131 - A CRITICAL LOOK AT THE PHYSICAL EDUCATION DISCIPLINE IN THE PUBLIC SCHOOLS OF JUAZEIRO DO NORTE SOBRE A DISCIPLINA EDUCAÇÃO FÍSICA NAS ESCOLAS PÚBLICAS DE JUAZEIRO DO NORTE - CE, BRASIL

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INTRODUCTION

In Brazil since 1851 the Physical education is component of the grating curricular, giving sustentation the structure of a teaching-learning model, that reflects the historical thought of a time. With passing of the years, facing all the political and education reforms, the School Physical education came with different names, tendencies and education models, which influence the different ones until today proposed of teaching of the same. This way, he/she should have as main objective the critical people's formation, autonomous citizens and conscious of their actions. Now they coexist in the area, several conceptions, all with the attempt of breaking with the models mechanics, all based on a solid theoretical fundamentação with focus in the areas of the psychology, in the social and political areas, in the area of the health, in the sporting area, among other among those conceptions we can mention as more representative in the area, the approach desenvolvimentista, interacionista-construtivista, critical-superadora and systemic (DARIDO, 1999).

The Physical education is being very discussed now under a cultural perspective and he/she has the movement as a middle and end to reach his/her education objective manifested through the games, gymnastics, fights, sports and the dance inside of the school context (DAÓLIO, 1996; RANGEL; BETTI, 1995). Now in the school, the Physical education conceives the existence of several approaches that you/they result of the articulation of different theories with conceptions psychological, sociological and philosophical. All these currents have been enlarging the action fields and reflection for the area approximating her/it of the humanities. Although he/she has different focus amongst themselves, with divergent points, he/she has the search of a Physical education in common to articulate the human being's multiple dimensions. (BRAZIL, 1998).

The Physical education is being contextualizada starting from several approaches, from his/her appearance with purposes hygienists, going by the moralization of the body, gone back to the defense of the nation, and now winning also spaces inside of the school, that as practice pedagogic tematiza several activities expressive - corporal. The physical exercises appear at the school in the end of the century XVIII and beginning of the century XIX, in the defense of the capitalist society, that he/she needed strong and agile men, transforming those physical activities in workforce, putting in evidence the function hygienist and tends as main content the gymnastics, that it was included in the formal teaching with the intention of the individuals' physical aprimoramento, to contribute with the prosperity of the homeland, like this developing and strengthening physical and morally the individuals, being this one of the main functions carried out by the Physical education in the Education System. Being like this, pedagogic "practices as the Physical education were thought and pieces in action, once they corresponded to the interests of the class social hegemônica in that historical period, in other words, the social class that drives politics, intellectual and morally the new society" Soares: Taffarel: Varjal et al (1992 p. 51).

In the current days the general picture of the Physical education no longer it is limited the modalities historically classic, starting to include new currents or pedagogic slopes perfectly identified, in which we see the ludicidade in the corporal culture, the sports of cultural identity and the Physical education as attempt of social inclusion. Like this the Physical education inside of their several approaches it tries to take to the student all their learning possibilities and knowledge, tends as objective to do with that the student participates in different corporal activities, trying to adopt a cooperative and solidary attitude, without discriminating the friends for acting or social reasons, physics, sexual or cultural; know some of their possibilities and corporal limitations in way to establish some personal (qualitative and quantitative) goals; know, value, appreciate and enjoyment of some of the different manifestations of present corporal culture in the daily; organize autonomamente some games, games or other simple corporal activities (PCN's, 1997, p. 63).

Still according to PCN's the contents to be worked in the Physical education should be dynamic, showing to the student all their aspects, should contemplate activities lúdicas and competitive, games and activities of space occupation, games and games that involve balance, rhythm and coordination, also approaching the largest diversity of abilities in the motor plan. This way, if the reality be observed in the school extent will meet that the Physical education most of the time limits just to the sport, that in spite of composing one of the aspects of the Physical education, a lot of times it is worked as only content proposed by the discipline, transforming the classes in trainings certain sporting modalities, doing with that the most skilled are privileged to the detriment of the minus, what has been discouraging his/her practice. It can be noticed although the teachers find several problems to supply a good class, because the schools don't have appropriate material, I space physical necessary, lack of continuous training, compromising lack of some professionals and of the own school, taking to a depreciation so much of the professional as of the discipline and consequently of the students that try to "flee" of the practice of the discipline, disappearing, justifying the great number of dismissal certificates.

