.

2 - PHYSICAL EDUCATION: INFLUENCES AND TENDENCIES

In Brazil, the School Physical Education suffered philosophical, political, scientific and pedagogic influences of different currents. Until the 50th, influences of positivist philosophy, medical area, military interests and influences originating from of the pedagogic thought of time prevailed. In this same period, the German and Swedish gymnastic models systems, the French method and the general sportive gymnastic were imported for Brazil.

In the 70th, the ordinance 69.450/71 reinforced the emphasis in physical fitness, in the activities organization and in its control and evaluation. The sportive beginning, starting from the fifth class, became one of the fundamental axes of teaching in order to identify new talents for sporting competitions. Already in the 80th the effects of that model began to be contested: Brazil did not become an Olympic nation and the emphasis in the sporting competition did not increase the number of physical activities practiser.

After that, it has began an identity presupposes crisis and in the own Physical Education speech, which produced an expressive change in its curricular orientation. The focus went back to the student's psicomotor development and Schools rethought its function as promoter of competitive sport at high level.

The discussion was fertilized with several contributions of civil organizations and academical sectors in accordance with progressive tendencies of the area. The creation of the first master degree courses in Physical Education, the postgraduate teachers' return out of Brazil and the increasing number of scientific congresses and events equally contributed to enlarge the discussion and to favor the appearance of other approaches on Physical Education.

Its important to concern the Approach Psicomotricista whose foundations send for the valorization of motor outline, the development of the corporal conscience, in substitution to the contents predominantly sportive. This approach made possible larger integration of the Physical Education with the pedagogic proposal of the School, however, it contributed for the own knowledge of the area, as the sport, the dance, the gymnastics and the games, became in certain point, considered inadequate to the Physical Education objectives.

Approach Constructivist was other tendency which merit was to call the attention for the accumulated knowledge that child already possesses and to alert the teachers for the importance of children active participation in the solution of problems. This tendency starts from the understanding that knowledge is an action that grows during lifetime and requires a sequence of assimilation and accommodation actions in a permanent interaction process of the subject with the world.

On the other hand, the Approach desenvolvimentista emphasized that the function of Physical Education is not to develop capacities that aid the cognitive process, although that can happen as a consequence of the movement knowledge process, but that a Physical Education class should privilege the learning of the movement, admitting that different learning can happen, as a consequence of the practice of the motor abilities.

Finally, the critical approaches were based in the possibility that Physical Education contributes to overcome the contradictions and social injustices, besides allowing the student to understand that Physical Education, as a result of the humanity's cultural production, is a historical product that express a certain phase of that history.

3 - PHYSICAL EDUCATION IN HIGH SCHOOL TEACHING

In its historical evolution, the Brazilian Physical Education was harnessed to values divulged by the State, especially in high schools, whose clients were in a favorable age group to the personality formation and the absorption of values.

In that way, gymnastic was introduced in the Empire high school curricula to contribute in a healthy physicist construction, to strengthen the worker and to improve their working power.

After the gymnastics high prevalence, sports came as privileged subject of Schools Physical Education, used as vehicle to identify and to select sporting talents. That tendency supported by the law 69.450/71, when prescribing Physical Education priority content, beginning, development and improvement of sports abilities, starting from to 5th class of the first degree.

The promulgation of the guidelines and Bases of the National Education Law - (LDBEN), Law no. 9394/96, attributed to Physical Education the status of curricular component, in substitution to smallness conception of curricular activity, open up doors for new conceptions and projects that could better assist the youths in education process.

Before those challenges it is necessary that Physical Education community define projects that can legitimate the discipline in the context of that teaching level, turning it more and more significant in the students' general formation and legitimated by the school community.

4 - PROGRAMATIC ORIENTATIONS - CONTRIBUTIONS

The systematizing task of a Physical Education pedagogic proposal, in any educational level faces certain difficulties because of its diversity of conceptions and theoretical approaches and because of the difficulty to establish a convergence among theoretical tendencies, methodological orientations and contents, concerning an unit that, instead of being based on procedures and contents, needs to be guide by orientations and objectives.

