

Philosophical conceptions and their applications in the degree course in physical education: A case study



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ABSTRACT

The transformations of knowledge are the object of study of different pedagogies that aim to contribute to the formation, especially of the human one, of the individual. It is no different with Philosophy. This

area of knowledge seeks ways - pedagogical alternatives - for the teaching-learning process, in Higher Education to become understandable both for students, especially in the Physical Education course, since they prioritize only the technical-practical aspect. Thus, it is stated that the object of the discipline of Philosophy in the Physical Education Course is, essentially, to constitute the connection of the game and sport to the body and movement.

Keywords: Philosophical, Physical education.

1 INTRODUCTION

The transformations of knowledge are the object of study of different pedagogies that aim to contribute to the formation, especially of the human one, of the individual. It is no different with Philosophy. This area of knowledge seeks ways - pedagogical alternatives - for the teaching-learning process, in Higher Education to become understandable both for students, especially in the Physical Education course, since they prioritize only the technical-practical aspect. Thus, it is stated that the object of the discipline of Philosophy in the Physical Education Course is, essentially, to constitute the connection of the game and sport to the body and movement.

For Matos (2016), within the scope of the study of Philosophy related to Physical Education is all the action of body movement that manifests itself in sports and playful terms with or against active people, whose motivations have to do with the processes of education, training, development and learning.

It is believed that sport is an articulator of human knowledge that has the need to promote an interconnection with the student's reality with the teacher's performance in sports education/literacy (ARAÚJO, 2018). According to Paes (2016), at the beginning of the twenty-first century, Philosophy, associated with Sport, presents itself as a mediator of this academic discussion and a guide for new procedures and professional interventions, aiming to provide the relationship between sports teaching and learning with an increasingly scientific basis.

As previously explained, Physical Education has been influenced by other areas of the human sciences, especially Philosophy, and since the 1970s and 1980s, there has been the development of



reflections on the form, why and how to teach, in addition to numerous other issues that may be frequent in the classes given in undergraduate courses. Great scholars in the field have thought and formulated different conceptions, each with its own objectives that go beyond the traditional development of capacities and physical fitness.

These professionals tried to break the paradigm that the body is "objectified" in the production process. It was in this way that the philosophical conceptions that influenced the Pedagogy of Physical Education emerged, with varied proposals that aim to try to explain and apply the knowledge of this area of knowledge within the training courses of physical educators.

Within this philosophical-pedagogical view, the developmental approach seeks, according to Tani (1986), to offer students the experimentation of movements, in order to ensure their normal development, following the biological maturation of the organism, according to biological and chronological age, accepting that variations may occur from one individual to another.

Psychomotricity, too, is another approach that gained prominence in the 1970s and 1980s. It aims to use Physical Education as a way to assist in the teaching of other school subjects, using it as an instrument, without giving it a specificity. This pedagogical method is still widely used. Freire's psychomotor proposal focuses more specifically on children's culture, the philosophical-pedagogical approach that is the fundamental instrument for the development of the student in elementary school. It is also theoretically based on developmental psychology and the studies of Jean Piaget.

The philosophical-pedagogical approach of Plural Physical Education understands human movement as a culturally constructed body technique and defined by the characteristics of a certain social group, thus considering every gesture as a body technique, as it is a cultural technique. It works so that the differences between students are perceived: their movements, expressions, life history, valuing their individuality, regardless of the model considered "right" or "wrong". In addition to the teaching of sports, it considers the ways in which students deal culturally with the forms of gymnastics, fights, dances and all forms of manifestations of body culture. The plurality of actions is to accept that what makes students equal is precisely their ability to express themselves differently.

Another philosophical-pedagogical conception that exerts a lot of influence in the area of Physical Education is the critical-overcoming theory. This theory is surprising because it has, as the name implies, a critical view of the paradigm of education in capitalist society, since it is based on Marxist ideas. In this proposal, the authors Valter Bracht, Lino Castellani Filho, Michele Ortega Escobar, Carmem Lúcia Soares, Celli Taffarel and Elizabeth Varjal identify as the object of study of Physical Education, the body culture verified in the work *Coletivo de Autores*, which involves manifestations such as dance, gymnastics, capoeira, games and sports (without emphasizing only the technique). Knowledge is systematized in cycles, teaching meets the reality of the working class.



Another proposal with a critical view of reality was developed by Professor Elenor Kunz, from the Federal University of Santa Catarina (UFSC), called critical-emancipatory theory. As he says in his work, Kunz (2004) had as his theoretical basis the works of the pedagogue Paulo Freire and Merleau-Ponty, among others. The object of study in this proposal is human movement as a means of communication between human beings and the world, with the objective of developing in students the ability to analyze and criticize what is imposed on them. It uses social interaction and the language of moving in the face of the world as its main tools, privileging the aspect of know-how, know-how and know-how to think.

Represented in Brazil, mainly, by the German professor Reiner Hildebrandt, the philosophical-pedagogical conception of open classes should also be cited as a great reference. Inspired by the ideas of Trebels and Brodtmann, it considers that working within a closed conception prevents, or at least inhibits, the formation of self-sufficient, autonomous and critical individuals, unlike the open conception, which collaborates for the development of these characteristics, bringing the student to a co-participation in the decisions of what should be worked on in class.

