

## 166 - CURRICULUM AND SCHOOL'S CONTENTS: SELECTION AND CRITERIA PREFERRED BY TEACHERS OF MUNICIPAL SCHOOL DISTRICT OF VILA VELHA- ES

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### 1. INTRODUCTION

The curriculum has always been the target of attention of educators who seek to understand and organize the school's educational process. In the late nineteenth century, in the United States of America the first studies about curriculum as a specific object of study were developed; At the same time, these studies in connection with the process of industrialization and immigration movements, which intensified the massification of education. A significant number of educators of that time began to address more systematically the problems and curricular issues, starting several studies that have shaped the emergence of the new field (MOREIRA, SILVA, 1994).

Over the centuries, various theories about curriculum emerged from the more traditional originating at the time (late nineteenth century), the critical and post-critical. The curriculum is always the result of a selection, where you choose from a wider universe of knowledge and wisdom, who will be precisely. Theories of curriculum seek to justify why "these knowledge" and not "those" should be selected (SILVA, 1999). From this statement, these theories describe the type of person who considers the ideal, in other words, the type of person you want to graduate. Therefore, the theories of the curriculum are linked to issues of identity and subjectivity.

According to Silva (1999), the central question that serves as the background for any theory of curriculum is to know what knowledge should be taught. In this sense, what should be taught in physical education classes at school? What knowledge is considered important or essential that deserves to be part of the curriculum? Why focus on specific topics and not others? The current situation of Physical Education regarding aspects of selection, organization and systematization of learning content, is established in the midst of strife, conflicts and uncertainties, becoming problematic. The way the contents are selected and offered to students, can facilitate or complicate their learning (CHAVES, 2001). For this reason there should be a concern from the educators on this issue, establishing criteria for their selection.

Among the issues raised, the problem of this research covers the following question: what criteria teachers of the Municipal School district of Vila Velha - ES consider in the selection of contents in the discipline of Physical Education in relationship to school curriculum? The paper attempts to identify the criteria used by teachers of Physical Education in the choice of content to build the curriculum of the course; to investigate what knowledge is considered valid, important or essential in the teaching of Physical Education; and to offer opportunities in relation to the selection of content in the curriculum of the discipline of Physical Education for the final series of the elementary school. The study is qualitative and exploratory, using as a tool a semi-structured interviews applied to 14 elementary school teachers (5th to 8th grades) working in the Municipal School district of Vila Velha - ES.

### 2. CURRICULUM, MEANINGS AND RELATIONS IN THE SCHOOL CONTEXT

The curriculum is currently the major focus of attention of authorities, politicians, teachers and experts. Brazil has already observed significant numbers of research in this area. In this section, we emphasize the issues related to the curriculum and how it is developed in the school system.

Over the years, the literature has recorded different meanings for the word curriculum. Moreira (2001a) points out that among these meanings, there are those who associate the curriculum to content and those who see curriculum as a learning experiences; And also other concepts such as plan, educational objectives, text and more recently, as a synonymous for revaluation. Moreira (2001b, p. 68) understands curriculum as "all organized by the school experiences that unfold around the school knowledge," including also the basic plans organized by the school, such as its materialization with emphasis in the experiences and relationships endured by teachers and students in the process of teaching and learning knowledge. In this view, the teacher actively participates in both planning and the development of the curriculum. Sacristán (1998) states that organizing the different definitions, meanings and perspectives, the curriculum can be formally analyzed from five different areas:

The point of view of its social function as a bridge between society and school.

Project or educational plan, alleged or real, fabricated of different aspects, experiences, content, etc.

Formal and material expression which must be presented in one format, its content, its guidelines and its sequence to approach it, etc.

Practical field. Understand it, involves the possibility of: 1) examine the instructional processes and the reality of practice from a perspective that endows its content, 2) to study it as a territory of the intersection of different practices that do not relate only to cases of terms of teaching, interaction and communication skills; 3) sustain the discourse about the interaction between theory and practice in education.

They refer to it as those practicing a kind of discursive activity and academic researcher on all these issues. From Sacristán (1998) one can state that these five areas can infer an essential concept to understand the social functions of the school and their educational practice institutionalized. Thus, according to the author, when we define the curriculum, we are describing the implementation of school's functions and a particular way to approach them in a historical and social moment determined for one level or type of education, in institutional structures.

