

13 - A SPECIAL TRAINING IN PHYSICAL EDUCATION: HIGHER EDUCATION

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INTRODUCTION

A discussion of teaching methods in Physical Education has been the agenda of several meetings and forums of the class, as well as occupied a large space in journals in the area. From this, concepts, teaching conditions and teacher training became part of this process of understanding and building methods in physical education, always with the aim of materializing the best condition of education in the context of praxis.

It was in the 90's that the debate on the subject - Methodologies in Physical Education - gained strength and by consequence, the possibility of developing a pedagogical praxis of reflective nature, it has the autonomy and learning all the components necessary for the consolidation of Physical Education as a discipline, especially in schools.

The work of teaching methodologies in Physical Education (1993) of the Coletivo de Autores and Physical Education: Teaching and changes (1991) of Elenor Kunz, as well as others, have given and give significant contributions to the reflective nature of teaching methodologies, as well as signal the need to break with the logic of fragmentation and training developed in the praxis of physical education in general.

According to Oliveira e Cartier (2008) Physical Education, especially until the 1970s, if used standard of performances, mechanical movements, stereotyped rhythms in uniform, and from the 1980s, many physical education professionals began to criticize these principles making progressive proposals in context, focusing on human relationships, and conscious of its history as a collective construction.

Currently there are several methods of teaching in physical education in present practice, which clearly signals the need for constant reflection and discussion about the continuous academic training in order to achieve a significant relevance in the context of developing the learning process.

Within this context Home we aim of this study provide a reflection on teaching in physical education, in view of the academic learning process developed in university courses in Physical Education.

From this process as is given to training in physical education from the school developed in higher education, was present throughout the textual construction of this reflection.

We used to meet the objectives proposed a qualitative study in the literature that we seek the components necessary for the consolidation of reflection, where we start from the understanding that teaching in higher education has developed, mainly, the tradition of training and fragmentation the learning process in that it reproduces the lack of debate in the construction of the political and educational curriculum. By the way, determining the hegemonic project of juxtaposition of disciplines, technical and attention to the labor market and technological capitalism.

For Molina Neto et. al. (2006) technicality denies the social determinants, because he has principles as rationality, efficiency and productivity and the subjects are desirable products for industrial and capitalist society. The contribution of physical education in this bias is to prepare competent individuals to skilled labor, providing, effectively, accurate, objective and fast content based on objective and measurable, thus ruling out any hint of subjectivity.

In order to understand the structured study the text on two occasions, thus conceived: pedagogical practice of physical education in higher education and the interrelationships need training in Physical Education.

PRÁXIS TEACHING OF PHYSICAL EDUCATION IN HIGHER EDUCATION AND THE POSSIBILITY OF A REFLECTIVE

Oliveira e Cartier (2008) indicate that the reflective nature of the discussions break with the hitherto prevailing view of the body machine body to propose practices to meet and overcome the emancipation of human beings, and that the proposed fight against exclusion and alienation in physical education classes, because this paradigm excludes the knowing subject, not appropriated the means of production, but only the final product.

Ignore the common knowledge and experiences of all stakeholders in the school environment, especially the students, the idea seems common in training courses in Physical Education, for this, the overwhelming majority favor the education focused on determining who has the unilateral figure teacher the main actor in / of the learning process.

When the knowledge is constructed collectively and reflective nature, all become in this participatory process, in a manner that allows comparisons and relations of knowledge to empower and enable a knowledge of the dialogic nature and landscape.

The technical model of education supported by a positivist paradigm notoriously to realize and develop the science has contributed effectively to the productivity and efficiency of the learning process. We understand from the considerations of Escobar e Taffarel (2009) that the learning process is, before anything, a social practice that finds its explanation in the very practice of human beings and in the creative action of collective social practice, so the educational phenomenon can be addressed in addition to its simple and general surface characteristics, its determinants chronological, measurable and their causal relationships only explained by its earlier stages.

THE INTER-RELATIONS TRAINING REQUIRED

Physical education as a field of knowledge and respect of Education involved with human movement, cannot sell in their specific motor, losing sight of its pedagogical action (and politics) of support and cooperation with social transformations (MEDINA, 1990).

In this line of thinking several authors point and point to new perspectives for Physical Education, so that it ceases to have character trainer, authoritarian and exclusionary. Thus revealing a progressive education, that is, understanding the school education as an effective contribution to the expansion of social awareness and critique of students, given their active participation in social practice (political, professional, cultural and sports) (GHIRALDELLI JÚNIOR, 2004).