4.1 - Corporal Movement- action object and Physical Education reflection

The struggle for the survive took the human being to try to overcome the biological resources fragilities through creations that turned the most efficient movements, enlarging possibilities of use the body to overcome limitations and to assist their needs.

Among those needs, useful reasons related to the survival are included, besides those related to religious rituals, artistic expression, preservation of health and entertaining motivations, related to leisure time.

Some practices approach the reality and they are expressed through the essences production, problems resolution and in concept, are closer to the work. Others, with eminently subjective and symbolic reasons, are accomplished by pleasure and entertainment.

What defines the entertaining or utilitarian character is not the activity in itself, but the apprentice's intention. A sport can be practiced with utilitarian objectives, concerning professional athletes, or in a leisure perspective, concerning the great part of the society.

Physical Education, based in a century and a half of history linked to matches, sport, struggle, dance and gymnastics, has been looking for the formulation of an own theoretical-methodological picture, when incorporating part of those manifestations as objects of its action and reflection.

Physical Education area of work is based in the binomial conceptions of body and movement. The historical medicine and military influences contributed that as the practice as the theoretical reflections developed in the Physical Education restricted its body and movement concepts to its physiologic and technical aspects.

It is necessary to characterize Physical Education in an overall concept including all of the human dimensions related with the corporal practices. In that perspective, Physical Education, in the school plan, should be considered as a curricular component that introduces, integrates and develops the students in their corporal culture of movement, contributing to form the citizen that will use games, sports, dances, fights and gymnastics, in their own and collective benefit.

4.2 - Physical Education - objectives and perspectives

To considering Physical Education as a fundamental element of the education process, in any education level, it is indispensable that the pedagogic project of the school allows that this curricular component curricular can pursue the following objectives:

- To develop values and norms of human coexistence, with prominence for the cooperation, the recognition of right values and obligations, the affectivity, the sociability, the harmony, the respect to the others , the preservation of the environment and of the public;

- To prepare for the individual and social action, through the exploration and the recognition of individual and collective limits and possibilities;

- To know and to give importance to the body as an expression of feelings, possibilities, limitations, searches and challenges;

- To develop physical qualities in the perspective of the wellness, the development and corporal invigoration, the life quality and valorization of the education for the health;

- To learn and dominate actions, technical movements and basic rules of the sport as a cultural knowledge to be assimilated and lived along the life;

5 - PHYSICAL EDUCATION - THEMATIC AXES

Physical Education as a curricular component capable to give contribution in the development of active, solidarity and critical citizens present a particularity in relation to the other curricular components: its knowledge is socialized and starts from practices that are shown in corporal language and produced through different procedures of those recognized and valued by the traditional education.

Considering the students routine and the new proposed education this study agree that the concepts, competences and abilities should be supported by three thematic axes, which should guide the contents to be worked.

5.1 - Language and corporal knowledge

Actions and movements are resources that the human being uses to express emotions and desires, to communicate attitudes and to transmit information, as an expression of Men that dialogue with the other and with the reality. The study of each manifestation of the corporal culture objectives to understand the corporal expression as language, translate the representations, the ideas, and the concepts produced by the social conscience (COLLECTIVE OF AUTHORS, 1992). In that sense it is fundamental that the Physical Education teacher give their students knowledge, reflections and practices related with the following themes:

5.1.1 - The body and its communication and expression capacities

For the most different people and in different contexts, it is possible to identify own and differentiated styles of corporal practices, dances, games, gymnastics and fights. So, in the specificity of the body and its expression possibilities communication study, it seems to be necessary the development of activities in which the contexts of corporal language can be investigated and analyzed. For example: ways to walk of different groups, of boys and girls, of athletes and non-athletes; Brazilian and other countries athletes' way of play; meaning of different dance, games, and ways of expression of different cultures.

5.1.2 - The body and its biological, historical/cultural and social dimensions

This theme involves specific contents and with a great meaning in the students knowledge and the understanding on their body. For example: heating and stretching to preparing for physical activity practice; cardiovascular and circulatory functions in the physical activity context; systemic and muscular adaptations to the physical activity practice; verification and control of

heart rate in rest and in activity; hygiene and body cares; nutrition physical activity habits: relationship between ingestion, caloric expenditure and body mass control; body limits: recognition, understanding and overcome, massage and relaxation as self knowledge practices and relief of tensions; appropriate corporal postures to the accomplishment of physical activities and the daily routines.

