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ABSTRACT

The understanding of the role of Physical Education in the school environment occurred in different ways, from the influences of current curricular theories in society, it assumes different identities throughout its history, being understood from a hygienist physical education, to the search for the construction of education critical, post-critical physics. The present study seeks to understand how

the curriculum is worked (interpretation, analysis, and application). Qualitative and explanatory research of data surveys. Based on the analysis, it was observed that the purpose of the Pedagogical Political Project (PPP) proposed by educational institutions is consistent with the National Common Curricular Base (BNCC). However, to act and intervene in the school curriculum, it is necessary to be in a continuous process of thinking and rethinking teacher training and practice. The training of each professor during the graduation period and the subsequent process of continuing education reflects the type of theories the professor is linked to justify his/her teaching work. Finally, factors linked to responsibilities, to the understanding of the role of the institution and the discipline as a curricular component, influence the materialization of the critical theoretical productions of the curriculum, leading physical education to stay in place "between no more and not yet".

Keywords: Physical education, Curriculum, Basic education, Theoretical Production.

1 INTRODUCTION

Basic Education is based on curricular guidelines, which are elaborated from different theoretical currents, and evidence understandings of cultural, political, social, and technical aspects, organized historically.

With the influences of curricular theories (traditional, critical, and post-critical) in force in society, the understanding of the role of physical education in the school environment occurred in different ways.

Specifically from the Renewal Movement of Physical Education (1980), the models in biological and technical aspects based on questions about school physical fitness are renewed (GONZÁLEZ; FENSTENSEIFER, 2009). According to Souza, Nascimento, and Fensterseifer (2018, p. 145) the change in the understanding of Physical Education from activity to discipline, "generated the need for investment in curricular production and pedagogical practices, allowing students to study and appropriate knowledge of the "body culture of movement"". This becomes a specific responsibility of Physical Education because it involves gestures full of senses and meanings (NEIRA, 2011).

However, despite developing a role as a curricular component

The area of school Physical Education, it seems, has not yet established a consistent dialogue with post-critical theories, that is, it is present in the school, but in constant search of identification of its specificities and the demarcation of its disciplinary identity, hindering the dialogue under the penalty of the area feeling colonized by the educational debate (SILVA, 2016, p. 128).

In parallel, we identified that in the last two decades, there has been a considerable effort in the production of didactic-methodological guidelines in the form of official teaching curricula, from the federal to the municipal level, intending to sustain a more coherent pedagogical practice in the area.

The National Common Curricular Base (BNCC) covers the understanding of Physical Education associated with the area of language, which encompasses the performance of individuals, referring to the knowledge attributed to the construction of meanings and forms of expression. Bringing thematic orientations about the body culture of movement and the associated practices in the construction of meaning and interaction with the world. (BRAZIL, 2018).

However, despite extensive discussions and years of curricular productions, some authors still identify that although we are no longer the traditional physical education, sportsman and biologist, we are still not the critical physical education that is proposed in the discourses on school physical education (GONZÁLEZ; FENSTENSEIFER, 2010). In this sense, the present work aims to discuss the appropriation of the critical production of school physical education by the curriculum of Basic Education, in its dimensions Prescribed, Interpreted, and Lived.

2 METHOD

This is a qualitative and explanatory study, carried out with data surveys, based on the application of a semi-structured questionnaire for teachers licensed in Physical Education in public schools, in the states of Espírito Santo (ES) and Minas Gerais (MG).

3 RESULTS AND DISCUSSION

For a better organization of the process of analysis of the information obtained in the questionnaire, the data were grouped into themes and distributed into categories, which were: School Organization; Training and Continuing Education; Materialization of BNCC in pedagogical practice; Critical training and the role of Physical Education in school. The presentation of the results and discussion of the data will be done in the following subheadings.

4 SCHOOL ORGANIZATION

In everything you need organization and in educational institutions it would be no different. Supported by the Law of Guidelines and Bases of Education (LDB), Law No. 9,394/1996, in items I and IV, each educational institution must elaborate its Pedagogical Political Project (PPP), formulating this plan together with the faculty of the school, employees and community in which it is inserted (BRASIL, 1996).

In this perspective, collective work in school presupposes breaking with the paradigms of individuality, of the lack of objectivity and points to a paradigm of collectivity and the search for common, coherent, relevant, and dialogical objectives (VENANCIO; Darido, 2012, p. 98).

The participation of all of the school community is fundamental for the construction, reconstruction, analysis, and evaluation, thus making a cycle whenever necessary, where they can identify problems arising from the school community, thus being able to act to solve them.

From the analyses made, we observed that 3 teachers participating in the research understand the development of the student in several aspects, as an objective of the PPP proposal, having coherence with what is in the document.