The curriculum is a project based in a plane developed and ordered by converting your goals in teaching strategies. It is what is behind all education. The curriculum is related to the specific instrumentation that makes the school a certain social system, because, according Sacristán (1998, p. 15):

[...] It is through him that it endows the content, that mission is expressed by almost universal use in all educational systems, although for historical constraints and the peculiarity of each connection is expressed in rites, mechanisms, etc.. acquiring certain specificity in each education system.

The way the curriculum is presented to teachers and students, depending on the option set historically, building within a particular cultural structure, political and educational, called out the values and assumptions that must be deciphered. Task to be accomplished from a socio-political level and from the point of view of its instrumentation "more technical", discovering the mechanisms that operate in its development within the school fields. In a certain way, the curriculum reflects a conflict between interests within a society and the dominant values that regulate the educational process; because regardless of educational level in any model of education, the school takes a selective position and orientation in regard to the culture that is present in the school's curriculum. For this reason, the educational system serves certain specific interests that are demonstrated in the curriculum. All objects that are attributed and are intended implicitly or explicitly to a school, socialization, training, segregation, integration, among others, necessarily end up with a reflection on the goals that guide the entire curriculum, the selection of the same components, lead a weighted division between different plots in their own curriculum and methodological activities which give rise. It is through him that basically performs all the functions.

### 2.1 CURRICULUM AND CONTENT OF EDUCATION

In relation to the concepts of curriculum and teaching contents, there is difficulty with regard to the discussion of these categories. Sacristán and Gómez (1998) point out that any concept defined within a framework of knowledge and understanding of the curriculum depends on many variables to achieve its meaning. Based on their studies, it is possible to identify that concepts of curriculum and teaching content have been developed by different authors. According to the context in which they formulated their concepts are very distinct, always exceeding the design is more restricted and certainly more widespread that the curriculum is the program summary of teaching contents. For these reasons, it is important to consider that in any conceptualization:

**First:** the study of the curriculum should serve to offer a vision of culture that takes place in schools in their hidden dimension, taking into account the conditions under which it develops.

**Second:** it is a project that can only be understood as a process historically conditioned, belonging to a society, selected according to the dominant forces in it, but not limited to the ability to replicate, but also to focus in that society.

**Third:** the curriculum is a field in which integrates reciprocally ideas and practices.

**Fourthly:** how the cultural project developed a precondition for the professionalization of teaching and we must see it as a staff with different degrees of flexibility for teachers to intervene in it. Although is not about defining or conceptualizing the term, Silva (1999, p. 150), points out that we can no longer look at the curriculum with the same innocence as before, because

the curriculum has meanings that go beyond traditional theories that validate it. The curriculum is place, space, territory. The curriculum is about power. The curriculum is history, travel, and route. The curriculum is autobiography, our life, curriculum vitae: the curriculum forges our identity. The curriculum is text. The curriculum is a identification document.

For learning content, the word content, according to Gomez and Sacristán (1998), is full of significance before an intellectual and cultural tradition of its own dominant educational institutions in which it was forced and used. By mentioning it soon you start thinking about elements of subjects, materials and other information. Being able to understand them as:

The summaries of academic culture that compose the educational materials divided in diverse disciplines. It is also a concept that reflects the perspective of deciding what to teach and who teaches, so when we mention the content, we usually refer to what one wishes to convey or others assimilate, which in reality is very different from the actual contents of the results implied that the pupil gets (SACRISTÁN, Gómez, 1998, p. 150).

The contents include all the learning that students must achieve to progress in the stage of education, whatever it is, and it is necessary to encourage behavior, acquire values, attitudes and thinking skills, and knowledge.

### 3. SCHOOL PHYSICAL EDUCATION: THE CRITERIA USED BY TEACHERS OF PHYSICAL EDUCATION IN THE SELECTION OF CONTENTS

In this section, we analyze the field data, collected through semi-structured interviews with teachers of physical education, both gender, of the Municipal School District of Vila Velha - ES, seeking a dialogue with the theoretical framework discussed here. The data were organized into categories, based on the concepts discussed in the research. The fieldwork took place in 22 schools of the Municipal School district of Vila Velha - ES. We found that only 4 of the interviewees have post-graduate degree in education and only 1 has, specifically, post-graduate degree in Physical Education. Most teachers interviewed are graduates in other professional contexts and male.

Regarding the questions posed to teachers, we ask: "What content you have taught in classes of physical education?" In relation to the content taught in Physical Education, we found that the fourteen (14) interviewees, all inform teach "Water Sports", and 12 (twelve) of them, mentioning the following sports: volleyball, futsal, handball and basketball.

