

Education - Secondary school - And the importance of didactic teaching

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ABSTRACT

This study was based on bibliographical research and qualitative research, with a questionnaire administered to high school students from two state schools in the city of Divinópolis/MG. The aim of the research was to identify the factors that lead high school students to take an interest in Physical Education classes, as well as to try to understand the position of the Physical Education teacher in this reality. The results showed a more detailed description and better assimilation of the study.

Keywords: Teaching, Interest, Teacher.

INTRODUCTION

According to Barbanti (2003), when we talk about Physical Education, we are referring to an extensive field of action. Although Physical Education works with the body, it is not only concerned with physical development, but also with other educational areas, including mental, social and emotional development.

The basic interest is human movement, more specifically Physical Education is concerned with the relationship between human movement and other areas of education, that is, the relationship of physical development with mental, social and emotional development as they develop. This concern for physical development with other areas of human growth and development contributes to Physical Education's unique sphere of action, since no other area deals with the total development of man, with the exception of Education in its most general possible sense. History shows that the truths and beliefs, within a given society, in relation to man and his body have resulted in quite different concepts and programs that today we call Physical Education. (BARBANTI, 2003, p. 01)

Gonçalves (2007) explains that Physical Education was introduced into the curriculum in 1882 with the opinion of Rui Barbosa and, in the final decades of the 19th century and the first decades of the 20th century, this curricular component was under strong military influence. Its teaching, in turn, was based on relationships in which the teacher took on the role of instructor and the student of recruit, emphasizing the issue of discipline, obedience and subordination to orders on the part of the students.

Barbanti (2003) states that Physical Education underwent a process of change in the 1980s, expanding its field of activity beyond schools to include other age groups. For the author, many people

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still confuse the term Physical Education and don't know exactly what it is, or even what professionals in the field do.

The school physical education that we currently have in secondary schools is the result of the various influences it has received in its trajectory as a curricular component.

Gonçalves (2007) states that "in Brazilian society, for example, school Physical Education has assumed functions with militaristic, hygienist, biologizing and psychopedagozing tendencies, tendencies linked to historical moments and which still permeate its practice today" (GONÇALVES, 2007, p.135).

According to the National Curriculum Parameters - PCN's (1999), school physical education aims to maintain the student's body, the activities are carried out in order to improve the quality of life, everything that happens between student and teacher are activities created by man to build a better motor and psychological development, among them related activities: games, gymnastics, fights, dances and sports, fundamental in this process.

The PCN's (1999) specify that Physical Education, as a curricular component, should be worked on as "Body culture, which includes multiple types of knowledge produced and enjoyed by society about the body and movement, with the purpose of leisure, expression of feelings, affections and emotions, and with possibilities for promoting, recovering and maintaining health" (BRASIL, PCN's, 1999, p. 24).

And so it proposes that teachers work with students' historically accumulated and socially transmitted knowledge. The PCN's (1999) also note that "the practice of Physical Education at school can encourage students' autonomy to monitor their own activities, regulating effort, setting goals, knowing their potential and limitations and knowing how to distinguish situations of body work that can be harmful" (BRASIL, PCN's, 1999, p. 24).

According to the Common Basic Content - CBC (2010), Physical Education, conceived as an intrinsic part of education, is committed to building a school as a time and space for socio-cultural experience, learning knowledge and developing the individual, considering the plurality of human potential, valuing knowledge, art, aesthetics, identity, feeling, emotion and multiple languages.

The school, thought of in this way, goes beyond the scope of intellectual activity, which is still emphasized in the traditional school context, and seeks strategies to consider corporeality as an element of human formation, because it is corporeality that materializes our existence in the world, and it is up to the school to ensure that students have access to cultural goods and knowledge that guarantee autonomy in relation to their bodies and the exercise of citizenship.

The Law of Guidelines and Bases (LDB), No. 9.394/96, specifies about Physical Education in article 26, paragraph 3:



"Art. 26: The curricula of primary and secondary education must have a common national basis, to be complemented, in each education system and school, by a diversified part, required by the regional and local characteristics of society, culture, economy and clientele.

(...)