Medina (1990) confirms, and criticizes the meaning applied to physical education as a curricular component, noting that while schools of physical education is not convinced that, together with the technical information given to their students, should make allowances to teach them to live more fully in all its dimensions intellectual, sensory, affective, and expressive gestures, poor people are being inauthentic and meaningless.

Betti (1991) indicates "the problems are so widespread that no longer can accept the naive explanation that locates its origin in the individuality of each teacher, not the concrete situation of their professional practice, its history and its relations with social life" (p.11).

From this context Medina (1990) proposes:

a Educação Física precisa entrar em crise urgentemente. Precisa questionar criticamente seus valores. Precisa ser capaz de justificar-se a si mesma. Precisa procurar a sua identidade. É preciso que seus profissionais distingam o educativo do alienante, o fundamental do supérfluo de suas tarefas. É preciso, sobretudo, discordar mais, dentro, é claro, das regras construtivas do diálogo. O progresso, o desenvolvimento, o crescimento advirão muito mais de um entendimento diversificado das possibilidades da Educação Física do que através de certezas monolíticas que não passam, às vezes, de superficiais opiniões ou hipóteses (p.35).

In this sense, educators must rethink their teaching; it seems that is only a practice is necessary to have a relationship between theory and practice so that the two go together during this process, considering all aspects of social representation and concomitant educational way.

FINAL CONSIDERATIONS

We envision an authoritarian teaching practice and dressage rider featuring an alienated form of mediation which is especially manifested in physical education. To this end we used a qualitative survey of bibliographic; to think about is the situation. This practice allows the individual to become independent, critical and keeper of his own movement, because as signals Kunz (2009), being critical is being able to question, discuss and provide different answers to the question itself, and one can only really question and answer about what one is bodily involved, being necessary to create the objective and subjective conditions for this criticism and this form of enlightened understanding.

The physical education curriculum to provide the critical study of the manifestations of culture body belonging to various groups that make up society, contribute to understanding the cultural signs that permeate and are socialized, characteristics and intentions, since all that the human being produces and how it expresses itself is tied to its cultural context (LIMA and NEIRA, 2010).

If this bias will be seen by considering the aspects involved besides the act of moving oneself, such as the political, social, and economic means of social statement. How stress Taffarel and Escobar (2009, p.173, tradução nossa) "the fruit of knowledge and human praxis origin of content that is part of the curriculum, arises from practical activity of man to meet the specific interests of particular social classes.

"Consequently, the educational work is the act of producing, directly and intentionally, in each individual, humanity and history that is produced collectively by men. Thus, the object of education is concerned, on the one hand, the identification of cultural elements and on the other side simultaneously, the discovery of better ways to achieve this goal (SAVIANI, 1997).

This pedagogical reflection expanded and committed to the interests of the working classes is centered on the finding, interpretation, understanding and explanation of the complex and contradictory social reality (COLETIVO DE AUTORES, 1993), ie it considers the worldview held with the student and its social representation.

For the Coletivo de Autores (1993) this view of reflection on the culture body and the curriculum, seeks to develop a pedagogical reflection on the achievements of ways of representing the world that man has produced over the years, externalized the body language that can be identified as forms of symbolic representation of the realities of man, created historically and culturally developed.

By incorporating the expertise of body culture learners who have already mastered, the teacher will give new meaning to the curriculum of physical education, providing they understand the world they live in and exclusion and discrimination they suffer. In addition, the educator will empower the child to their struggle for survival, emancipation and social participation, political and cultural, seeking new sources of information in your community and literature on the topic, thus influencing the child to enrich the knowledge about the history of their social group and the working class. This is the way for reconstruction of their cultural identity and class, and building a sense of nationality (NEIRA, 2006).

From this perspective, according to the author the meanings are different, equality, social rights, social justice, citizenship, public space in which intertwine meaning practices, social identity and power. For those exposed to the curriculum is at the heart of the current projects of social reform and educational.

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A SPECIAL TRAINING IN PHYSICAL EDUCATION: HIGHER EDUCATION ABSTRACT

Currently there are several methods of teaching in physical education in present practice, which clearly signals the need for constant reflection and debate on the ongoing academic training in order to achieve a significant relevance in the context of developing the learning process. Within this context we have initial main objective of this study provide a reflection on teaching in physical education, in view of the academic learning process developed in university courses in Physical Education. We used to meet the objectives proposed a qualitative study in the literature that we seek the components necessary for the consolidation of reflection. Ignore the common knowledge and experiences of all stakeholders in the school environment, especially the students, the idea seems common in training courses in Physical Education, for this, the overwhelming majority favor the education focused on determining who has the unilateral figure teacher the main actor in / of the learning process. Where knowledge is constructed collectively and reflective nature, all become in this participatory process, in a manner that allows comparisons and relations of knowledge to empower and enable a knowledge of the dialogic nature and landscape.

