

70 - THE PROCESS OF HIGHER LEARNING IN SCHOOL PHYSICAL EDUCATION

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INITIAL CONSIDERATIONS

The process of teaching and learning in physical education is consolidated from historical perspectives that materialize in the news, showing the need to observe and consider the acquisition of knowledge as a historical nature. Consider this in physical education is possible because the historical roots that guide this process are solidified in different periods with different intentions.

For Machado e Cartier (2008) Physical Education currently has a technical perspective it does not allow individuals to understand their relevance in the social context in which they live, and it interfered directly in the representation of the class that is properly placed in historical context, economic, political and cultural.

The Physical Education historically focused his pedagogical praxis in learning the technical aspects, especially in sports, in a hegemonic perspective of mechanical movements. These hegemonic conceptions of education do not emphasize the development of didactic situations to increase understanding of the interrelationships because they do the importance of argumentative reason to produce insights and understandings.

The physiological characteristics/biological influence physical education throughout history, linking training activities without great opportunities for reflection on the importance of body culture as ultimate expression of physicality, and it is observed even in higher education. Cunha e Fernandes (1994) assert that about the learning process develops models of reproduction of knowledge, and from this reflection and dialectic are left behind.

Schön (1992) indicates that the teacher might think the teaching of history and deliberate way, along paths with the lived experience and reflection on their teaching to make, therefore, a teaching-learning process, according to Le Boulch (1987), composed of stereotyped actions by rules and guidelines imposed by the performance of movements, which have a fixed starting point, a precise trajectory and a given point of arrival, makes the teaching learning process.

According to Pires e Neves (2002) education is limited to knowledge and know-how, limiting the technique, ignoring any pretense of communicative action and interaction between teacher/student, because after all this argument, as would Kunz (1991; 2006), communicative action is established between teacher/student through dialectics, as both participate in the tasks and directions of education as a subject of its own shares considering the understanding of the world as object of knowledge of educational action, embodied by the process action-reflection-action, nurture it critically understand the world autonomously.

Darido (2001) shows that physical education in school, because of its historical background and its tradition, the concern of the teacher focuses on the development of content as procedural and technical grounds, however, is necessary to overcome this fragmented approach, involving also the dimensions of attitudes and concepts.

The school system plays the dominant structure of the capitalist character of the seller, appropriating the sport as a means of earning a profit, making use of it as a means of politics and interests, establishing a pedagogical practice, with the preponderance of discovering talented athletes at the expense of ideas and understandings of body culture (MARQUES E CERQUEIRA, 2008).

From the epistemological basis of historical and dialectical materialism, subject and object are related to each other and knowledge is treated methodologically in order to promote understanding of the principles of materialist dialectic logic: all, motion, qualitative change and contradiction (COLETIVO DE AUTORES, 1993).

This view assumes that the subject and object of knowledge are historically determined, means recognizing the implication that the product of that relationship, knowledge, and the process of its construction, is also determined by historical conditions, through contradictions and conflicts therefore ideologically committed (ANDERY ET AL., 2000), or "o homem é um ser social e histórico, o que leva esse homem a transformar a natureza, e, neste processo, a si mesmo, é a satisfação de suas necessidades" (p. 407).

From these considerations this initial study aimed to understand the teaching learning process of Physical Education from the conceptions of historical and dialectical materialism. To this end we used a literature search, and in this epistemological basis for the theoretical analysis and discussion of results.

Elaborated as the study's guiding question: how to develop the teaching learning process in physical education with a view to the gulf between theory and praxis manifests and permeates the practice of professional teaching physical education in school?

We assume that the praxis of teaching physical education at present, is developed and skilful policy, leading to fragmentation of knowledge. If developed from the importance of body culture as ultimate expression of embodiment, in a reflective way and not just as a way of training, becomes more meaningful and transformative. Physical Education in its entirety covers unfathomable circumstances that should be thought and reflected in order to provide the professional physical education a pedagogically sound practice and industry, and from this, and gives the student opportunities for understanding human movement in a historical perspective and social.

For a better understanding of the subject structured this study in two phases, namely: at first developed on the teaching learning in schools, after Physical Education from the historical and dialectical materialism.

TEACHING LEARNING PROCESS IN SCHOOL

We currently have a Physical Education developed a policy and skilful, composed of stereotyped movements originated from hegemonic sports, which highlights the development of human emotional, cognitive, social and motor, that is all. These sustained practice in pedagogical processes, movements, sets and rules already pre-established, do not allow much prospect of change, for priority sports, fitness, and other gestures of expertise in mechanical, or would like Kunz (1991), development trend of sorting, the exploitation, early specialization and a maximum yield.

