

### 43 - THE TEACHING PRACTICE OF PHYSICAL EDUCATION PROFESSOR: DESPITE PROGRESS, THERE EXISTS OUTDATED ELEMENTS

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#### Introduction

The work done in the Physical Education area has its essentiality in the conception we have of the body and its movements, looking at to incorporate practices that permeate political, social and cultural institutions as well as affective aspect. These dimensions are present in all of us and provide us the conditions to interact as social, critical and participatory subject. It is in this sense, that is spoken today of a culture of body, physical exercise, or even culture of movement (Daolio, 1996).

The objective of this study is to identify the factors that guide the practice of physical education teacher in public schools at Manaus, in the south of the city, considering the importance of the knowhow associated with doing gladly as key elements of their practice.

Therefore, to have elements that really support this study, we used a closed questions questionnaire, with a sample of 45 teachers that works in the area abovementioned.

The teaching practice of physical education professor: Despite progress, there exists outdated elements

To begin the discussion, we will begin stating that the physical education professionals do not receive the support and respect they deserve. Although, there are many who have taken off the traditional clothing of victims and introduce themselves as aware and active professionals in the educational process. Such changes, even shy, originated from the 80s, when the directly interested and knowledgeable began to raise questions and published their work, presenting it at conferences, with the aim to boost a movement able to direct new parameters towards the transformation of the real role of the Physical Education professionals.

As an example, we can mention the 2nd Brazilian Congress Sports for All, coordinated by the Brazilian Federation of Associations of Physical Education Teachers, held in the city of Belo Horizonte, in 1984. That event got very positive results, after its conclusion, it was produced a document called The letter of Belo Horizonte, which was directed to training courses in Physical Education. This document served as a guideline to the concerning courses and it was considered a decisive and striking element to reach a satisfactory qualitative level in the discussions about the curriculum.

However, despite the changes, the graduation degree courses in Physical Education aim to train professionals to act effectively in formal teaching, as well as try to train them in order to perform activities separately of the pedagogical context. This contributed significantly to the historical misconceptions and prejudices about the real role of the professional of Physical Education.

In this regard, Ghilardi (1998) points out,

with the creation of the Bachelor in some institutions, there was a reformulation in the curriculum of the professional training courses in Physical Education. There exist a separation between teachers of physical education and professional of physical education, from a professional point of view, they answer different market and society needs, ie schools teachers in physical education and professionals related to physical activity programs complying different needs of the population.

In this sense, based on this concept and seeking a larger framework that would ensure an academic legitimacy, it has realized that the professionals in this area cannot be people only prepared to carry out activities that involve only the motive aspect and, much less, teachers adept to mediocrity, who repeat planned teaching moments for long time. Because,

[...] the professional must have a repertoire of knowledge that make him understand the man moving in various contexts, understanding their stages of development, their needs, their limitations, their aspiration, not only substantiating practice by practice. (GHILARDI, 1998).

However, with the concern to achieve a structured practice founded in knowhow and the possible ways to carry out qualitatively, is the physical education carrying out satisfactorily and achieving its real goals? Are the physical education professionals working dynamically and contextualizing their praxis?

Unfortunately, although we know of the committed and aware work of many, it can be seen, despite the fight for change, the speeches about the importance of a reflection on practice to finally see progress, that outdated elements based on the traditionalism and the "let it be" are still part of our school reality.

Thus, it is in the sense, that our questions are not presented based on guesswork or assumptions without foundation, we show the answers of the questionnaires applied to teachers using charts, and we make also an analysis of those answers. The fundamental purpose of the presentation and analysis of the data is try to make us understand how the physical education professionals see themselves in the current school reality.

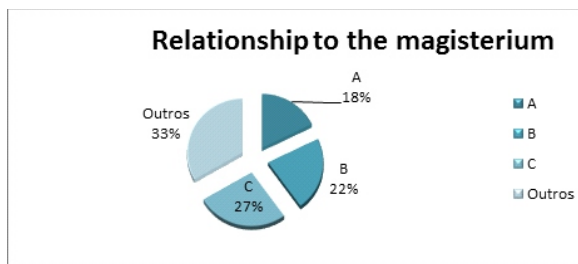
#### Methodology

This is a descriptive, qualitative and quantitative research, considering the aim to achieve a structured practice in knowhow and know the possible ways to identify qualitatively, if really the physical education is being carried out satisfactorily. Observing the actions of the teacher of physical education in schools, and perceiving the need to fundament our results with data that could favor a lecture about the role of this professional and how he reflects - or not - on his practice in the classroom. We prepared a questionnaire with five (5) objective questions.

Were selected 45 teachers, which are part of the faculty of public schools, located in the south of the city of Manaus. We agreed to respect the anonymity of their names and their respective schools, to they respond without fear and with sincerity.