2 OBJECTIVES

After this short presentation of some of the philosophical-pedagogical conceptions of Physical Education, we can have at least a small perception of the different proposals that exist today in the area, in which Philosophy is directly linked. However, it is necessary to understand how they are worked in higher education, in Physical Education courses. Thus, the main objective of this work was to verify the applicability of Philosophy associated with the main Pedagogical Conceptions of Physical Education in a Higher Education Institution in the city of Divinópolis-MG.

Therefore, this work is of paramount importance, since it will also allow us to identify how these conceptions are worked and also to ascertain what is the philosophical-pedagogical conception of Physical Education (or which are) used by the teachers who teach the classes and finally, to analyze what is the relationship between Philosophy and the most efficient pedagogical conception from the teacher's point of view.

3 METHODOLOGY

The present study consisted of a descriptive, quantitative and exploratory research with the purpose of collecting the necessary data, through the application of a questionnaire, intended only for physical education teachers, who teach in the Physical Education Degree course and have a specific degree in this area, during the period from April to December 2020, in order to verify if the teachers participating in this research know the conceptions of Sports Pedagogy, the scope of its applications



and which of them bring greater benefits in the formation of students according to the point of view of those who teach the classes.

Quantitative research is characterized by clear and objective questions through questionnaires. Exploratory research, on the other hand, aims to analyze bibliographic research and case studies, and descriptive data are collected through the analysis of documents, interviews that aim to study the nature and characteristics of a given group.

According to Lakatos and Marconi (2003), the questionnaire is an extensive direct observation technique, defined as "a data collection instrument, consisting of an ordered series of questions, which must be answered in writing and without the presence of the interviewer" (2003, p.201).

The questionnaire consisted of eleven questions, three of which were presented in the form of a test, asking for what is called a limited answer or fixed alternatives, which characterizes them as closed questions, according to the authors cited above. The other eight are open-ended questions, in which the interviewees can freely discuss the topic they were asked

The sampling design was based on the following criteria for inclusion: 1 - only teachers of the physical education course of the public HEI, gender was not considered; 2 - Bachelor's degree in Physical Education or Licentiate/Bachelor's degree; 3- accept the invitation to participate in the research and sign the ICF. Exclusion criteria: 1- lecturer in other IES courses; 2- not graduated, specifically, in Physical Education Degree or Bachelor's Degree; 3- Do not accept the invitation;

The data obtained during data collection were stored in a database program (Microsoft® Excel 2007) and analyzed using the SPSS® 15.0 for Windows® (Statistical Package for the Social Sciences) software.

4 RESULTS AND DISCUSSION

In the public HEI mentioned, out of 10 teachers, only 6 were graduates specifically in Physical Education or Bachelor's Degree and agreed to participate in the research. For all teachers who answered the questionnaire, the minimum degree observed was that of specialist in Physical Education, with different approaches. When asked about their knowledge of the existence of the pedagogical conceptions of Physical Education, all the teachers stated that they knew them. In addition to knowing these conceptions, the teachers stated that they applied their knowledge in the elaboration of their classes. The constructivist, developmentalist, psychomotricity, critical-emancipatory and overcoming critical conceptions were the most cited by the interviewees.

When asked about which pedagogical conception of Physical Education (or which are) used by them and which is the most "efficient" of their points of view, the answers were similar. They categorically affirm that these theories actually complement each other and provide a more enriched training and a more cohesive performance of the professionals in training, thus ensuring the



emancipation of the student-teacher, that is, this study did not try to consider a better or worse conception, because it is known that such conceptions although they have diversified objectives, propose a new way of acting and thinking about Physical Education.

In this sense, and according to Darido (2004), pedagogical conceptions can be understood as pedagogical assumptions that characterize a certain pedagogical line adopted by teachers in their practice. Therefore, such pedagogies are created according to the objectives, educational proposals, practice and posture of the teacher, methodology, role of the student, among other aspects.

The data found in this research contradict the finding of Kunz (2004) where the author states that universities fail in the training of Physical Education teachers, because they try to train specialists in sports, but they are unprepared to teach and promote what the discipline really aims at. In the present study, the teachers not only know but also apply these conceptions, a fact observed in the answers obtained through the application of the questionnaires.

5 FINAL THOUGHTS

The purpose of this study was to analyze the conceptions they have about the different pedagogical approaches of this area of knowledge in the field of teaching practices of Physical Education teachers of an HEI. We also sought to understand which pedagogical tendencies guide the teaching practices of these professionals. According to the data obtained in this research, we sought to understand the possibilities that each conception has to offer. Thus, this research showed that, nowadays, the teachers who teach in Physical Education courses, both in the Bachelor's and in the Bachelor's course, use concepts, methods, practices and pedagogies of the different conceptions of Physical Education, showing that they are committed not only to the training of qualified professionals, but also, in the formation of critical citizens who can influence their social environment based on their awareness and their knowledge based on the theoretical and methodological parameters they extracted during their academic training, thus developing the ability to make their decisions based on their conscience and thus have the opportunity to fight to improve the conditions of the society that surrounds them.



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