One factor that leads to physical education be developed in this way is the gap between theory and practice, which can

be caused by a lack of a political/pedagogical highlights the need for transformation, and that in fact materialize.

Without a revolutionary intent Physical Education becomes alienated because it has prospects of enabling reflection, not to nurture student observe, interpret, understand, explain and transform the social reality in which is inserted.

The teacher should act as a mediator of knowledge and stimulating ideas, providing subsidies and opportunities for which students can reframe permanently moves from the dialectic in this way, the content should not be deployed pre-determined and fragmented. The teaching-learning process using the procedures in diversity and complexity of the conditions for acquisition of knowledge becomes more significant and likely to rebuild the meaning of pedagogical actions.

Through the dialectical theory and practice face a denial to the other, leading to reconstruction daily acts of teaching in a reflective and practical. Given the social context in which students are entered, bringing their experiences related to the world lived through the process of action/communicative, thus giving opportunities to other uses motion: communicative, expressive, exploratory and productive so that students can understand and explain reality (KUNZ, 1991).

Caparroz e Bracht (2007) indicate that the teacher did not apply the theory itself, but there are reinvented from reflections on them, becoming the author of his teaching, and not a mere player.

Nunes (2000, p. 99) apud Caparroz e Bracht (2007) understands that the pedagogical relationship is a set of dialogues unexpected, surprising convergences, violent clashes, subtle resistance, frustrations and fears. Never any textbook to decipher it in its fluctuation and unpredictability, ie, the formation of an educator may be the result of the meeting, the reflective process, the decision to be that teacher who can be as a starting point for those who, from discovery to discovery in the context of pedagogical practice and its constant re-evaluation becomes.

The teaching practice should be reconsidered in order to provide learners meanings, ways of thinking and acting autonomously causing them to be emancipated establishing relations with their daily lives through communicative action, making them realize that part of the process of historical and social construction of society (KUNZ, 1991), in this sense, include your practice on a thorough understanding of the contemporary ideological struggle for recognize which features are printed teaching capitalism to the training of individuals meet their interests, it becomes relevant and urgent (ESCOBAR, 2005).

We look at the historical and dialectical materialism and its meanings change, in which to explain the history of human societies at all times through the material facts, mainly economic and technical.

PHYSICAL EDUCATION FROM HISTORICAL AND DIALECTICAL MATERIALISM

To Andery et al. (2000) in the production of social life, men contract relations that are indispensable and independent of their will, these relations of production which correspond to a given stage of development of their material productive forces, the work aimed at an intentional action. This mode of material production involves the social, political, historical and economic characteristics of individuals.

Andery et al. (2000) maintains that the knowledge acquired, in Marx, not only the character of knowledge committed to the transformation of the concrete world, but with the transformation in the interests and needs of the working class, and despite the other. With this concept is lost, the expectation of generating knowledge neutral, serving equally and universally to all, seeking social change through an act of man and scientific knowledge that involves theory and practice in understanding the world which implies a practical social sector.

To Saviani (2000) the man became man of course, not born knowing how to be a man, not born knowing how to feel, think, assess, act. To learn to think and feel, want to know, act or review is to learn, which means the educational work.

The authoritarian and rigid does not allow for reflection and autonomy showing that the idea of severity is totally wrong. Education repressor whose schooling was valued for its ability to endure pain as they used can generate violence, because who is strict with yourself is hard on others (ADORNO, 1995).

For Horkheimer (1990):

o princípio da dominação, baseado originalmente na força bruta, adquiriu com o correr do tempo um caráter mais espiritual. A voz interior tomou lugar dos senhores da emanção das ordens. A história da civilização ocidental poderia ser escrita em termos de crescimento do ego, na medida em que o subordinado sublima, isto é, interioriza as ordens do senhor, que o precedeu em autodisciplina (p.110).

In view of the historical dialectic materialism, the physical education teacher, will surpass the conceptions biologizing eminently evident in the area and can develop the whole human subjective and objective while emphasizing the body and parallel development of thoughts, emotional, ethical and above all offer conditions development of human personality in one direction and critical awareness, to elevate individuals the maximum development conditions and humanistic education. We emphasize that not just a dialectical relationship as oppressor/oppressed, we must emphasize that while engaging in liberating praxis.