Now the Laws of Guidelines of bases (LDB) turn the teaching of the obligatory Physical education in the school atmosphere. However, they still meet barriers on the part of managers and of the own teachers so that it is possible the appropriate development of the activities related to the teaching of the school Physical education. In the city of Juazeiro of the North, main city of the area of Cariri, with a population of almost 200.000 inhabitants are the double of the second city, Crato, and five times larger than the third, Barbalha. Their economical indicators, also put her/it in the top of the ranking: with a per capita income of R$ 2.641 he/she is the largest of the area and one of the first of the state. The area of Cariri is formed by 33 located municipal districts in the south of the State of the Ceará perfazendo an area of 19.364 Km² that represents 13,2% of the territory from Ceará. In this city, the Physical education presents relative problems his/her administration for the competent organs. Example of this statement was the imposition of decrease of the workload of the discipline of Physical education and restriction of this component just to the theoretical aspect, implemented for the you BELIEVE 19 in the year of 2005. Such action consisted a

nonsense of Law of Guidelines and Bases of the seen National Education that it allows the offer of the discipline in the third year of the medium teaching contradicting the condition of explicit compulsory nature in the art. 26 § 30 of the Chapter II, besides despising the precepts of the corporal culture totally, and to reveal the senseless form with that the competent organs see the Physical education in the area of Cariri.

The contingent of public and private schools is more and more including suggesting larger investigations on the profession and the professionals of Physical education and his/her performance and the students' perception, teachers of other areas and directors for it is made possible strategies of contents and perspectives of interventions in the society. The treatment with the knowledge reflects his/her direction epistemológica and it informs the requirements to select, to organize and to systematize the teaching contents. It can be affirmed that the teaching contents emerge of universal cultural contents, being constituted in knowledge domain relatively autonomous, incorporate for the humanity and revalued, permanently, in face of the social reality. For Libâneo (1985, p. 39)"... the contents are external realities to the student that you/they should be assimilated and no simply reinvented, they are not closed and difficult ace social realities", because it "is not enough the contents to be taught just, although well taught is necessary that you/they call of form indissociável his/her human and social" significance. This way, it is done necessary an analysis of the perception that the students, teachers and school managers of the public net, possess on the classes of Physical education, in prominence in the aspects of importance of the classes of Physical education; learned contents and the teacher's of Physical education paper inside of the school. Like this a panorama can be drawn of as the School Physical education it comes if developing, in the aspects mentioned above, and, in a direct relationship with the proposal of PCN's. In this perspective, the subjects investigated in this research are addressed for: Which the directors' perception, teachers, professionals of Physical education and students on the Physical Educator's profession? Which the contents of Physical education that should be approached? Which the differences between the Physical education and the other disciplines? How is the teachers' of Physical education participation in the school routine? Which the importance of the Physical education in the grating curricular? What is prioritized it when a planning of class of Physical education is elaborated?

I AIM AT GENERAL: To analyze the perception of the discipline Physical education in the public schools of Juazeiro of the North-CE.

METHODOLOGY

Characterization of the research: the research is characterized as being traverse, random probabilística and of field.

Population and Sample: The universe consisted of individuals visitors of the school atmosphere exercising several functions. The sample was composed of 106 people, being 44 students, 61 teachers, being 07 professionals of Physical education and 4 managers.

I score for collection of data: A questionnaire was used, elaborated by the researcher, containing objective subjects about the perception of the same ones regarding the discipline Physical education, and most of greatness to climb classified of very much important value 5, very important value 4, important 3, little important 2, without importance 1 and when it was not nor considered by the respondent 6 and the other related with facilities, teaching planning and strategies of the professional's of Physical education performance. The instrument contemplated the teachers' opinion, students and directors.

Procedures for collection of the data: After the procedures demanded by the ethics committee in research with human beings Ministry of Health 196/96, he/she began the process of selection of the sample, exhibition of the study and signature of the Term of Free and Illustrious (TCLE) Consent submitted to the perception questionnaire, accomplished in two weekly days in the schedules determined by the schools.

I glide analytical: The database will be made by the statistical package Statistical Package goes Science Social (SPSS) version 13.0 goes windows, for retreat of the descriptive statistics of the percentile, average, standard deviation, minimum and maximum.

RESULTS AND DISCUSSION

The results were analyzed in agreement with the students' perception, teachers, professionals of Physical education and Managers.