This occurrence is also mentioned with the research of Angeli (2003), in which systematic study of the content and construction of knowledge in physical education classes in the Municipal District of Vitória - ES, implied that the informants were unanimous in responding to the content Physical Education classes that are repeated all school years, usually summarized in sports, especially soccer, handball, volleyball and basketball. Betti (1999, p. 25) questions this type of occurrence, given that the curricula that provide teacher education include disciplines such as dance, capoeira, judo, expressive activities, gymnastics, and other folklore and, therefore, should question: why the little use of such content? Lack of space, motivation, material? Indulgence? Lack of acceptance by society of such content? Or is that teachers develop with only the contents of which have greater affinity?

Another question directed at teachers informants refers to the question: "Why focus on such knowledge and not others?" The analysis indicated that among the study participants only 3 respondents argued the reasons for the selection of content for teaching physical education, considering the proposed curriculum for Physical Education of Vila Velha District - ES, with the contents mentioned sports. However, the Municipal School District of Vila Velha (2008) states that since 2002, marks the speech that the Network would be an emphasis on sports and events linked to it, diminishing the importance of other cultural events. It is understood this conclusion, a concern on the part of the curriculum proposal for the inclusion of other types of content (which are not limited only to sports) in the curriculum of physical education. Addition to promoting the sports practice, with several games throughout the year at any time the proposal reveals that these contents should be treated exclusively in physical education classes at school, mainly because of the encouragement of sports shops across the network outside of school hours. Another view that we see in this context explains emphatically to work with such knowledge for identification, affinity, without the worry of seeking to meet the needs of students. Should question what Souza Junior (apud AROEIRA 2000, p. 106) points in this direction:

If we consider that the function of a component in school curriculum is to offer students a reflection of a specific body of knowledge which will be integrated throughout all components, assuming responsibility for the human, the characterization of who takes physical education classes, before the pole, is the absence of denial of content and knowledge to students.

One must consider that if the Physical Education remain in the context of this pole makes it difficult to explain their participation in the school curriculum, resembling thus an "activity" in the pejorative sense, narrow and mechanical, which unprovision the school function. It is necessary to coordinate the school to know the student, mediating their learning from the objectives outlined in the curriculum design of educational school policy (AROEIRA, 2000).

We also analyzed the design of teachers in relation to: "What criteria do you use to select content to be addressed?" On this question, most teachers falls into the category "Historical background of the students and the community." This category can anchor the idea that the contents of Physical Education would have to be defined according to the socio-cultural aspects presented by the community in which students are. However, one must question: In this context, only the sports content would meet the needs of the community? And yet, restrict such content would be only to sports reported by teachers? What relevance they have over those who were not mentioned?

Based on the arguments used by Braid (2003) is necessary to point out that this position of questioning to sports is not contrary to its approach in physical education classes. Sports practices are culturally determined, which may be part of a program of physical education, thus enriching the cultural background of students. We question only, that the sports movement can not become a straitjacket that prevents students from other cultural movements express fruits of stories, movements that are also embedded in their daily lives.

#### 4. FINAL CONSIDERATION

From the analysis of emerging categories from the speech of physical education teachers, related to the research problem "What criteria the Physical Education teachers who work in schools of Vila Velha - ES consider the selection of content (in the final years of elementary school - 5 to 8 grade) of Physical Education discipline in relation to school curriculum?" It was possible to infer that the physical education teachers are unanimous in their report that work with sports teams, and virtually all the handball, indoor soccer, volleyball and basketball.

Data analysis pointed out the importance of these contents are entered into the cultural background of students, so in no way should be discriminated against by teachers of the school curriculum. However, we must recognize that only limited to these contents is to deny students a vast universe of other cultural knowledge that are also part of Physical Education. As Silva (1999) under a broad universe of knowledge and information, it selects those that are considered valid or important or essential to deserve to be part of the curriculum. So under this view pointed out by Silva, question: that content with a view to identifying the teacher is worthy of writing to the curriculum? Some arguments mentioned in the speeches of teachers go in the direction of restricted content selection worked, depending on the characteristics of the school, such as lack of space and materials, however, these grounds have been overcome from the various possibilities located in the literature area to overcome these challenges. As an example, "the court is small," but if it works with futsal, why not dance, fights, athletics, and other various cultural events?

Given the information reviewed here, we must emphasize the need to devise the tract of the knowledge taught in a curricular approach. It is noteworthy that the studies directed towards physical education in relation to its curriculum are expanding to (AROEIRA, 2000) which is necessary, propose to curricular studies in the field considering the daily school physical education school with a view to strengthening a quality education.