FINAL

The teaching learning process is now located in an authoritarian and exclusionary through the technical methodology of alienating character that manifests itself predominantly in physical education from this school and the pedagogical practice focuses mainly on aspects of psychomotor development with the aim of finding future athletes, an allusion to machinery, mechanical movement with no possibility of reflection and autonomy, meaning, unconcerned with the human and social aspects involving the individual.

From the standpoint of the dialectic, Gamboa (2007) asserts that this conception establishes the relationship between theory and practice, an inter/relationship in which we cannot conceive the theory separated from practice, or not opposed to two separate and distinct fields that would be related to each other in a linear sequence, one after the other: both fields are part of the same reality: human action.

According to Barreto e Honorato (1998) the dialectical relationship that everything is related and turns through the conflicts between affirmations and denials that are overcome and what prevails is the synthesis, the negation of negation.

Based on this logic, the student begins to realize knowledge is historically and dialectically constructed and is part of this construction, fitting new significance to him it becoming the subject of his story.

The Physical Education, as well as educators, need to be based from the standpoint of praxis, with meaning to physical education class accessible to students in the social and the individual perceives the need for such activity, strengthening links between theory and practice through the dialectic between self and nature, so that physical education continue to way that will increase the knowledge of students to appropriate critique of contemporary culture with solid arguments and break paradigms established before the class.

One way of reframing the pedagogical practice is through the teaching methods of progressive features that offer likely to be applied together or separately, depending on the interpretation of teachers and their autonomy to systematize the

elements that comprise the teaching-learning process.

From this perspective, physical education is restructured as a reflective practice, in which the candidate must understand education as an effective contribution to the expansion of social awareness and critique of students with a view to their participation in social practice can to effectively develop human potential in its entirety (GUIRALDELLI JR, 2004).

The teacher must mediate and facilitate the practice of teaching physical education as a social, cultural, political and economic, which occurs on reflection on knowledge and its actual situation offers a new paradigm of signification. For this new meaning of knowledge occur in a reflexive and autonomous, including the movement as unfinished through the dialectic.

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THE PROCESS OF HIGHER LEARNING IN SCHOOL PHYSICAL EDUCATION ABSTRACT

The teaching learning process in Physical Education is under discussion for a long time. This discussion is necessary in that other pedagogical approaches would allow physical education teachers able to reframe their practice teaching. This redefinition allows us to understand the student as knowing subject, autonomous, able to understand the nature of its expression. Thus the student becomes a constructor of knowledge rather than mere receiver of information, there is a relationship between educator and student, a social-historical perspective, so as to respect its context of insertion as well as their cultural interests and meanings. From this initial context, this study aimed at understanding the teaching learning process of Physical Education from the conceptions of historical and dialectical materialism. To this end we used a literature search, and the historical and dialectical materialism to the theoretical framework for analysis and discussion of results. The practice of teaching physical education is very important that developed from the importance of culture as an expression maximum body of embodiment, not only as a means of training. When offered in a reflective way becomes more meaningful and transformative. The Physical Education now has mainly develops in a policy and technicalities, not respecting the individuality of each student. An interdisciplinary perspective suggests a relationship between fields of knowledge, which acts as a negation of the other, thus bringing theory and practice and avoiding totalizing claim, but a significant pedagogical praxis properly.

KEYWORDS: Teaching Learning process; Physical Education; Praxis teaching.

LE PROCESSUS D'ENSEIGNEMENT – APPRENTISSAGE EN ÉDUCATION PHYSIQUE SCOLAIRE RÉSUMÉ

Le processus enseignement apprentissage en Éducation Physique scolaire est en discussion il y a beaucoup de temps. Cette discussion se fait nécessaire que autres approches pédagogiques permettraient aux professeurs d'Éducation Physique des conditions de resignifier sa praxis pédagogique. Cette resignification permettre la compréhension au étudiant pendant que sujet connaisseur, indépendant, en conditions de comprendre la nature de sa expression corporelle. De cette façon, l'étudiant se deviant receptrer d'informations, à exister une relation parmi éducateur et apprenant, dans une perspective historique-sociale de manière à respecter son contexte d'intégration, ainsi que ses manifestations culturelles, intérêts et significations. À partir de ce contexte initial, cet étude a eu comme objectif central comprendre le processus enseignement-apprentissage d'Éducation Physique scolaire à partir des conceptions du matérialisme historique dialectique. Pour cela, on a utilisé une recherche bibliographique en ayant dans le matérialisme historique dialectique la référence théorique pour analyse et

discussion des résultats. La praxis pédagogique d'Éducation Physique c'est d'un important valeur quand developpait à partir de l'importance de la culture corporelle comme expression maxime de corporeité et non mais comme forme d'enseignement. L'Éducation Physique quand est offrie de forme reflexive elle se devenue plus significative et transformateur. L'Éducation Physique scolaire actuellement se développe de forme suprême encore comme règle de conduite et technique, sans respecter l'individualité de chaque étudiant. Une perspective interdisciplinaire suggère une relation parmi champs de connaissance, où chaqu'un fonctionne comme négation de l'autre, de cette forme à rapprocher théorie et pratique et à éviter n'importe quel prétension de forme totalitaire mais avec une praxis pédagogique dûment significative.

