23 - CURRICULAR ORGANIZATION IN PHYSICAL EDUCATION: A PROCESS OF PARTICIPATIVE CONSTRUCTION

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INTRODUCTION

Education in a general way and, in our case, scholorized education are social constructions and that, while integrating a complex and multidimensional context, also comes in a global and complex way, when it tries to develop a curriculum organization.

Considering that globality and multidimensionality are inseparable it is necessary to think, therefore, scholorized education with the lens of complexity. To think complexly is to notice that any knowledge is dynamic, and that it is placed in a context and integrated in a group of knowledge. To think complexly is a fundamental aptitude of the human mind. And, as aptitude, it is built, what makes us possible to say that: to think complexly is an inherent knowledge to the human being.

For being a social construct, school and the education that happens in it has a cultural function and the curriculum is organized so that the school executes this cultural function, guaranteeing to its members the access to the knowledge socially available.

As an educational project, the curriculum is important, but it is also important to know how this curriculum becomes real, how it is transformed in operation, that is to say, an action with meaning and intention (SACRISTAN, 1998, 2000; PACHECO & MORGADO, 2002).

The curriculum in school is organized for teaching and learning effects (SACRISTAN, 1998, 2000; RUIZ and BELLINI, 1998 ;). Teaching as an attribution of the teacher and learning as a right of the student. We are considering to teach as the organization and articulation of situations understood as intellectual actions in a contextualized situation, complex and uncertain - the scholorized education - seeking the promotion of significant learning. When the teacher teaches, he develops a group of operations that transform the curriculum in real practice (SACRISTAN, 1998, 2000; PACHECO & MORGADO, 2002).

Being the learning the objectives of the curricular development, it was possible to evidence that to learn, in the school context, is the reelaboration, reconstruction and recreation, active and critically, of a knowledge by the student while he establishes a constant interaction with the environment. Since it is an endogen process, learning should be analyzed by the quality of the interactions and coordination done by the students, and this embraces organization and attribution of meaning to the learned, that can guarantee the continuity of the learning - learn to learn.

The curriculum is composed by knowledge, which can be classified in school knowledge and discipline knowledge. School knowledges are the disciplines that compose the curriculum (SAVIANI, 1994). Discipline knowledges are the specific contents of a subject/discipline. And a curricular discipline should be understood as a peculiar group of knowledge of a field of knowledge, or area of knowing, specifically disposed for teaching ends (SAVIANI, 1994; CHERVEL, 1990)

Reciprocity of influences exists between the school disciplines and the culture of the society when contributing in the students' formation by ways of transmission of knowledge, which also returns to the formation of habits, attitudes, abilities, values and convictions; one of the most visible results is the contribution in the formation of a culture (DOLL JR., 1997; MORIN, 2000, 2001).

The curriculum is a text, very pretentious, and the pretentiousness exists in it because it searches to reproduce a form of understanding the reality and the processes that build that reality (DOLL JR., 1997).

Due to this situation, in wanting to reproduce the reality, and no matter how many speeches opposing are made, the curriculum will always be conditioned to a historical-social context, because it is a social construction, produced by social and contextualized beings, that is why it is not neutral. Thus, the curricular organization and its operacionalization bring didactic, social, philosophical, pedagogic and politic implications (DOLL JR., 1997; SACRISTAN, 1998, 2000; PEPPER 2002).

When organizing a curriculum we should consider that it reflects several images: official or explicit curriculum, the real or obvious curriculum and the occult curriculum. All these faces are reflected in the curricular system. The official curriculum is the one elaborated and presented in book-text form, documents or other printed forms (*what should be*). The occult curriculum is the one that is not evident, composed by the social, politics, philosophical and didactic-pedagogic dimensions that are underlying (*what is not seen, is not said but is noticed in the actions and in the speeches*). The real or obvious curriculum - manifestation of the practice of the official text in a real context, denominated the context of the accomplishment - the curriculum in action in the class room (what is done and what is said) (SACRISTAN, 1998, 2000).

The history of the curricular organization demonstrates us that it followed paradigmatic orientations, either of ontological or epistemological order (SILVA, 1999a,b).