5.1.3 - The body as an interaction element with the environment and with the society

To understand the body as a perception and inclusion element of interaction with the environment is what we understand with the inclusion of contents that approach the bodies language in its different forms: female, male, childhood, adulthood; body as a subject and victim of violence: consumption of drugs, prejudices and taboos; aesthetic patterns and corporal health; workers' corporal signs and people with special needs; physical activity and sexuality; the body as an exclusion instrument and social discrimination; applications of the scientific-technological development to the manifestations of the corporal culture.

5.2. Manifestations of the corporal culture

The teaching and the existence of different corporal manifestations: sports, fights, dances, gymnastics and games, will allow that school and students could win some historically produced knowledge, without disrespecting the potentialities and limitations which underline the existence of those manifestations. In these sense, it is fundamental that the teacher provides to their students knowledge, reflections and practices related with the following themes:

5.2.1. - Sports in general and correlated themes

Sport is a social phenomenon which has a strong youth's attraction, constituting the more approached content at schools. Even so, it is necessary that their norms are discussed and adapted, reinforcing the social idea, valuing solidarity, respect, participation and equality on the individual. Inserting this theme, students could acquire knowledge and contemplate on: history, sports meaning and development; technical and tactical specificity and sports modalities component foundations; games rules and construction of new games, sports values and inherent attitudes: urbanity, associations, cooperation, disciplines, ethical; violence in the sport; supporters, referees and players behavior, aspirations, social mobility and labor relationships in the sport, use and control of anabolic substances in sports.

5.2.2 - Fights and correlated themes

Fights are combined attack and defense actions, accomplished by techniques and unbalance strategies, immobilization and projection, with specific rules, in order to inhibit violent attitudes and infidelity. Practiced at school, should be used in a contextualized way, with significant values, discussing and living own themes, for example: the history, meaning and development of the fight; technical and tactical components and rules in the different fights; values and inherent attitudes to the practice of the fights (urbanity, cooperation, ethical); fight athletes disciplines and violent behavior; physical qualities in different fights; national and international sport events and its influence in the fight spread; aspirations, social mobility and labor relationships in the fights and use and control of anabolic substances.

5.2.3 - Dances and correlated themes

Dances are potentially rich activities to develop the expression capacity through the body, revealing, trough its diversity of movements, differences and cultural similarities. The old and primitive societies danced to celebrate religious facts, war, birth, death and to reverence the nature. In a modern perspective, the dance also constitutes a form of feeling, desires and emotions expression. In this theme, the history, the meaning and development of different dance expressions ways, values and inherent attitudes to the practice of the dance (urbanity, cooperation and discipline); dance technical foundations in the different dance forms (folkloric, saloon, classic and modern), besides choreographic composition and aesthetic appreciation of dance shows are important contents to be worked in Physical Education classes.

5.2.4 - Gymnastics and correlated themes

Gymnastics are corporal techniques, predominantly individual, with different purposes: other modalities preparation, relaxation, health promotion, development and corporal invigoration, demonstration, competition among others. Because of the ways and purposes diversities, the gymnastic gives valuable corporal experiences, which can contribute to enrich the students' corporal culture through the following thematic lines: gymnastics biological, historical, cultural and social dimensions; technical components, foundations, general and specific rules in the different gymnastic forms; values and inherent attitudes of different gymnastic forms (urbanity, cooperation, ethical); disciplines, physical qualities necessary; use and control of anabolic substances and precocious initiation in those practices.

5.2.5 - Games and correlated themes

The specialized literature attributes different interpretations and meanings to the game. HUIZINGA (1993) defines the game as "a voluntary occupation activity, during certain time and space limits, according to rules freely spoilt, but obligatory". This understanding associated to the games importance for the individual and social development, evidence the need to discuss and to live the following aspects related to the theme: game in the humanity's history, different game forms (competitive and leisure time games); social and pedagogic games dimensions; games values and attitudes; rules adaptation and construction of new games.