BNCC explicitly affirms its commitment to integral education. It recognizes, therefore, that Basic Education should aim at training and global human development, which implies understanding the complexity and non-linearity of this development, breaking with reductionist views that privilege either the intellectual (cognitive) dimension or the affective dimension. (BRAZIL, 2018, p. 12).

In addition, regarding the relationship between the PPP and the BNCC, 5 participants answered that the Project establishes a coherence with the educational objectives of the Base. However, the following justification is highlighted:

"[...] Because you work on both sports and cultural expressions." (Teacher 5).

We know that the PPP does not address the specificities of the curricular disciplines, as evidenced in the answer, but addresses the organization of the educational institution, defining its identity and its educational purposes. Thus, Physical Education is linked to the Pedagogical Political Project, as a curricular component, seeking to contribute and participate in the elaboration and development of the objectives and goals of the pedagogical action (VENANCIO; DARIDO, 2012). Another point is that one of the teachers reported not that he had access to the current PPP of the school, and this is a very serious problem.

About the participation of the teacher in the elaboration of the PPP, Padilha (2002) emphasizes that it must be present in all its phases, with guarantees of free expression and communication between the different groups, being able to offer better conditions for the elaboration of its

teaching plan, thus contributing to the development of a practice articulated with the educational purposes defined by the collective (SOUSA; PRZYLEPA; ASSIS, 2019, p. 2348).

Although the Professor may not have been present and/or did not participate in the elaboration of the pedagogical political project of the educational institution in which he works, the importance of having sought knowledge about such a document is highlighted, to organize and develop his pedagogical practice by the guidelines of the school, relating the curricular orientations from the evidence of the school cultural context.

5 CONTINUING EDUCATION PROCESS

Continuing education refers to a process that occurs from the graduation of a teacher, lasting long of the professional performance of the teacher. Among the factors that influence the teacher to be in a continuous learning process, intentionality refers that, "[...] the teaching action should be based on a reflection on what will be proposed, as well as in the search for its whys" (MACHADO et al., 2010, p. 133), influencing the organizations and planning of objectives and content to be developed in their pedagogical practice. (BAGNARA; FENSTERSEIFER, 2016).

The training refers to means, such as lectures, which aim at teacher qualification, making the teacher apt in a certain subject or theme. Unlike training courses, continuing education is done "[...] in a regular, effective process, built from the real demands identified in the teaching practice" (ESTEVEZ; ARAÚJO, 2019, p. 2).

From the analysis of the information, we identified that only two teachers did not perform some training that addressed the implementation of the BNCC, and the others participated online, in portals, or in person through lectures and/or courses offered by the school. In addition, of the research participants, only one teacher seeks new knowledge for the innovation of his pedagogical practice, participating in projects developed by the secretariat of the municipality in which he works as a teacher.

The current changes in the curricular proposals seek to guide the development of the integral formation of the subject, evidencing the contents, skills, and themes, considered essential in this process.

Given the above, it was observed that the participants of the present study, as identified in chart 1, completed their undergraduate degree before the implementation of the BNCC, having in their initial training, as well as in their actions in basic education, the contact and guidance with curricular documents in force in the years before 2015. Therefore, associated with the lack or low demand for participation in the processes and studies about the adaptations and reformulations of the curriculum, they can be difficult aspects in the materialization of critical theoretical productions in physical education classes.

However, for the teacher to act and intervene in the school curriculum, adapting it according to the context and the school reality, Esteves and Araújo point out that it is necessary to be in a continuous process of thinking and rethinking "[...] training as learning experiences in which knowledge and skills are acquired or deepened [...]" (2019, p. 19).

This process of (re)thinking their education, as well as the way to develop their pedagogical practice, leads the teacher to reflect on the relationship between context and curricular orientations, to analyze the methodologies used or to be adopted in classes, "[...] seeking elements to build a pedagogical practice no longer centered on exercise, but on the acquisition of new knowledge related to the manifestations of the Body Culture of Movement" (FENSTENSEIFER; SILVA, 2011, p. 120), aiming to break the traditional characteristics of Physical Education and achieve an innovative practice.

Thus, participation, experimentation, investigation, or constant reflection on the teaching practice can influence the construction of teachers' interventions and the approximation or distancing of this from the orientations coming from the curriculum (FENSTENSEIFER; Smith, 2011).

6 MATERIALIZATION OF BNCC IN PEDAGOGICAL PRACTICE

From the guidelines coming from the BNCC, because of how the materialization occurs in the teaching practice, for it to happen it is important to understand the curriculum, which:

[...] it is not restricted to the reproduction of knowledge and skills for production; it produces, or rather, gives shelter to a set of representations that relate not only to the world of production but also to the varied relations that men maintain among themselves and with their environment (PEDRA, 1997, apud CALLAI; BECKER; SAWITZKI, p. 5, 2019).

