



USE OF BODY CULTURE IN INTEGRAL DEVELOPMENT IN PHYSICAL EDUCATION CLASSES

***José Valney de Matos Lourenço, Vanessa de Matos Lourenço, Carla Roberta Pinheiro dos Santos, Arnaldo Felix, Caíque Garcia Silva and Carlos Alberto Kelencz**

Centro Universitário Ítalo Brasileiro – Uniúfalo – São Paulo – Brasil

ARTICLE INFO

Article History:

Received 20th June, 2018
Received in revised form
10th July, 2018
Accepted 26th August, 2018
Published online 30th September, 2018

Key Words:

Indiscipline.
Pedagogical Approaches.
Functional Playground.

ABSTRACT

This article aims to understand the relationship between pedagogical approaches in Physical Education and the improvement in school discipline, as well as the gains in the teaching and learning process. In order to carry out this study the methodology used was literature review and practical application of a pedagogical approach called functional playground with games and activities in a school in the city of São Paulo, with ten classes of elementary level. Literature shows that the results obtained with children games and playground games demonstrate that children were able to self-organize, progressed in their socialization process, more attentive to classroom activities and happier. This study concluded that this type of pedagogical approach can result in a great improvement both in behavior and in the development and learning of children. Therefore, we can say that the functional playground can and should be used in schools to improve students' learning and behavior

Copyright © 2018, José Valney de Matos Lourenço et al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: José Valney de Matos Lourenço, Vanessa de Matos Lourenço, Carla Roberta Pinheiro dos Santos, Arnaldo Felix, Caíque Garcia Silva and Carlos Alberto Kelencz. 2018. "Use of body culture in integral development in physical education classes", *International Journal of Development Research*, 8, (09), 22962-22966.

INTRODUCTION

Physical education in schools has concepts and practices that could be seen as mutually excluding. However, from the 1970s on, the subject suffered an identity crisis. There was a rupture of the paradigms that founded the classes. This brought about abrupt changes that reflected in its approach which sought to attend to all the dimensions of the human being, without exceptions (SILVA; SOUSA; SANTOS, 2004). According to Santin (1992), some teachers believed that the pedagogical theories were the same as those that applied to any teaching. Other teachers said that they only served as theoretical content for teaching. In order to better understand the history of how school PE (Physical Education) is recognized as a subject that influences directly and favorably in the complete formation of individuals, a reassessment of the most used pedagogical approaches by teachers has been sought, making PE inclusive and aimed at all. (Silva; Sousa; Santos, 2004). Thus, firstly, the present study made a historical review of PE and its performance in Education. Then, some of the main pedagogical approaches and their benefits to the teaching and learning process were presented.

The possible contributions of pedagogical approaches to school indiscipline were discussed, since overcoming this problem is one of the ways to improve the quality of education in the country. Finally, after studying the literary revision, the functional playground was created for recess with various ludic activities for children between the ages of 7 and 10. The objective was to identify how pedagogical approaches to body education can contribute to the quality of education.

Literature Revision

The Teaching of Physical Education in Brazil: In order to understand PE in the teaching process and how it is nowadays, it is fundamental to make its historical recovery, albeit briefly. The context in which it was conceived is an essential data to substantiate its nature. Physical Education appeared in the nineteenth century in Europe and was influenced by the ideology that the human body is an instrument for the workforce. The use of the body for the expansion of the capitalist system was in evidence and gained strength. (SOARES, 1994). In this way, at that time PE was designed to strengthen capitalist social relations. So, if up to then, the task of educating was the responsibility of the family, from then on the campaigns for the schooling of Physical Education began

which ensured wide public schooling at the time. The bourgeoisie was primarily responsible for this achievement, since its interest in maintaining the status quo would benefit from a bodily education aimed at perpetuating class differences (SOARES, 1994). Briefly, it can be said that in its origin PE was created to supply the profile idealized by the capitalist system and for the capitalist system. There is in this a biologization of the human body, in which the health of the body must be pursued at the same time as immorality and laziness must be extirpated. With this, the anthropological man - determined and explained by his social relations - gives place to the man defined by his biological characteristics. Initial concerns were about hygienic habits and exercises, body education prepared the individual to bring profit based on physical and moral training. (SOARES, 1994).

Germany was one of the great precursors of this model, which was soon implemented by other countries. The philosophy was clear, body education was important to both physical and mind development, because it reinforces moral character. It is important to highlight this because PE in Brazil was based on this philosophy, between the end of the nineteenth century and the beginning of the twentieth century, when the Brazilian State moved from a slave society to capitalism. The central idea that the body should be healthy so that the collectivity was not harmed led to a hygienist and eugenic education. (Gallardo *et al.*, 2004 apud (Palma, Oliveira, Palma, 2008). Another issue that deserves to be highlighted is the fact that the military were at the forefront of corporal education in this period. Classes basically revolved around the gymnastics, reaffirming their hygienist and eugenics characteristic. This lasted until about the middle of the 20th century. The view was that physical strength should be reversed into the workforce. This way of thinking already existed for a long time in other countries and reached its peak in Brazil in 1937, when PE became compulsory throughout the country, becoming part of the school curriculum. Until 1939, classes were taught exclusively by the military, because only then was the first course for the training of civilians in the area of Physical Education implemented. (2006).