#### Analysis and discussion of results

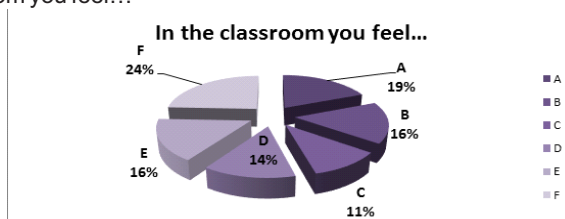
Chart 1 – Block - The relationship teacher/praxis



Source: self elaborated  
 A) Extremely enjoyable and rewarding  
 B) Just like  
 C) Lack of choice to work in another area  
 D) Other: Lack of opportunity achieve a better profession

About the relation of teachers surveyed with the magisterium, the vast majority says his relationship with teaching is for lack of opportunity to be in a better profession. The categories lack of job option in another area and liking for teaching approach in significant percentages. The category enjoyable and rewarding appears as the alternative with a lower percentage.

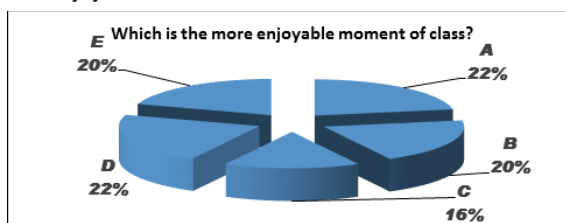
Chart 2 - In the classroom you feel...



Source: self elaborated  
 A) Satisfied to be part of the educational process that contributes to the growth of student  
 B) I think to overcome the difficulties and give the best of me;  
 C) Indifferent;  
 D) Tired and discouraged;  
 E) A little frustrated, but I see that the job has to be done;  
 F) Frustrated.

Regarding to how they feel in classroom, the highest percentage said that feel frustrated. In an equitable distribution, but in minors percentages, we have satisfied to be part of the educational process that contributes to the growth of the student, I think to overcome the difficulties and give the best of me; little frustrated, but I see that the job that has to be done. In smaller percentages, we still have indifferent and tired and discouraged.

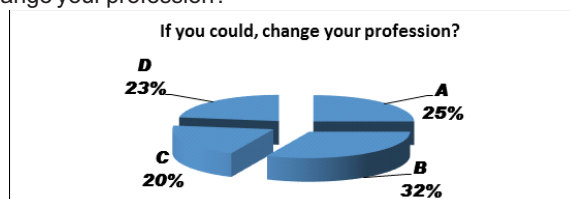
Chart 3 – Which is the more enjoyable moment of class?



Source: self elaborated  
 A) When awakened the interest of students  
 B) When students obey without question the proposed activities  
 C) When there is participation of the whole class  
 D) When I close my activities  
 E) Other: All times are important to student learning

About the most enjoyable moment of the class, concerning the categories: when awakened the interest of students, when the students obey without question the proposed activities, when I close my activities, and all times are important to student learning, there is a meaningful balanced percentages to the responses.

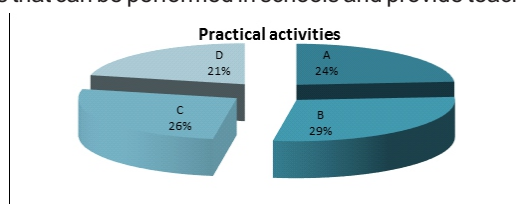
Chart 4 - If you could, change your profession?



Source: self elaborated  
 A) No, the teaching is part of my life;  
 B) Would change if I had a better chance  
 C) Would continue in the teaching profession, but had another parallel activity to give me more pleasure to work;  
 D) Other: no opinion

On the option of changing profession, a significant group says that would change if had a better opportunity. With a balanced distribution of percentages, are the categories the teaching is part of their lives, would continue in teaching, but would have a parallel activity to give them more pleasure to work. A significant part of the group had no opinion about that.

Chart 5 - Practical activities that can be performed in schools and provide teacher and student interaction.



Source: self elaborated

A) Competitions

B) Challenges

C) Socialization

D) Other: no opinion

Regarding the practical activities that can be performed in schools and provide teacher and student interaction, 29% said that was a challenge; 26% said that was socialization; 24% claim the competition and 21% had no opinion.

Final considerations

The physical education reality in schools focus on a practice of distractive activities in which the student do/plays what he wants. In addition, the physical education course eventually become a "covers the hole" of the other. That is, the other courses discredit the physical education to normalize it.

In this sense, due to the restricted conception of physical education linked to sport and free activities, it is necessary to revise and reformulate these paradigms to real changes take place in physical education teaching, aimed at interaction and systematic teaching/learning process. This way of thinking corroborated a practice focused in control, discipline and objectivism, where the sensitive is not considered scientific. The teaching actually occurs through an austere education, in which the teacher imparts knowledge that the students do not have and do not want to own.

Most likely, it happen sameness in physical education classes and some teachers came to comment that hear some of their pupils commenting: "The boys play ball and girls play "burned"".