As for the students: He/she was in the subject, what is for you the practice of the Physical education, 93,2% of these consider the Competition / I carry out athletic / improvement of the physical (CDAMCF) capacities of important for very much important; 55,8% integration / Group / socialization (IGS), 61,3% Leisure / politics public / use (LPPA) without importance, 63,7% don't consider Recreation / games and popular (RJBP) games, 84,1% consider the health of important for very important, 84,1% don't consider the aesthetics and 100% consider important for very much important the practice of EF in the school. The predominant result of the study now proposed in the students' (93,2% and 61,3%) perception is combined with demonstrated them in the study accomplished by Vieira (2006) tends as objective the vision that the students have of the Physical education. In this, he/she was that the present Physical education in the school after so many years still presents a character esportivista, and it is seen as casualness opportunity and relaxation that he/she makes to reinforce the idea of the importance of the Physical education in the school atmosphere, in the sense of not losing his/her educational character.

As Betti (1992), the student should be instrumentalizado to enjoy of the games, sports, dances, fights, and gymnastics in benefit of the critical exercise of the citizenship and of the improvement of the life quality. While Darido (2004) affirms that the school Physical education should propitiate conditions so that the students obtained autonomy in relation to practice of the physical activity, in other words, after the formal period of classes the students should maintain a practice of regular activity without the specialists' aid, if they want like this.

As for the teachers: 94% think there is interaction among physical education teachers and of other areas, 96,3% consider of important for very much important EF for the student's life, 94,4% games, 87% work in group, 77,8% research, 62,2% consider without importance the field research and 83% consider of little important for without importance the interview. The results found in this study corroborate with the study accomplished by Pinto (2006) with the objective of the possibility of the significance in the interdisciplinary organization, he/she was that the interdisciplinary work is antagonistic to the knowledge compartimentalizado could notice that the interdisciplinary teaching is of great value, where all know are them important and significant for the student, turning a larger probability of the learning to be it executes.

As for the professionals of Physical education: 71,4% don't prioritize CDAMCF in the class planning, 71,4% consider little important the without importance LPPA, 85,7% find of important to very important RJBP,71,4% they consider of little important for without importance the aesthetics and 100% have as objective of the practice IGS and the health and it thinks there is little respect for this professional in the schools. The results obtained in this study corroborate with found them in Nascimento's study and laochite (2006) aiming at to analyze and to describe the contents developed in the classes of Physical education of the

fundamental and medium teaching found that the teachers formed - if in the traditional perspective, they select as main contents of their classes the sport in his/her dimension procedimental, what corroborates with the perception of 74,4% of these professionals mentioned in this study. In agreement with the study accomplished by Rocha Júnior (2006) with the purpose of analyzing the formation path and the professional's of Physical education performance in the scholar's space, he/she identified that the school Physical education is strongly characterized by the sporting and competitive predominance, being the student games the great goals of the actions of the area.

As for the directors: 100% consider of important for very important the discipline in the grating curricular, 100% consider the professional's of intense EF participation for very intense, and 50% believe that the teachers of Physical education for if they turn more active should participate in the activities in the school, 25% believe that should participate in extra activities and 25% participate in the school pieces of advice, what coincides with the data found by Silva (2006) in a study accomplished with teachers of Physical education and directors of the schools, he/she was that 85% of the consulted directors are satisfied with these professionals' works, in agreement with the results here described can be noticed the importance of the discipline and of the professional of Physical education for the team manager in the school extent.

CONCLUSIONS

Students, teachers and professionals of EF notice the discipline on the same prism of important for very much important, but they are differed in what refers to the contents. The students understand the Physical education in the extent of the activities of Competition / I carry out athletic / improvement of the physical (CDAMCF) capacities, the teachers of Physical education refer the Integration / Group / socialization and the health, the teachers of other disciplines refer to the games. There was not consensus that the aesthetics is a goal for these classes. The directors notice that the discipline in the grating curricular and the professionals' of Physical education participation, is important, but they don't define her as indispensable in the school atmosphere and that this professional's participation in the school is of great value.

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A CRITICAL LOOK AT THE PHYSICAL EDUCATION DISCIPLINE IN THE PUBLIC SCHOOLS OF JUAZEIRO DO NORTE SOBRE A DISCIPLINA EDUCAÇÃO FÍSICA NAS ESCOLAS PÚBLICAS DE JUAZEIRO DO NORTE - CE, BRASIL