Therefore, when realizing that to organize a curriculum it does not have to be restricted and limited to list contents, it is requested, as direct involveds, a professional compromise that implies the following quality dimensions: technique, politics and ethics. Technical dimension is understood as the ability to handle means, techniques, instruments and to use procedures when the challenge appears current of its construction and development. The political dimension is the subject's competence in constituting himself as an active participant of the historical process of the community and society to which he belongs. The ethical dimension constituted by the need of assuming a critical attitude continually, always investigating the foundations and the senses of the definition of the objectives, contents and methods, having as reference the statement of the rights and common wealth.

That is why the curriculum should not be elaborated as a “curricular expectation ", either as a list of sterile contents and objectives, as a curtain of smoke.

To overcome the traditional vision of curricular organization it is necessary that the involved have autonomy, to govern their own curriculum (CONTRERAS, 2002). In agreement with the same author (same, p.72), we are considering that autonomy is the (...) capability of deciding in a responsible way the adaptation between the educational purpose and the concrete reality in which it tries to take place. For this reason autonomy depends on permanent qualification of those that work in the school, especially of the teachers. Without the assurance of conditions so that the teachers learn how to learn and continue learning, the pedagogic proposal takes the risk of becoming one more ritual. And as every practice ritualized it will finish serving as artifice to hide the knowledge lack and training in didactic development. The curriculum and its organization in the critical perspective, as an overcoming possibility, walks along with an education also overcoming of the educational models structured in rational and technological pedagogic orientations, because it comes aligned with democratic educational values and principals, critical and ethical.

When organizing a curriculum it should be thought openly, considering that in him intervene human and logic dimensions that should both be considered as constituent of the process, without definition of values of some above others. The human dimensions: social, biological, psychological/cognitive, cultural and affective. The logic dimensions are: the

science, the subjects/disciplines, the knowledge/contents, the objectives, the teaching, as a didactic-pedagogic relationship.

Due to the exposed we formulated the following problem that we looked to solve using a participant research: How should the curriculum be organized for Physical Education in the Early Child, Elementary and Middle School education, considering it as a curricular component with specific knowledge?

It elapses that, when looking to solve that problem others appeared as preliminaries: what is a curricular component, its meaning and sense? Which specific knowledge should be privileged in a curricular component denominated Physical Education? Is a curricular organization possible having as orientation collaborative attitudes among equals?

We understood that for all these problems, and others that were identified, the search of solutions happened simultaneously, because one was directly related to another.

PHYSICAL EDUCATION AND THE CURRICULAR ORGANIZATION

The organization and development of the curriculum of the Physical Education discipline in school, presented in the last forty years, a historical context, predominantly, based on the traditional current, in such a way that, the curriculum has been considered, by everybody involved in the educational process, a mere instrumental task, organizing a mechanical routine, following orientations of a rational and technological paradigmatic model. That situation portrays a pedagogic job, worried in applying recreational activities related to the development of sporting abilities.

In this sense, Physical Education has been facing with the need of a readequation of its role due to the deep and extensive changes in the man's form of producing and organizing his social practice. It is noticed that this conception is not enough to reach the expectations of the society in facilitating the students' autonomous attitudes, as well as, to favor criticizing.

With the redefinition of the conception of curricular component in the Law 9394/96, of Guidelines and Bases of the National Education (LDB), Physical Education becomes understood as an area of knowledge. In this perspective, it has become necessary redimensionalize that simplified conception of which area it possessed and with that to propose a curricular organization that contributes to the establishment of an own content and the systematization of the same in the several levels of education: Physical Education becomes responsible for the teaching of knowledge.

In the search of overcoming the existent conflict, a Group of professionals and students of the area of Physical Education, guided by teachers of the State University of Londrina and of the State University of Maringá, worried about the knowledge pertinent to the discipline, began to study and to research about the curriculum of Physical Education facing the statements of LDB and trying to overcome the perspectives of the traditional conception of elaborating a curriculum. After some years of studies, came along the need of elaborating, in a systematic way, the contents to be ministered in the Physical Education discipline in the Early child, Elementary and Middle School education levels, due to the difficulty of a great number of professionals of the area, in establishing which of the cultural manifestations should be worked in school. That need made us establish, in a participating way, the following objectives:

- Organize/construct, in a collaborating way, a curriculum for Physical Education, as an area of knowledge in the Early Child, Elementary and Middle School levels, starting from the studies and critics that were reported;
- Define the general objectives for the Physical Education discipline for the Early Child, Elementary and Middle School education;
- Identify the central thematic axis diffuser of the specific knowledge for the area;
- Establish selection criteria of the contents;
- Build the periodization of the knowledge about the area according with the education level;
- Indicate didactic-pedagogic procedures that favor the proposed curricular operationalizaton.