5.3 - Physical activity, health and life quality

To promote Physical Education actions in the theme extent it is necessary to review and to enlarge the concepts, understanding the health concept, to involve it in the subjects group related to lifestyle and attitudes. The Health conception is approached to the concept of life quality, engaged in a group of factors related with the wellness and human being's basic needs. KICKBUSCH (1996) agrees that the health promotion affects population groups in their daily routines and not only people with specific risk diseases. In this way, it is relevant that Physical Education uses knowledge, reflections and practices related to the following themes:

5.3.1 - Physical activity: historical context and development

Physical Education should be attentive for the changes that technology provides to the modern man which may promote health problems. Concerning it, as a compensation alternative to the sedentary technological society lifestyle, Physical Education should discuss and contemplate problems that affect the current society, such as: corporal behavior changes; sedentary lifestyle and their health and life quality consequences; regular physical activity practice; healthy life style incentive.

5.3.2 - Physical activity, life quality and correlated themes

To understand physical activity as a way to promote healthy we need to consider the pedagogic dimension of health. So that, lifestyle modifications, incorporating daily physical activity and good nutrition habits are decisive factors. Physical Education, besides adopt an active attitude, should provide actions around these themes: regular physical activity effects on health; physical fitness and adoption of an active lifestyle; physical activities prescription guided for health and life quality; lesion prevention; resistance, strength, flexibility development, and body composition information.

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PHYSICAL EDUCATION AT SCHOOL: PRAGMATIC ORIENTATIONS FOR HIGH SCHOOL TEACHING

ABSTRACT

key words: physical education at school, contents in Physical Education, high school teaching

Physical Education at School, because of the divergence among theoretical tendencies, methodological orientations and contents, comes across the objectives and appropriate contents to the student's characteristics and needs, as programmatic orientations for the several educational levels. The references here presented, intend to subsidize Physical Education professionals of high school teaching in their curricular elaboration and to contribute with discussions and reflections on Physical Education didactic-pedagogic components, generating debate elements to the teaching-learning process. In the current Brazilian Education content, there are no doubts concerning the Physical Education importance in all different teaching levels. Facing those challenges it is necessary that Physical Education community defines capable objectives to legitimate the discipline in the high school context, in which the proposals, moreover assisting the students' needs, should provide interesting situations and curiosities, producing a significant learning. To contribute in the formation of society process, we intend that the concepts, competences and abilities should be based in three thematic axes: language and corporal knowledge; corporal culture manifestations; and physical activity, health and life quality, which should constitute guiding topics to be worked in the discipline.

ÉCOLE ÉDUCATION PHYSIQUE: ORIENTATIONS PROGRAMÁTICAS POUR L'ENSEIGNEMENT MOYEN

RÉSUMÉ

Mots de la clef: École éducation physique, contenu dans éducation Physique, enseignement moyen

L'éducation Physique Scolaire, dans raison de la difficulté d'établir la convergence parmi tendances théoriques, orientations méthodologiques et le contenu rencontre la position vague d'objectifs et contenu approprié aux caractéristiques et les besoins des étudiants, comme programáticas des orientations pour les plusieurs niveaux de l'éducation cultivée, par hasard. Les referenciais ici ont présenté, dans forme de la répétition, ils projettent de subventionner les professionnels d'éducation Physique de l'enseignement moyen dans l'élaboration de leur enseignement organise et contribuer pour déchaîner des discussions et des réflexions sur les composants didactique pédagogiques de l'éducation Physique, comme éléments générateurs du débat qui la dynamique des demandes de l'érudition de l'enseignement du processus. Dans le contexte courant de l'éducation brésilienne et des certains besoins pour la dynamique sociale, ils ne restent pas des doutes à propos de l'importance de l'éducation Physique dans les niveaux de l'enseignement différents. Avant de ces défis c'est nécessaire que la communauté de l'éducation Physique définit proposé capable de légitimer la discipline dans le contexte de l'école de niveau du moyen où les propositions excepté aider les besoins des étudiants, ils devraient fournir des situations dans cela intéresse, les curiosités et vous savez plusieurs, a affronté avec vous sachez réduit en système peut produire des éruditions considérables. Contribuer dans le processus de formation de participativos des citoyens et solidary il/elle projette que les concepts, compétences et capacités sont faites le commencer possible de trois haches thématiques: langue et connaissance du caporal; manifestations de la culture corporelle et activité santé physique et qualité de la vie qui constitueront bureaux de la tête directeurs du contenu être travaillé dans la discipline.