ABSTRACT

INTRODUCTION: In the past, Physical education was restricted to Education in schools, however, it has branched out to Physical Activity, Health, Leisure, ulture. **OBJECTIVE:** To analyze the students', teachers' and directors' perception about Physical education (EF) in the school environment. **METHODOLOGY:** A traverse, random, probabilistic field study, composed of 4 directors, 61 teachers, 7 teachers of Physical Education and 44 students who were submitted to the questionnaire elaborated by the researcher, with a scale of very high importance (1), very important (2), important (3), little importance (4), without importance (5) and not considered (6). The analytical plan used the package SPSS version 13.00, for calculation of percentile. **RESULTS:** In the question, "what is Physical Education for you", 93,2% of the students considered the Competition / Performance / improvement of the physical (CDAMCF) capacities of important to very high importance; 55,8% integration / Group / socialization (IGS), 61,3% Leisure / public politics/ use (LPPA) without importance, 63,7% don't consider Recreation / games and popular (RJBP) games, 100% consider very high importance the practice of Physical Education in the school; As for the teachers: 96,3% consider Physical Education important to very high importance for the student's life, 94,4% games; As for the professionals of Physical Education: 71,4% don't prioritize CDAMCF in the class planning, 71,4% consider little importance to without importance LPPA, 85,7 find important to very important RJBP and 100% has as an objective of the practice IGS and thinks there is little respect for this profession in the schools; As for the directors: 100% find very important the discipline in the curriculum and 100% consider the participation of professionals of Physical Education intense to very intense, and 50% believe that they should participate in the activities in the school. **CONCLUSIONS:** Students, teachers and professionals of Physical Education consider the discipline on the same level of important to very high importance, and the directors, in spite of considering important don't define it as indispensable in the school environment.

WORD-KEY: Practice of Physical Education; Skipping; School Administration

UN REGARD CRITIQUE SUR L'ÉDUCATION PHYSIQUE DANS LES ÉCOLES PUBLIQUES DE JUAZEIRO DO NORTE - CEARA, BRÉSIL

RÉSUMÉ

INTRODUCTION: L'éducation physique (EP), qui avant se limitait à l'éducation, principalement à l'école, a augmenté son champ d'action qui inclus aujourd'hui l'activité physique, la santé, les loisirs et la culture. **OBJECTIF:** Analyser la perception des étudiants, des professeurs et des directeurs à l'école au sujet de l'EP. **MÉTHODOLOGIE:** Étude de terrain transversale, à la probabilité aléatoire, sur un échantillon composé de 4 directeurs, 61 professeurs, 7 professeurs d'EP et 44 élèves, soumis au questionnaire élaboré par le chercheur avec comme échelle de valeur : extrêmement important (1), très important (2), important (3), peu important (4), sans importance (5) et non considéré (6). Le plan analytique a utilisé le logiciel SPSS version 13.00, pour extraction du pourcentage. **RÉSULTATS:** 93,2% des élèves considèrent que le contenu de l'EP doit être tourné vers la compétition/performance athlétique/amélioration des capacités physiques (CDAMCF): d'important à extrêmement important; 55,8%. Intégration/groupe/ socialisation (IGS), 61,3% loisir/politiques publiques/utilisation (LPPA) sans importance, 63,7% ne considèrent pas Récréation/jeux et jeux populaires (RJBP), 100% considèrent extrêmement important la pratique de l'EP à l'école. Parmi les professeurs: 96,3% considèrent important/extrêmement important l'EP pour la vie de l'élève, 94,4% les jeux. Parmis les professionnels d'EP: 71,4% ne donnent pas la priorité à la CDAMCF dans la préparation de classe, 71,4% considèrent peu important/sans importance le LPPA, 85,7% trouve important/très important la RJBP et 100% ont comme objectif la pratique de l'IGS et trouvent qu'il y a peu de respect pour le professionnel dans les écoles. Parmi les directeurs: 100% trouvent l'EP très importante dans le programme scolaire et 100% considèrent la participation du professionnel d'EP intense/très intense ; 50% croient que ceux-ci devraient participer aux activités de l'école. **CONCLUSIONS:** L'EP est perçue sous le même prisme, mais les élèves recherchent la CDAMCF, les professionnels d'EP l'IGS et les professeurs les jeux, et l'esthétique n'est pas un objectif. Les directeurs considèrent important sa présence au programme scolaire ainsi que la participation des professionnels de l'EP, mais ils ne la définissent pas comme extrêmement importante à l'école.

Mots clés: pratique de l'éducation physique, perception, administration scolaire.