Still, to practice more efficiently the materialization of the curriculum, it is important to understand that this is a form of organization that proposes teaching in a more egalitarian way, minimizing ethnic, social, financial, and cultural differences. Sacristán (2013) states that the very logic of "education for all" requires that, for the sake of equality, the contents be dosed and organized within a developed school system. Therefore, the curriculum is an option to reduce inequality in education.

The BNCC, in its second version approved by the Ministry of Education, shows that because it has a normative character, it should be "a reference for schools and education systems to develop their curricula, constituting an instrument of pedagogical management of the networks." (BRAZIL, 2016a, apud ANTUNES, p. 44, 2019).

From the understanding of the curriculum, we will analyze the answers obtained from a semi-structured questionnaire, to understand the causes of the difficulty of putting into practice the materialization of the prescribed curriculum. Starting from the assumption that each region and each school has its specificity, it becomes a hindrance or facilitator depending on the context in which the school is inserted. For González and Fensterseifer (2009), the school is called a republican institution,

so it is not organized from itself, but also through interaction with the society in which it is inserted, Physical Education also suffers the influence of the intra and extracurricular environment in its practice. Dourado and Oliveira (2009), report that Physical Education has a polysemic, multifactorial concept, with a dynamic and complex process, marked by values of sensitivity, credibility, validity, and incorruptibility, which provides an analysis of the intra and extra-school dimensions in its teaching practice, so we understand that the environment and context of the school participate directly or indirectly in the pedagogical practice of the teacher.

According to the survey, for PE teachers, the curriculum still presents issues to be overcome, but it denotes a clear evolution of traditional physical education, as pointed out by one of the participants:

"The new BNCC seeks to move away from traditional classes, expanding a much wider range of content related to body culture."

Soares et al. (2012) argue that Physical Education, as a pedagogical practice, thematizes body manifestations through dance, sport, fights, gymnastics, and games, configuring itself in a body culture of movement that, in the school environment, is treated as knowledge constructed and referenced by philosophical, scientific, political and cultural issues (BARRETO; ANVERSE; SOUZA, p. 411, 2021).

From the data collected, we see that other materials are also used to gather more information, and the internet is the main means by which references are sought for the planning of classes from the curricular guidelines. According to Gonzáles and Fensterseifer (2009), the school is a republican institution, so it changes by actions of the environment where it is inserted, therefore, as we live in a century where everything is transformed very quickly, seeking new methods and updated information about the society is an important measure for a better materialization of the prescribed curriculum.

The teachers were also asked if the school seeks to approximate the practices arising from the curriculum with the reality of the school, despite the idea of the curriculum promoting a more egalitarian education, the document also stresses the need to evaluate the reality of each school context, something that is confirmed for most of the teachers participating in the research.

Thus, the materialization of a document is influenced by the environment where the school is inserted, according to Tonietto and Garanhani (2017), it is up to the teacher to think and rethink his practice, so that he can enhance teaching within the guidelines of the curriculum.

When asked what influenced their practices of the materialization of the prescribed curriculum. The teachers in question reported that it is possible to enhance teaching using the document but point out that there is a lack of school structure and materials to elaborate physical education, and these factors hinder the potentialization of teaching through the development of curricular proposals. We see as an example the following account:

"Yes, yes, but it should be emphasized the lack of physical space and materials in many municipal schools and this is a hindrance to the teaching pedagogical practice."

Since the implementation of the BNCC, there is an attempt to make more feasible the appropriation of the BNCC by the teachers, from the realization of training courses, lectures among others, so we observe that theoretically, the teachers can materialize the curriculum, so why the "not yet" of the materialization of post-critical physical education. For most teachers what is missing to materialize the guidelines of the curriculum is the scarcity of materials.

According to the pointing of the participating professor, this is not the only problem, the lack of updating of the teachers about the content of the bncc would be a possible complicator, this outdated can occur at the time of formation since most of the teachers surveyed have at least 13 years, except only one teacher with 8 years of training. But Fensterseifer (2009) guides the need for the teacher to experiment, investigate and reflect on his practice, to approach the orientations coming from the curriculum, so it is up to the teacher to take advantage of what the school structure provides and also to experiment and investigate variations and methods to enhance their pedagogical practice, bringing the curriculum closer to the reality of the student.

Bringing the contents of the curriculum closer to the reality of the teacher seems to be an effective strategy to increase the acceptance of the student to a new method of practicing physical education, where it leaves behind the traditional technocratic model and then becomes post-critical.

The BNCC is a product derived from post-critical productions, productions that seek to overcome past theories, and post-critical theory, and lined in multiculturalism, social equality, inclusion of all, and the possibility of questioning current concepts.