§ 3 Physical education, integrated into the school's pedagogical proposal, is a compulsory curricular component of basic education, and its practice is optional for students:

(Redaction given by Law n° 10.793, of 1.12.2003)

I - who works six hours or more; (Included by Law no. 10.793, of 1.12.2003)

II - over thirty years of age; (Included by Law no. 10.793, of 1.12.2003)

III - who is performing initial military service or who, in a similar situation, is obliged to practice physical education; (Included by Law no. 10.793, of 1.12.2003)

IV - covered by Decree-Law no. 1.044, of October 21, 1969; (Included by Law no. 10.793, of December 1, 2003)

V - (VETADO) (Included by Law no. 10.793, of 1.12.2003)

VI - who has offspring. (Included by Law n° 10.793, of 1.12.2003) (BRASIL, LDB, 1996, p. 09).

Physical education is a compulsory component of basic education, and its practice is optional for students in the above cases.

According to Brun (2011), secondary school is the end of basic education and its purpose is to consolidate the knowledge acquired in elementary school by building basic skills that position the student as a producer of knowledge and a participating citizen.

The LDB (1996) states that secondary education is the "final stage of basic education" (Art. 36), which contributes to the construction of its identity. This means ensuring that all citizens have the opportunity to consolidate and deepen the knowledge acquired in elementary school; to improve the student as a human being; to enable further studies; to guarantee basic preparation for work and citizenship; to provide the student with the tools to "continue learning", with a view to developing an understanding of the "scientific and technological foundations of productive processes." (BRASIL, LDB, 1996, p. 09-10). For Brun (2011), according to the PCN, the competencies and skills that students possess enable knowledge, information and individual learning that support students in self-managing body activities, enabling them to critically analyze physical activity programs and establish criteria for judging, choosing and carrying out healthy body activities. "With this, the idea of integrating the concept of quality of life into Physical Education is increasingly emerging, because this approach provides subsidies and information to raise awareness of the importance of physical activity as a regular day-to-day practice." (BRUN, 2011, p.01)

According to Betti & Zuliani (2002), Physical Education, as a curricular component of basic education, must take on another task: introducing and integrating students into the body culture of movement, forming citizens who will produce, reproduce and transform it, equipping them to enjoy games, sports, rhythmic activities and dance, gymnastics and physical fitness practices, for the benefit of quality of life. "The integration that will make it possible to enjoy the body culture of movement must be complete - it is affective, social, cognitive and motor. In other words, it is the integration of their



personality." (BETTI & ZULIANI, 2002, p. 75) There is a great need to integrate Physical Education classes with other disciplines, "seeking to achieve objectives based on the knowledge that belongs to them. For this reason, interdisciplinary work is very well accepted at this level." (BRUN, 2011, p.02)

For Junior (2000), school physical education is of great importance to the lives of adolescents and young people. It encompasses the effort to adapt the body and reflect on bodily behavior. The body cannot be understood as a collection of bones and muscles, but rather as a complete individual who expresses themselves through movement, thought and feelings.

According to Brun (2011), at this stage, students are going through the transformations and turbulence typical of adolescence. There are various definitions that seek to characterize this period in different dimensions (psychological, physical, social, etc.), but in general there is a consensus that this phase is characterized by being a time of transition between childhood and youth. In a way, the first years of adolescence have a lot in common with the first years of childhood. Precisely because of these facts, Physical Education should be attractive to adolescents and young people, who are looking for motivation to participate and interact with the activities on offer.

As for the activities to be selected for physical education classes, Brun (2011) states that the cultural aspect is an important factor. For him, each teenager has their own style and identifies with the disciplines that meet their interests and characteristics.

According to Brun (2011), there are collective and individual sports, dances, gymnastics, fights, as well as other activities that, with globalization, are being highlighted and are part of adolescents' daily lives. "Addressing topics such as nutrition, physiology and others linked to health and quality of life also helps students to develop globally." (BRUN, 2011, p.1)

According to Santos (2007), many teachers are not concerned with motivating their students, so they don't plan their lessons, they don't have a previously determined objective or purpose and they just throw the ball around so that the boys can play soccer or whatever they feel like, while the girls sit around chatting.