UM OLHAR CRÍTICO SOBRE A DISCIPLINA EDUCAÇÃO FÍSICA NAS ESCOLAS PÚBLICAS DE JUAZEIRO DO NORTE - CE, BRASIL

RESUMIR

INTRODUCCIÓN: la educación física restringió la educación antes, principalmente en la escuela, el hoy él / ella / él también tiene el suyo / ella / sus ganancias de campo para la actividad física, la salud, el ocio, la cultura. **OBJETIVO:** para analizar la percepción de los estudiantes, los catedráticos y directores en la atmósfera de la escuela sobre la educación física (EF). **METODOLOGÍA:** estudié el travesaño probabilístico incierto, de campo, compuesto por 4 directores, 61 catedráticos, 7 catedráticos de educación física y 44 estudiantes, accedí al cuestionario complicado que muchos por el investigador con las balanzas de (1) importante, muy importante (2) (3) importante, bromeaban importar (4), sin importancia (5) y él / él no consideraron (6). El plan analítico usó el 13.00 de versión de paquete de SPSS, para la jubilación del percentil. **RESULTS:** In the topic, what is for you the practice of E.F, 93,2% of the students consider the Competition / I carry much outside athletic / improvement of the physical capacities (CDAMCF) of important to important; 55,8% integration / Group / socialization (IGS), 61,3% Leisure / public of the politics / use (LPPA) without importance, 63,7% don't consider Recreation / games and popular games (RJBP), 100% consider important a lot the practice of EF in the school; As for the professors: 96,3% consider important for much EF importing for the student's life, 94,4% games; As for the professionals of EF: 71,4% don't give the priority to CDAMCF in the class organization, 71,4% consider important little the without LPPA importance, 85,7 discovery of important to very important RJBP and 100% has like objective of the IGS practice and it thinks there is small respect for this professional in the schools; As for the directors: 100% find very important the disciplines in the school grid and 100% consider the professional of involvement intense EF for very intense, and 50% believe that it should participate in the activities in the school. **CONCLUSIONES:** estudiantes, catedráticos y profesional que EF observa la disciplina sobre el mismo prisma de importante para el mucho ser importante, y los directores, a pesar de considerar importante no definir él como indispensable en la atmósfera de la escuela.

Palabra clave: la práctica de la educación física; el vuelo(percepção)?; administración de la escuela.

UM OLHAR CRÍTICO SOBRE A DISCIPLINA EDUCAÇÃO FÍSICA NAS ESCOLAS PÚBLICAS DE JUAZEIRO DO NORTE - CE, BRASIL

RESUMO

INTRODUÇÃO: A Educação Física (EF) antes restringida a Educação, principalmente na escola, hoje tem seu campo também voltado para Atividade Física, Saúde, Lazer, Cultura. **OBJETIVO:** Analisar a percepção de alunos, professores e diretores no ambiente escolar sobre a EF. **METODOLOGIA:** Estudo transversal, probabilístico aleatório, de campo, com amostra de 4 diretores, 61 professores, 7 profissionais de EF e 44 alunos, submetidos ao questionário elaborado pelo pesquisador com escalas de muitíssimo importante (1), muito importante (2), importante (3), pouco importante (4), sem importância (5) e não considerou (6). O plano analítico utilizou o pacote SPSS versão 13.00, para retirada de percentual. **RESULTADOS:** 93,2% dos alunos consideram que o conteúdo da E.F deve ser voltado para Competição/desempenho atlético/melhoria das capacidades físicas (CDAMCF), importante/muitíssimo importante; 55,8% Integração/Grupo/socialização (IGS), 61,3% Lazer/políticas públicas/aproveitamento (LPPA) sem importância, 63,7% não consideram Recreação/jogos e brincadeiras populares (RJBP), 100% acham muitíssimo importante a prática na escola; Dos professores: 96,3% consideram de importante/muitíssimo importante a EF para a vida do aluno, 94,4% se referem aos jogos; Dos profissionais de EF: 71,4% não priorizam CDAMCF no planejamento de aula, 71,4% considera pouco importante/sem importância LPPA , 85,7 acham de importante/muito importante RJBP e 100% tem como objetivo da prática a IGS e acha que há pouco respeito por este profissional; Dos diretores: 100% acham a EF muito importante na grade curricular e 100% considera a participação do profissional de EF intensa/ muito intensa; 50% acreditam que estes devem participar das atividades na escola. **CONCLUSÕES**: A EF é percebida sob o mesmo prisma, mas alunos objetivam CDAMCF, profissionais de EF a IGS e professores jogos, e a estética não é uma meta. Os diretores consideram que ela na grade curricular e a participação dos profissionais de Educação Física são importantes, mas eles não a definem como muitíssimo importante no ambiente escolar.

Palavras-Chaves: Prática da Educação Física; Percepção; Gestão Escolar.