Later on, in 1964 with the expansion of media communications and full urban expansion and industrial development in the midst of the military dictatorship, PE focused on sports practice. This happened because through sports it was possible to disseminate meritocracy as an achievement. A very important concept for the time, in which winning or losing depended exclusively on the individual's effort. That is, efficiency, rationality and productivity were the key assumptions to guide body education in schools (2006). It is important to know about historical moments and aspects because they reflect the practice of education to this day. In the 1960s, the creation of the Law of Guidelines and Bases of National Education (LDBEN) n. 4.024 / 61 established the technicist character, reducing students to their physical-biological aspects, in which the physical, moral, civic, psychic and social strengths of the student were primordial to the process of teaching and evaluation. Only from the decade, the technical nature of PE was questioned and discussed in the academic and educational environment as a result of the critical movements to technicist pedagogy. At that period, there was a movement to shift the established paradigm, the objective was to give a humanistic sense to PE, which would take into account the individual's identity, characteristics and history. From the 1980s to the 1990s, this movement gained

momentum, bringing about changes that were indeed important for the area, PE from a socio-cultural perspective, as presented by Palma, Oliveira and Palma (2008: 24). Due to this long historical process, in the 21st century there is still much discussion among teachers about which approach is ideal for the school environment. The reflections and discussions revolve mainly around the real application of PE in schools, its contents and methodology. (2006). In this context, pedagogical approaches can contribute to the reflection of Education in Brazilian schools.

Pedagogical Approaches to Physical Education in Schools

According to Grespan (2002) pedagogical approaches to the teaching of PE at school are opposed to models inspired by the hygienist, militaristic, technicality, sporting and biologist ideals that used to define this area. These approaches try to give a new meaning to body education in schools through different strategies that see the learners as a whole, valuing the social and historically constructed knowledge, besides providing discriminating actions. Also according to Grespan (2002) the essence of pedagogical approaches to PE is the use of meaningful content and the actual performance of educators committed to the teaching and learning process of their students. Among the existing approaches, we will present the conception of open classes approach, physical activity to promote health approach, a constructivist-interactionist approach and, finally, the developmentalism approach. The concept of open classes was developed by Hildebrandt and Laging in the mid-1980s. In the early 1990s the Pedagogical Working Group of the Federal Universities of Pernambuco and Santa Maria adapted this approach to the Brazilian reality. (Almeida and Cagnato, DAL-LIN, 2011). This proposal values student cooperation in the decision-making processes related to the objectives of the lesson, contents to be used, methodology and evaluation to be applied. Thus, the most important in this approach is that the movements in the students' lives is prioritized. Therefore, it is recommended that the activities depart from the idea of body education centered on sports and focused on performance. To this end, games and the naturalness with which they can be developed are more important than pre-defined rules, because they take into account the students' needs, their fears, aspirations and other issues that impact the teaching and learning process. (Almeida and Cagnato, DAL-LIN, 2011). According to Azevedo and Shigunov (2000) the approach to physical activity that promotes health is one in which the benefits of physical activities for health are taken into account, but without commitment to the practice of sports. Instead, the priority is activities that bring pleasure to the student while contributing to the development of functional areas such as organic and / or cardiovascular endurance, flexibility, muscular endurance, among others.

The goal of this approach is that the child becomes an adult not limited to performing physical activities, but to go further, adopting a more active lifestyle. The positive impacts are many, since a society with an active lifestyle, regardless of socioeconomic class and age group, lives with enthusiasm and well-being. This reduces expenses with diseases, decreases the incidence of chronic and degenerative diseases, early mortality, etc. (Azevedo and Shigunov, 2000). The constructivist-interactionist approach, on the other hand, is as the name itself indicates education based on the perspective that the knowledge of the individual is constructed from his

interaction with the world. Ideally possibilities are explored to the maximum with activities that are part of the context and interests of the students, are ludic and spontaneous. The level of complexity is gradually increased as the child constructs knowledge. Games are seen as the main resource for the teaching and learning process, because it meets the needs and means of teaching quite completely, since playing and learning occur simultaneously due to the ludic and pedagogical proposal of the act. (Azevedo and Shigunov, 2000). Finally, the developmentalism approach defends the idea that movement is the means and the end of PE. This method permits students to create conditions for their motor behavior to be developed by providing an interaction between the diversification and complexity of movements. (SILVA; SOUZA; SANTOS 2004)

Contributions of the Pedagogical Approach to the school

Indiscipline: School indiscipline has been an important subject of discussions and studies in recent years, since its impacts on all those involved in the teaching process, learners and educators, are chaotic, affecting classroom interactions, curriculum implementation and environmental degradation in general. (GARCIA, 2009). According to Garcia (1999) indiscipline is multifactorial, that is, it can be caused by factors external to the school and/or by factors of the educational environment. In the first group, we have, for example, the influence of the media and the family as triggers. In the second group, environment, teaching conditions, forms of interpersonal relationships are some examples of internal factors that may influence the emergence of indiscipline. With this, it can be said that the relationship between teacher-students is enough to cause indiscipline, in the same way that it can also be used as a means of intervention for this conflict.