The accomplished work has a qualitative figure, using as methodology the participant research, and as primary collection of data, the bibliographical research. The methodology used for the data collection was descriptive, by means of analysis of texts (books and official documents) as the work was developed.

The participative research allowed, to those involved, the determination of the conditions of the own work. It also favored to real collective organization of studies, in which were always in prominence the critical auto-reflection for the decisions takings (ELLIOTT, 1998; COURTIER and STOER, 1997; CARR and KEMMIS, 1988). In this process there was a construction of the relationship between the subject and the object of knowledge and established as the starting point the experiences, the speeches, the interviews and the representations regarding the action and doing, that were elaborated and were presented as expressed manifestations of a total, complex, obscure, problematic and chaotic reality.

When establishing as fundamental principal the teacher's effective participation as potential users, the participative research was a methodological option originated so that could be understood the pedagogic process and its changes. That research methodology was justified, still, because in such activity, the apprentice's power was strengthened and this invigoration favored the construction of the ability of overcoming technical conservative actions, other than contributing in the construction of the teacher's integrity as a reflexive, conscious and critical professional.

For being constituted in an interactive-reflexive process (action-reflection-research-action), collaboration is a condition that facilitates the teachers to become critical-emancipatorial professionals. They had their own practice as an investigation source, study and knowledge (CARR and KEMMIS, 1988). This reflection allowed to the teachers to associate the theoretical knowledge with its reality, favoring the elucidation and understanding of its determinants and the possibilities of transformation of the same.

The fundamental characteristic in a participative research between Elementary Education and University is the interactive process among the ones involved. In this process the stand out consideration is that University teachers as well as teachers of the schools were partners and co-responsible for the study, sharing representations and perceptions on the process of the scholar education.

With the support in the qualitative research, the technique of documental analysis was used, for believing it to be the more adapted for the invigoration and development of the studies. The data analysis was developed during all the investigation.

For the development of the study there were scheduled weekly meetings, with medium duration of three hours each one. There were, still, organized internal seminars, under the responsibility of the members of the group, about the curricular organization thematic, whose subjects were the following ones, among others, according to group's need:

- The theories of the curriculum and its relationship with the Physical Education in the Elementary Education;
- School curriculum and pedagogic practice: organization of the pedagogic project of Physical Education:
- The school curriculum and its dimensions;
- The curricular component: sense and meaning
- The scientific knowledge and the school knowledge
- The teaching and learning theories and the curricular organization

The Study was developed in the Laboratory of Research in Physical Education - LaPEF - of the State University of Londrina, group of research registered by CNPq, and developed the following activities: a) - literature revision; b) - analysis of the literature and of the lifted up documents; c) - construction of our conception of school; d) - construction of our conception of Physical Education for the scholarized educational context; e) - definition of the general objectives of Physical Education for the scholarized education; f) - establishment of the criteria for the selection of the school contents; g) - rising of the contents

considered valuable to reach the objectives; h) - seriation of the contents from the infantile education to the eighth series of the fundamental teaching; i) - pilot study of implementation of the listed contents; j) - elaboration of three research projects in Scientific Initiation level, for evaluation of the proposed contents and of the established seriation; l) - dissemination of the study in encounter with the municipal chain of teaching and Scientific Events of the educational area.

With the results of the present study we can affirm that, with the understanding of what is a curriculum and with the experience of elaborating it participatingly placing it in practice, it was possibilitated to the involved teachers a professional development, because the same earned transformations, improvements and much more autonomy in their school space, altering significant and qualitatively the procedures of the strategies, the sense and the meaning of the educational work, the concept and the applicability of what is teaching.

The professional development should be understood as the complex group of processes and strategies that promote the teachers' reflection about its own practice, being capable of learning with it having a very solid theoretical base to contribute with this reflection (GARCIA, 1999).

Another important point of this experience in building a participative curriculum of Early Child, Elementary and Middle School teaching was that the teachers involved in the process felt the need of learning new contents, didactic strategies and evaluation forms, because according to the studies developed they had a better understanding of their work and they knew where that it was necessary to improve.

However, this process of searching for an improvement in the educational action was quite laborious and complex for the teachers' group, because they needed the help of the administration of the school, of the Municipal Secretary of Education and of the collaboration of all the members of the group.