EDUCACIÓN FÍSICA DE LA ESCUELA: ORIENTACIONES PROGRAMÁTICAS PARA LA ENSEÑANZA SECUNDÁRIO

RESUMEN

Palabras Claves: Educación Física de la escuela, contenidos en la Educación Física, la cultura corpórea

La Educación Física de la escuela, en la razón de la dificultad de establecer la convergencia entre las tendencias teóricas, las orientaciones metodológicas y los volúmenes se encuentran con la posición vaga de objetivos y los volúmenes apropiados a las características y las necesidades de los estudiantes, como el programáticas de las orientaciones para los varios niveles de la educación educada. Las referencias aquí presentaron, en forma de ensayo, ellos piensan subvencionar a los profesionales de Educación Física del enseño secundário en la elaboración de sus planes de la enseñanza y contribuir para desencadenar discusiones y reflexiones en los componentes didáctico-pedagógicos de la Educación Física, como los elementos generadores del debate que la dinámica de las demandas de enseñanza-aprendizaje de proceso. En el contexto actual de la educación brasileña y de las ciertas necesidades para la dinámica social, ellos no siguen siendo las dudas acerca de la importancia de la educación Física en los niveles instrucción diferentes. Antes de de esos desafíos es necesario que la comunidad de la educación Física define propuesto capaz legitimar la disciplina en el contexto de la escuela de nivel del medio dónde las propuestas además de ayudar las necesidades de los estudiantes, ellos deben proporcionar las situaciones en eso interesa, las curiosidades y usted saben varios, confrontó con usted sepa sistematizado puede producir los aprendizajes significantes. Contribuir en el proceso de formación de participativos de los ciudadanos y el he/she solidario piensa que los conceptos, competencias y habilidades sean el posible arranque hecho de tres hachas temáticas: el idioma y el conocimiento corpóreo; las manifestaciones de la cultura corpórea y actividad la salud física y calidad de vida que constituirán guiando las oficinas de cabeza de los volúmenes ser trabajado en la disciplina.

EDUCAÇÃO FÍSICA ESCOLAR: ORIENTAÇÕES PROGRAMÁTICAS PARA O ENSINO MÉDIO

RESUMO

Palavras chave: Educação física escolar, conteúdos em Educação Física, ensino médio

A Educação Física Escolar, em razão da dificuldade de estabelecer convergência entre tendências teóricas, orientações metodológicas e conteúdos se depara com a indefinição de objetivos e conteúdos adequados às características e necessidades dos estudantes, como orientações programáticas para os vários níveis da educação escolarizada. Os referenciais aqui apresentados, em forma de ensaio, pretendem subsidiar os profissionais de Educação Física do ensino médio na elaboração dos seus planos de ensino e contribuir para desencadear discussões e reflexões sobre os componentes didático-pedagógicos da Educação Física, como elementos geradores do debate que a dinâmica do processo ensino-aprendizagem requer. No atual contexto da educação brasileira e das necessidades determinadas pela dinâmica social, não restam dúvidas acerca da importância da Educação Física nos diferentes níveis de ensino. Diante desses desafios é necessário que a comunidade da Educação Física defina propostas capazes de legitimar a disciplina no contexto da escola de nível médio, onde as propostas além de atender as necessidades dos estudantes, deverão proporcionar situações em que interesses, curiosidades e saberes diversos, confrontados com saberes sistematizados possam produzir aprendizagens significativas. Para contribuir no processo de formação de cidadãos participativos e solidários propõe-se que os conceitos, competências e habilidades sejam viabilizados a partir de três eixos temáticos: linguagem e conhecimento corporal; manifestações da cultura corporal e atividade física saúde e qualidade de vida, que constituirão matrizes orientadoras dos conteúdos a serem trabalhados na disciplina.