For all this, we should never let the romance perish in the face of the modern world. Otherwise, we forget what makes us sensitive to the world around us, is exactly to dream with the best and feeling able to change what needs to be improved. In this sense, without fear of being happy, it is time we react against the hypocrisy of the speeches advocating traditionalism as the safest way to ensure others' insecurity. It is time, we feel courage enough to eliminate the fear of daring, and understand that life is a great theater. At least, we must act and perform our role competent

**PRACTICE TEACHING OF PHYSICAL EDUCATION TEACHER: DESPITE PROGRESS, INSIST THE STUFFINESS.**

**ABSTRACT**

Historically, the practice of teacher of physical education was associated with a number of educational trends that directly or indirectly design methodological framework of the teacher and do in the classroom. Today, despite skeptical about the possibility of change through the daring to try, believe that the flow of the feasibility of cut of time with the shackles that trap in the practice outdated and meaningless concepts, it becomes increasingly solid and known in the school. The teacher of Physical Education, today, realizes the close relationship that exists between their practice and reflection so that it can, finally, comes the compromise teaching, facilitating exchanges of experiences and understanding of real respect for others, in addition to the awakening relevance of the pleasure of teaching based on the willingness to learn and to grow with satisfaction. To that end, it was of key importance remarks made in state schools, the southern city of Manaus, and goodwill of teachers of Physical Education who agreed to participate in this study.

Word-key: Physical Education; Pedagogical practice; Reflection.

**LA PRATIQUE PEDAGOGIQUE DU PROFESSEUR D'ÉDUCATION PHYSIQUE: MALGRÉ DES PROGRÈS, PERSISTE ELEMENTS DÉMODÉ.**

**RÉSUMÉ**

Historiquement, la pratique du professeur d'éducation physique a été associée à un ensemble de tendances pédagogiques qui définissent directement ou indirectement le cadre méthodologique de ce professeur et son travail dans la salle de classe. Aujourd'hui, malgré sceptiques quant à la possibilité de changement par la tentative constante, la puissance de ceux qui croient en la possibilité de rupture des chaînes qui nous lient à des pratiques archaïques et des concepts sans sens, devient de plus en plus solide et connu dans le contexte scolaire. Le professeur d'éducation physique, aujourd'hui, se rend compte de la relation étroite entre sa pratique et la réflexion sur elle, afin que le engagement pédagogique, l'échange d'expériences et la compréhension réelle du respect pour les autres puisse se produire; en outre, éveiller à l'importance du plaisir de l'enseignement basé sur le désir d'apprendre et de grandir avec satisfaction. Il était d'une importance fondamentale des observations dans les écoles publiques, dans le sud de Manaus, et la volonté des professeurs d'éducation physique qui ont accepté de participer à cette étude.

MOTS-CLÉS: Éducation physique; La pratique de l'enseignement, La réflexion.

**LA PRÁCTICA PEDAGÓGICA DEL PROFESOR DE EDUCACIÓN FÍSICA: A PESAR DE LOS AVANCES, PERSISTEN ELEMENTOS ANTICUADOS**

**RESUMEN**

Históricamente, la práctica del profesor de educación física se asoció con un conjunto de tendencias pedagógicas que directa o indirectamente delinear el marco metodológico de este y su quehacer en clases. Actualmente, a pesar de escépticos sobre la posibilidad del cambio a través del intento constante, el poder de aquellos que creen en la viabilidad de romper de una vez las cadenas que nos atan a prácticas anticuadas y conceptos sin sentido, se hace cada vez más sólido y conocido en el contexto escolar. El profesor de Educación Física, hoy en día, se da cuenta de la estrecha relación que existe entre su práctica y la reflexión sobre ella para que finalmente pueda producirse el compromiso pedagógico, el favorecimiento del

intercambio de experiencias y la comprensión real del respeto al otro, además de despertar a la relevancia del placer de la enseñanza basada en el deseo de aprender y crecer con satisfacción. Para ello, fueron de fundamental importancia las observaciones en las escuelas públicas de la zona sur de la ciudad de Manaus, y la disposición de los profesores de Educación Física que aceptaron participar en este estudio.

**PALABRAS CLAVE:** Educación Física; La enseñanza de la práctica; La reflexión.

**APRÁTICA PEDAGÓGICA DO PROFESSOR DE EDUCAÇÃO FÍSICA:  
APESAR DOS AVANÇOS, INSISTEM OS RANÇOS.**

**RESUMO**

Historicamente, a prática do professor de Educação Física esteve associada a um conjunto de tendências pedagógicas que direta ou indiretamente desenham o quadro metodológico desse professor e o seu fazer em sala de aula. Atualmente, apesar dos céuticos quanto à possibilidade de mudança através da ousadia do tentar, a corrente dos que acreditam na viabilidade de quebrarmos de vez com os grilhões que nos aprisionam a práticas ultrapassadas, e conceitos sem sentido, torna-se cada vez mais sólida e conhecida no contexto escolar. O professor de Educação Física, hoje, percebe a estreita relação que existe entre sua prática e a reflexão dela para que possa, enfim, ocorrer o compromisso pedagógico, o favorecimento de trocas de experiências e a compreensão real do respeito pelo outro, além do despertar para a relevância do prazer de ensinar embasado na vontade de aprender e na satisfação de crescer com. Para tanto, foi de fundamental importância às observações realizadas em escolas estaduais, zona sul da cidade de Manaus, e a boa vontade dos professores de Educação Física que concordaram em participar nesse estudo.

**Palavras chave:** Educação física; Prática pedagógica; Reflexão.