MOTS-CLÉ: Processus enseignement apprentissage, Éducation Physique, Praxis pédagogique.

EL PROCESO DE EDUCACIÓN APRENDIZAJE EN EL AREA DE EDUCACIÓN FÍSICA ESCOLAR

RESUMEN

El proceso de educación aprendizaje en el área de Educación Física escolar está en discusión hace mucho tiempo. Esta discusión se hace necesaria en la medida en que otras abordajes pedagógicas permitan a los profesores de Educación Física condiciones de reformular su praxis pedagógica. Esta reformulación permite comprender al educando como sujeto cognoscente, autónomo, en condiciones de entender la naturaleza de su expresión corporal. De este modo, el estudiante pasa a ser constructor de conocimiento y no un mero receptor de informaciones, existiendo una relación entre educador y educando, en una perspectiva histórica social, de modo a respetar su contexto de inserción, como sus manifestaciones culturales, intereses y significados. A partir de este contexto inicial, este estudio tuvo como objetivo central comprender el proceso de educación aprendizaje de la Educación Física escolar a partir de las concepciones del materialismo histórico dialéctico. Para tal utilizamos una pesquisa bibliográfica, teniendo en el materialismo histórico dialéctico el referencial teórico para el análisis y discusión de los resultados. La praxis pedagógica de Educación Física es de grande relevancia si desenvuelta a partir de la importancia de la cultura corporal como expresión máxima de corporalidad y no apenas como forma de adiestramiento. Cuando ofrecida de manera reflexiva se torna más significativa y transformadora. La Educación Física escolar actualmente se desenvuelve predominantemente de manera directiva y técnica, sin respetar la individualidad de cada educando. Una perspectiva interdisciplinar sugiere una relación entre campos de conocimiento, la cual uno funciona como negación del otro, de esta forma aproximando teoría y practica y evitando cualquier pretensión global, y si una praxis pedagógica debidamente significativa.

PALABRAS LLAVES: Proceso de educación aprendizaje en el área de Educación Física; Educación Física; Praxis pedagógica.

O PROCESSO DE ENSINO APRENDIZAGEM NA EDUCAÇÃO FÍSICA ESCOLAR

RESUMO

O processo ensino aprendizagem em Educação Física escolar está em discussão há muito tempo. Esta discussão se faz necessária na medida em que outras abordagens pedagógicas permitiriam aos professores de Educação Física condições de ressignificar sua práxis pedagógica. Esta ressignificação permite compreender o educando enquanto sujeito cognoscente, autônomo, em condições de compreender a natureza da sua expressão corporal. Assim o educando passa a ser construtor de conhecimento e não mero receptor de informações, havendo uma relação entre educador e educando, numa perspectiva histórico-social, de modo a respeitar o seu contexto de inserção, bem como suas manifestações culturais, interesses e significados. A partir deste contexto inicial, este estudo teve como objetivo central compreender o processo ensino aprendizagem da Educação Física escolar a partir das concepções do materialismo histórico dialéctico. Para tal utilizamos uma pesquisa bibliográfica, tendo no materialismo histórico dialéctico o referencial teórico para análise e discussão dos resultados. A práxis pedagógica da Educação Física é de grande relevância se desenvolvida a partir da importância da cultura corporal como expressão máxima de corporeidade e não apenas como forma de adiestramento. Quando oferecida de maneira reflexiva se torna mais significativa e transformadora. A Educação Física escolar atualmente se desenvolve preponderantemente ainda de maneira diretiva e tecnicista, não respeitando a individualidade de cada educando. Uma perspectiva interdisciplinar sugere uma relação entre campos de conhecimento, na qual um funciona como negação do outro, desta forma aproximando teoria e prática e evitando qualquer pretensão totalizante, e sim uma práxis pedagógica debidamente significativa.

PALAVRAS-CHAVE: Processo ensino aprendizagem; Educação Física; Práxis pedagógica

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