KEYWORDS: Physical Education; Práxis; Teaching and learning process.

UNE FORMATION SPECIALE EN EDUCATION PHYSIQUE: L'ENSEIGNEMENT SUPERIEUR RÉSUMÉ

Actuellement, il existe plusieurs méthodes d'enseignement en éducation physique dans praxis actuelle, qui signale clairement la nécessité d'une réflexion constante et le débat sur la formation continue universitaire en vue de parvenir à un intérêt important dans le contexte du développement du processus enseignement apprentissage. Dans ce contexte, nous avons initial objectif principal de cette étude fournissent une réflexion sur l'enseignement en Education Physique, en vue du processus d'apprentissage scolaire développées dans les cours universitaires en Education Physique. Nous avons utilisé pour répondre aux objectifs proposés une étude qualitative dans la littérature que nous cherchons les éléments nécessaires à la consolidation de la réflexion. Ignorer les connaissances et d'expériences communes de tous les intervenants dans le milieu scolaire, en particulier les étudiants, l'idée semble commun dans les cours de formation en éducation physique, pour cela, la grande majorité favorables à l'éducation axée sur la détermination qui a l'enseignant figure unilatérale l'acteur principal de / du processus enseignement apprentissage. Là où la connaissance est construite collectivement et la nature de réflexion, tous devenus dans ce processus participatif, d'une manière qui permet des comparaisons et les relations de connaissance de responsabiliser et de permettre une connaissance de la nature dialogique et le paysage.

MOTS-CLÉ: Education Physique; Praxis; Processus enseignement apprentissage.

EN DISCUSÓN LA FORMACIÓN EN EDUCACIÓN FÍSICA: LA ENSEÑANZA SUPERIOR RESUMEN

Diversas son las metodologías de enseñanza de Educación Física existentes en la praxis actual, lo que muestra, evidentemente, la necesidad de constantes reflexiones y debates sobre la formación académica, de modo que esta consiga un importante papel en el ámbito del desarrollo del proceso de enseñanza y aprendizaje. Considerando este contexto inicial tenemos como objetivo central de este estudio establecer una reflexión acerca de la enseñanza en Educación Física, teniendo en cuenta el proceso de la formación académica desarrollada en los cursos superiores de Educación Física. Para alcanzar los objetivos realizamos un estudio de tipo cualitativo en que investigamos en la literatura los elementos necesarios para la consolidación de esta reflexión. Ignorar los saberes comunes y las experiencias de todos los actores que forman parte del ambiente escolar, sobre todo del estudiante, parece algo común en los cursos de formación en Educación Física, pues estos cursos en su mayoría aplastante privilegian la educación centralizada en principios unilaterales que tienen en la figura docente el principal actor en/del proceso enseñanza-aprendizaje. Cuando los conocimientos son construidos colectivamente y de forma reflexiva, todos se vuelven participativos en este proceso, de manera que permite relaciones y confrontaciones de conocimientos que fortalecen y posibilitan un saber de naturaleza dialógica y horizontal.

PALABRAS-CLAVE: Educación Física; Práxis; Proceso de enseñanza-aprendizaje.

UM DESTAQUE A FORMAÇÃO EM EDUCAÇÃO FÍSICA: O ENSINO SUPERIOR RESUMO

Atualmente diversas são as metodologias de ensino em Educação Física presentes na praxis, o que evidentemente sinaliza a necessidade de constante reflexão e debate sobre o contínuo de formação acadêmica, de maneira a conquistar uma relevância significativa no âmbito do desenvolvimento processo ensino aprendizagem. Considerando este contexto inicial temos como objetivo central deste estudo estabelecer uma reflexão acerca do ensino em Educação Física, tendo em vista o processo de formação acadêmica desenvolvida nos cursos superiores de Educação Física. Utilizamos para a consecução dos objetivos uma proposta de estudo de cunho qualitativo, em que buscamos na literatura os componentes necessários para a consolidação desta reflexão. Ignorar os saberes comuns e as experiências de todos os atores envolvidos no ambiente escolar, sobretudo do discente, parece algo comum nos cursos de formação em Educação Física, pois este, na grande maioria esmagadora privilegia a educação centrada em determinantes unilaterais que tem na figura docente o principal ator no/do processo ensino aprendizagem. Quando os conhecimentos são construídos coletivamente e de natureza reflexiva, todos se tornam participativos neste processo, de maneira em que permite relações e confrontos de conhecimentos que fortalecem e possibilitam um saber de natureza dialógica e horizontal.

PALAVRAS-CHAVE: Educação Física; Práxis; Processo de ensino aprendizagem.