In the post-critical curriculum, all cultural practices are valid. Given this, we can take the questions of critical pedagogy and ask: who defined that we should learn chess, basketball, volleyball, or another sport? Who said that it is necessary to develop fundamental motor skills or follow certain aesthetic models? And expand with post-critical thinking questioning the process of construction of identity and difference. Thus, it is interesting to know how the meanings present in the manifestations of body culture were constructed, mediated, accepted, or rejected. (NUNES; RUBIUS, 2008, p.72).

The post-critical theory seeks to take the subject from the place where he was before, in the teaching practice, for this the teacher has to adapt and condition himself to materialize these new contents so that the students are interested in the new content, so we ask about the acceptance of the students about the post-critical model, for most teachers there is a low acceptance of the students concerning the practices arising from the curriculum because they prefer more traditional practices.

Thus, we see that the process of pedagogical investment to develop and materialize the curriculum is influenced both by aspects related to the teacher, as well as to the student and school culture, since:

[...] the understanding and construction of collective processes of coping with a "school culture" of Physical Education resistant to changes can contribute to generating ruptures with the "established" and allow innovations and the consequent legitimation of PE as a curricular component in Basic Education. (SOUZA; BIRTH; FENSTERSEIFER, p. 157, 2018).

However, Tonieeto and Garanhami (2017) emphasize the importance of rethinking pedagogical practice, since, according to Dourado and Oliveira (2009), Physical Education is dynamic and has values of accessibility and credibility and it is necessary for the teacher to be prepared to pass on these values to students.

7 CRITICAL TRAINING AND THE ROLE OF PHYSICAL EDUCATION IN SCHOOL

The training of each teacher during the undergraduate period and the subsequent process of continuing education shows reflected what kind of theories the teacher is attached to justify his teaching work through these lines of study we have access to different teaching approaches, making us aware of advances and setbacks in each of them, which, Subsequently, through our experience with this theoretical knowledge, it allows us to direct our teaching performance biased by these studied approaches.

Within the current epistemological discussions in the field of Physical Education, we can note the existence of a strong debate supporting the direction of a post-critical action.

A Physical Education curriculum committed to this vision, called cultural, critical multicultural, or post-critical, seeks to prevent the conscious or unconscious reproduction of the dominant ideology, present, for example, in the proposals that fail to question the power relations that permeate the production and reproduction of bodily manifestations (NEIRA, 2011, p.200).

We agree that, through this type of reference, the teacher will find himself giving opportunities for students to interpret the body culture of movement from an expanded perspective and that takes into account the social problems that permeate it.

In addition, the use of critical approaches narrows the relations between the contents of Physical Education and the training objectives that the school as an institution has the role of offering, we understand that the school should as well as, González and Fensterseifer (2010, p. 20): "critically organize the information received and offer students "cognitive tools to make it profitable [...]". Through such a conception becomes clear the importance of a critical formation to broaden the vision of both the teacher on his role and his discipline in the context of the school and the knowledge of the students in the contents addressed.

As previously mentioned, the search for critical training in Physical Education classes is an important factor for the formation of students, focusing on their protagonism, where the notions of the

world about the body culture of movement can be expanded with this type of approach. Therefore, it is necessary for a curricular orientation that allows the teacher to materialize this critical formation of his students.

About the questioning of whether the BNCC seeks to implement critical training in the school, we identified that most of the teachers of the research agree with the advances that can be obtained with the use of this curricular orientation, as highlighted by one teacher:

"[...] the BNCC changes that label of only the sport in school because it has a well-designed curriculum for practical and theoretical activities to be worked together."

However, in some statements of the teachers, we noticed a discourse that evidences incoherence in relation to the justification used, such as the following report:

"Nope. Because it doesn't take into account the reality of the students."

We note that there is a difficulty for the teacher in understanding his teaching function since he does not identify that the specific issues of the context of his school should not be worked on by the BNCC but through the Pedagogical Political Project and the intervention/mediation of the teacher through the systematization of the contents.

We agree that, as González and Fensterseifer (2010, p. 12):

The school PE, in the condition of discipline, aims to train individuals endowed with critical capacity conditions to act autonomously in the sphere of body culture of movement and assist in the formation of political subjects, equipping them with tools that assist in the exercise of citizenship.

Thus, the clarity of the role of its curricular component within the school context is of illustrious importance for the exercise of the function of the teacher. We identified that, in the majority, the teachers who answered about the possible advances towards a critical formation with the implementation of the BNCC, manage to have a broader answer about the role of the curricular component of Physical Education in the school.

8 FINAL CONSIDERATIONS

Finally, we understand that the factors that most influence the difficulty of materializing the post-critical theoretical productions of the curriculum are related to the responsibilities of the teacher in his difficulties to understand the role of the institution to which he performs his work, and the lack of understanding of the role of his discipline as a curricular component, which is still evidenced by influences of high-performance body practices. These consequences are also due to the devaluation of

the teacher since it is clear from the teachers' report that few opportunities for training and consistent continuing education have been available in the implementation of the BNCC.

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