The accomplished evaluations, through out scientific initiation researches, accomplished by Perdonatte Jr. (2004), have been showing that the present study was supplier of subsidies to an educational performance that contemplates the objectives and goals of Physical Education in the scholarized education.

With the results, contributing to establish compatible contents with the proposed school levels was also practiced, aiming coherent criteria for the selection of the same and of the objectives yet to be she reached by the students and teachers, contributing to close one of the great lacunas that surrounds the teaching of Physical Education in the Infantile Education and in the Fundamental Teaching.

The development of that study will be published in the format of a Book that is under evaluation of the Editorial Counsel of a National Publisher.

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CURRICULAR ORGANIZATION IN PHYSICAL EDUCATION: A PROCESS OF PARTICIPATIVE CONSTRUCTION

The history of the curricular organization shows us that it followed paradigmatic orientations, of ontological as well as epistemological order. The organization and the development of the Physical Education's curriculum in school, presented in the last forty years, a historical context, predominantly, based on the traditional current, in such a way that, the curriculum is being considered, by many of the involved in the educational process, a mere instrumental task, organizing a mechanical routine, following orientations of a rational and technological paradigmatic model. In that sense, Physical Education in school has been facing the need of a readequation of its role due to the deep and extensive changes in the man's form of producing and organizing his social practice. A group of teachers felt the need to build a curriculum for the Physical Education discipline for Early Child, Elementary and Middle School levels. The objectives of this study were a) organize/construct the curriculum for Physical Education for Early Child, Elementary and Middle School; b) define the general objectives for the Physical Education

discipline; c) identify the central thematic nuclei propagators of the specific knowledge to the area; c) establish selection criteria of the contents; d) build the periodization of the knowledge of the area in agreement with the scholar level. The research was participative and the ones involved in this study were Physical Education teachers that work in the University, in the Early Child, Elementary and Middle School teaching in public and particular schools of the city of Londrina. The results show that with the understandment of what is a curriculum and that with the construction and placement of the same in practice there was a professional development of the involved teachers presenting more autonomy in his school space, altering significantly and qualitatively the sense and meaning of the teachers' work, the concept and the applicability of what is to teach Physical Education in school.

Key-words: Curricular Organization; Physical education; Participant research.

ORGANISATION CURRICULAIRE DANS L'ÉDUCATION PHYSIQUE: UN PROCESSUS D'ABRÉGÉ SUR PARTICIPATIF CONSTRUCTION

L'histoire de l'organisation curriculaire nous montre qu'il a suivi des orientations paradigmatiques, d'ontological aussi bien que l'ordre epistemological. L'organisation et le développement du programme d'études de l'éducation physique dans l'école, présenté en quarante dernières années, un contexte historique, principalement, basé sur le courant traditionnel, de telle manière que, le programme d'études soit considéré, par beaucoup de l'impliqué dans le processus éducatif, une seule tâche instrumentale, organisant une routine mécanique, après des orientations d'un modèle paradigmatique raisonnable et technologique. Dans ce sens, l'éducation physique à l'école avait fait face au besoin d'un readequation de son rôle dû aux changements profonds et étendus de la forme de l'homme de produire et d'organiser sa pratique sociale. Un groupe de professeurs a senti la nécessité d'établir un programme d'études pour la discipline d'éducation physique pour les niveaux tôt de collège d'enfant, élémentaire et. Les objectifs de cette étude étaient a) organize/construct le programme d'études pour l'éducation physique pour le collège d'enfant, élémentaire et tôt; b) définissent les objectifs généraux pour la discipline d'éducation physique; c) identifient les propagateurs thématiques centraux de noyaux de la connaissance spécifique au secteur; c) établissent des critères de sélection du contenu; d) construisent le periodization de la connaissance du secteur en accord avec le niveau de disciple. La recherche était participative et celui impliqué dans cette étude était des professeurs d'éducation physique qui travaillent dans l'enseignement de collège d'université, dans le premier enfant, élémentaire et dans les écoles publiques et particulières de la ville de Londrina. Les résultats prouvent qu'avec l'understandment de ce qui est un programme d'études et qu'avec la construction et le placement de la même chose il y avait dans la pratique un développement professionnel des professeurs impliqués présent plus d'autonomie dans son espace d'école, changeant de manière significative et qualitativement le sens et signification du travail des professeurs, du concept et de l'applicabilité de ce qui est d'enseigner l'éducation physique à l'école.