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**MUNICIPAL SCHOOL DISTRICT OF VILA VELHA-ES****SUMMARY**

The paper attempts to identify the criteria used by teachers of Physical Education in the choice of content to develop the curriculum of the discipline. The paper also attempts to investigate which knowledge is considered valid, important or essential for teaching Physical Education. This study is qualitative and exploratory, using as a tool a semi-structured interviews, which were applied to 14 elementary school teachers (5th to 8th grades) working in the Municipal School district of Vila Velha – ES. The main results and conclusions identified that the participants teachers are unanimous in their report that they work with team sports; And in this sense the research questions how the student is considered in this selection of content, and how the student's interest is situated with regard to access to other knowledge of the area of Physical Education.

**KEYWORDS:** curriculum, content, physical education teacher.

**CURRICULUM ET CONTENU SCOLAIRES: SELECTION ET CRITÈRES PRIVILEGIE POUR LES ENSEIGNANTS DE RÉSEAU MUNICIPAL DE VILA VELHA-ES****RÉSUMÉ**

Le travail cherche à identifier les critères utilisés par les professeurs d'éducation physique, dans les écoles en ce que concerne le choix du contenu, à fin de pouvoir construire un curriculum dans la matière et découvrir, quelle connaissance et/ou quel savoir faire peuvent être considéré valable ou essentiel à l'école dans l'enseignement de l'éducation physique. L'étude est de caractère qualitatif et exploratoire, l'entrevue est utilisé comme un instrument semi-structuré appliqué par 14 professeurs, qui exercent leurs fonctions dans le réseau Municipale à Vila Velha – ES, dans les séries finales (6-ème à 9-ème année). En tant que résultat, premièrement nous concluons et identifions, que tout les professeurs sont d'accord et informent qu'ils travaillent avec des sports collectifs et dans ce sens, l'étude questionne la façon dans laquelle l'étudiant se situe dans le contexte de sélection, aussi bien en relation à leurs intérêts, en ce que concerne leurs accès à d'autres connaissances, dans le domaine de l'éducation physique à l'école.

**MOTS-CLÉS:** curriculum; contenu; professeur d'éducation physique.

**CURRÍCULO Y CONTENIDOS ESCOLARES: SELECCIÓN Y CRITERIOS PRIVILEGIADOS POR PROFESORES DE LA RED MUNICIPAL DE VILA VELHA-ES****RESUMEN**

El documento trata de identificar los criterios utilizados por los profesores de Educación Física en la elección de contenido para construir el plan de estudios de la disciplina y para investigar se los conocimientos se consideran válidos, importante o esencial en la enseñanza de la

Educación Física. Este estudio es cualitativo y exploratorio, utilizando como herramienta entrevistas semi-estructuradas aplicada a 14 docentes que trabajan en el Municipal de Vila Velha - ES, en la serie final de La escuela primaria (6 a 9 años). Los principales resultados y conclusiones identificó que los maestros participantes son unánimes en su informe que el trabajo con los deportes de equipo y en este sentido las preguntas de investigación que el estudiante se considera en esta selección de contenidos, y está situado en sus intereses con respecto al acceso a otros conocimiento del área de Educación Física.

**PALABRAS CLAVE:** currículo; contenidos; profesor de educación física.

**CURRÍCULO E CONTEÚDOS ESCOLARES: SELEÇÃO E CRITÉRIOS PRIVILEGIADOS POR PROFESSORES DA REDE MUNICIPAL DE VILA VELHA-ES****RESUMO**

O trabalho busca identificar os critérios utilizados pelos professores de Educação Física escolar em relação à escolha dos conteúdos para a construção do currículo da disciplina e investigar quais conhecimentos e/ou saberes são considerados importantes ou válidos ou essenciais no ensino da Educação Física escolar. Este estudo é de caráter qualitativo e do tipo exploratório, utiliza como instrumento a entrevista semi-estruturada aplicada a 14 professores que atuam na Rede Municipal de Vila Velha – ES, nas séries finais do Ensino Fundamental (6º a 9º anos). Como principais resultados e conclusões identificamos que os professores participantes são unânimes em informar que trabalham com esportes coletivos e nesse sentido a pesquisa questiona como o aluno é considerado nessa seleção de conteúdos, bem como é situado os seus interesses no que se refere ao acesso a outros conhecimentos da área da Educação Física escolar.

**PALAVRAS-CHAVES:** Currículo, conteúdo, professor de educação física.

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