Almeida (2007) states that many Physical Education teachers at school have no arguments to answer why their subject is important in the school context, what it is good for, what values can be acquired through the subject, among others. "This fact has contributed to school Physical Education not being as important a curricular component as the others." (ALMEIDA, 2007, p. 24)

Also according to Almeida (2007), when students enter high school they already bring with them motor skills acquired in previous stages and "this knowledge must be expanded, allowing it to be used in social situations" (ALMEIDA apud DARIDO, 2007, p. 25). With this in mind, teaching only sports content makes the subject too poor in terms of knowledge.



It is essential for high school physical education teachers to understand that their classes "cannot be a simple repetition of the elementary school physical education program in a little more depth; they must have their own characteristics, which take into account the students' socio-historical context." (ALMEIDA apud DARIDO, 2007, p.26).

The general objective was to identify the reasons why high school students are interested in physical education classes, as well as to understand the position of the physical education teacher in this reality. It also has the following specific objectives: to identify how physical education classes are seen by students and what their expectations are of them; to investigate the importance and benefits of physical education classes in high school.

METHODOLOGY

Firstly, bibliographical research was carried out using books, scientific articles and texts in order to provide a basis for the study. According to Lakatos & Marconi (2007), the purpose of this research is to put the researcher in direct contact with everything that has been written on the subject, analyzing works on the topic, involving the bibliographic resource acquired through extensive bibliographic research.

The next part of the work was to carry out qualitative research, which, according to Lakatos & Marconi (2007), uses questionnaires, which are valid data collection instruments made up of questions that must be answered in the presence of the researcher. The field research was applied to 160 students of both sexes, chosen at random, aged between 14 and 18, attending the 1st, 2nd and 3rd years of high school at two state schools in the city of Divinópolis/MG, with the aim of analyzing and discussing the results, which were collected according to protocols and in specific terms, and then listing and analyzing the main reasons for the interest shown by high school students in relation to Physical Education classes.

The instrument used to collect the data was an interview with five objective questions, prepared in a very simple way and in a vocabulary accessible to the students/interviewees, and also observation of them in physical education classes. According to Lakatos & Marconi (2007), questionnaires are valid data collection instruments consisting of questions that must be answered in the presence of the researcher.

It should be noted that the headteacher of each school was duly informed about the research and signed the ICF. The headteacher also arranged for the questionnaire to be administered. On that day, when the student arrived in each classroom, she explained the purpose of the research and that if any student didn't want to take part, they could leave the classroom without any punishment or embarrassment. The teacher in charge of that timetable was present throughout the questionnaire



RESULTS AND DISCUSSION

The content of Physical Education classes is mostly organized around sport. According to the survey, this is also the content that most interests students. It should be noted that students' motivation depends on the activities they are offered, which should be planned in accordance with the subject's teaching proposals.

During the observation phase of the Physical Education classes at the schools surveyed, we noticed that the students considered to be less skilled in sports did not take part in the classes. They sit around chatting, doing activities from other subjects and reading. Those who are considered to be more skilled, who find it easier or more interesting to do sports activities, are mostly male.

Physical education classes deserve more attention, they need to be more motivating, appealing to all students, of both sexes, so that there is greater interest in the classes, and the physical education teacher needs to take greater care, even though the results pointed out benefit physical education in high school.

CONCLUSION

It can be seen that teachers understand that Physical Education lessons are related to sports and physical activity in general, because students are interested in this type of activity, and this is the motivating factor for taking part in lessons. This often leads to teachers not even drawing up lesson plans, as they already know that the lesson will be on the court, with a ball, net and running.

However, as Betti and Zuliani (2002) believe, in these times of rapid and profound social transformations that sometimes have a dramatic impact on schools, Physical Education teachers need to be theoretically grounded in order to justify to the school community and to society itself what they already know how to do, and, by strengthening the relationship between theory and pedagogical practice, innovate, "that is, experiment with new models, strategies, methodologies, content, so that Physical Education continues to contribute to the integral formation of children and young people and to the critical appropriation of contemporary culture." (BETTI & ZULIANI, 2002, p. 75)

Therefore, based on the bibliographical research and field research, it can be concluded that the interest of high school students is linked to specific content, the vast majority of which is the practice of sports. It is essential that Physical Education teachers are aware that classes must always be motivating and enjoyable, seeking the participation of all, without distinction, with a view to the integral education of the student.



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