Mots clés: Organisation Curriculaire; Éducation physique; Recherche de participant.

ORGANIZACIÓN CURRICULAR EN EDUCACIÓN FÍSICA: UNO PROCESO DE CONSTRUCIÓN PARTICIPATIVA

La historia de la organización curricular nos muestra que ella ayudaba al paradigmáticas de las orientaciones, tanto de ontológica del orden como epistemológica. La organización y el desarrollo curricular de la disciplina Educación Física en la escuela, presentó en los últimos cuarenta años, un contexto histórico, predominantemente, basó en la corriente tradicional, de semejante manera que, el plan de estudios viene y siendo considerado, para mucho el envuelto en el proceso educativo, una tarea instrumental no más, organizando una rutina mecánica, ayudando orientaciones de un modelo el paradigmático racional y tecnológico. La Educación Física en la escuela ha estado encontrándose con la necesidad de un readecuación de su papel debido a los cambios profundos y extensos en la forma del hombre en ese sentido, producir y organizar su práctica social. Un grupo de fieltro de los maestros necesita construir un plan de estudios para la disciplina la Educación Física para los niveles de la educación infantil y yo enseño principio. Los objetivos de este estudio fueron a) el organizar/construir el plan de estudios para la Educación Física para la educación infantil y yo enseño principio; b) para definir los objetivos generales para la disciplina la Educación Física; c) para identificar los núcleos el irradiadores central temático del usted conoce específico por el área; c) para establecer acercamientos de selección de los volúmenes; d) para construir el periodización del usted sabe sobre el área en acuerdo con el nivel del escolaridad. La investigación era participativa y estaba envuelto en ese maestros del estudio de Educación Física que actúan en la Universidad, en la educación infantil y el enseñando fundamental en los precios netos públicos y peculiar de la ciudad de Londrina. La muestra de los resultados eso con la comprensión que es plan de estudios y con la construcción y la colocación del mismo en práctica había un desarrollo profesional de los maestros envueltos que presentan más autonomía en su espacio escolar y altera significativamente y cualitativamente el sentido y significando del trabajo educativo, el concepto y el aplicabilidad que es enseñar Educación Física en la escuela.

Palabra-importante: Organización Curricular; Educación física; investiga participante.

ORGANIZAÇÃO CURRICULAR EM EDUCAÇÃO FÍSICA: UM PROCESSO DE CONSTRUÇÃO PARTICIPATIVA

A historia da organização curricular nos mostra que ela atendeu a orientações paradigmáticas, tanto de ordem ontológica como epistemológica. A organização e o desenvolvimento curricular da disciplina Educação Física na escola, apresentou nos últimos quarenta anos, um contexto histórico, predominantemente, fundamentado na corrente tradicional, de tal forma que, o currículo vem sendo considerado, por muito dos envolvidos no processo educacional, uma mera tarefa instrumental, organizando uma rotina mecânica, atendendo orientações de um modelo paradigmático racional e tecnológico. Nesse sentido, a Educação Física na escola tem-se deparado com a necessidade de uma readequação de seu papel devido às mudanças profundas e extensas na forma do homem produzir e organizar a sua prática social. Um grupo de professores sentiu necessidade de construir um currículo para a disciplina Educação Física para os níveis da educação infantil e ensino fundamental. Os objetivos deste estudo foram a) organizar/construir o currículo para a Educação Física para a educação infantil e ensino fundamental; b) definir os objetivos gerais para a disciplina Educação Física; c) identificar os núcleos temáticos centrais irradiadores dos saberes específicos para a área; c) estabelecer critérios de seleção dos conteúdos; d) construir a periodização dos saberes da área de acordo com o nível de escolaridade. A pesquisa foi participativa e estiveram envolvidos nesse estudo professores de Educação Física que atuam na Universidade, na educação infantil e no ensino fundamental nas redes pública e particular da cidade de Londrina. Os resultados mostram que com a compreensão do que seja currículo e com a construção e a colocação do mesmo em prática houve um desenvolvimento profissional dos professores envolvidos apresentando mais autonomia no seu espaço escolar, alterando significativamente e qualitativamente o sentido e significado do trabalho docente, o conceito e a aplicabilidade do que seja ensinar Educação Física na escola.

Palavras-Chave: Organização Curricular; Educação Física; pesquisa participante.