It is important for School Management to recognize the dimensions affected by this problem. Indiscipline hinges on three main points. In the first, we see that it affects the student behaviors in their pedagogical activities, both within the classroom and outside. Secondly, indiscipline makes interpersonal relationships between students and their peers, their teachers and other professionals that are part of their school life difficult. In short, socialization processes are impaired and also extend to the physical environment, the way they deal with the school assets (GARCIA, 1999).

Last but not least, cognitive development, the third point related to indiscipline. Here we highlight the discrepancy between what the school expects regarding student development and behavior and what actually happens: the indiscipline of the students and their difficulties in the teaching-learning process. (GARCIA, 1999). Often, authoritarianism or even the absence of a democratic sense results in friction in the relations between students and teachers within the school. (GARCIA, 1999). There are, therefore, several forms of intervention to solve the problem of school indiscipline, but among these, recess is a period that can be explored by school management to help with discipline and teaching-learning process of students. "Recess" is basically defined as a period of interval between one class and another, especially in schools. It is a moment of fun and leisure, in which students can decide what they want to do with their time to relax, with activities that give them pleasure. (ALBACH, SALLES FILHO, 2014). Parte superior do, However, the limitations of this period must be overcome, since recess besides providing rest and fun for the students, is also a propitious moment for the socialization processes that function

as a tool to prevent conflicts and aggressions among peers in schools (MATOS; RIBEIRO, 2015). However, as Emmel points out (1996) in many schools during recess activities are disordered and even suppressed. For example, children are often prevented from playing games that involve global movements such as running, playing catch, playing ball, among others. School playgrounds are not planned, nor is there any planning for ludic activities that contribute to students' cognitive, motor, social, and emotional development. The planning of the area and ludic activities for the recess period can bring innumerable benefits such as:

- Promote the experience of sequenced activities that give the exact notion of its phases (beginning, middle and end);
- Provide the opportunity to experience activities that give vent to the accumulated energy, giving them a purpose. In this case, for example, the races and screams were incorporated into a schedule and were part of a game
- Stimulate motivation and creativity;
- Stimulate children to search for new games that could be experienced within the spaces of the school;
- Stimulate social contacts and develop peer interaction;

Make a survey of the changes in the dynamics of the playground resulting from this intervention; (EMMEL, 1996).

According to Albach and Salles Filho (2014) it is necessary to remember that recess time besides being widely explored must be seen as a moment to reflect the values and principles that guide the school culture. Based on these conjectures, interpersonal relationships are built through innumerable possibilities of experiences and exchanges that please everyone. The resulting gains are considerable for the development of students.

Still according to Albach and Salles Filho (2014). For a long time we have been observing and seeing recess time in our schools as just a time of rest for the students, but we must give a new meaning to this moment. The recess period needs to be more organized and offer guided periods to achieve a good quality pedagogical achievement and so that the interaction and integration between the students can improve their coexistence. For Franz, Peruzzo and Rodrigues (2015) recess is a moment awaited by most children. However, it is fundamental that teachers be attentive to this moment, because it is an opportunity to analyze the behavior of students: what they like, which spaces they use, besides other characteristics that may contribute to reflect on the pedagogical practice. By understanding the school culture formed by groups of students, the educator is presented with impressions that add new knowledge to the pedagogical processes. Pinno (2008) agrees with this idea. For this author, the space and time of school play is a context in which learning takes place at the same time as it provides educators and other professionals involved in school management with data that are characteristic of the body and culture expressions presented by the students' behaviors. In short, it is possible to learn how they feel, what they wish to say and want through body language in this space-time (recess). All this is important for the pedagogical work developed with the student. One of the roles of teachers is to know the aspirations and limitations of their students. The games of this work are listed below in the table below.

Table 1. Games used

	Psychomotor structure and procedural dimension	Fundamental Skills	Conceptual dimension (Cognitive)	Attitudinal dimension
Start hopscotch	Bodyscheme, spatialorientation,	StabilizationLocomotion	Presentatallstages:	Desirable behavior cooperation and enjoyment of playing
Jump	Bodyscheme, spatialorientation,	StabilizationLocomotion	Presentatallstages:	Desirable behavior cooperation and enjoyment of playing
Balance	Balanceandspatialorientation	Stabilization	Presentatallstages:	Desirable behavior cooperation and enjoyment of playing
Target	Hand/eyecoordination	Manipulation	Presentatallstages:	Desirable behavior cooperation and enjoyment of playing
Run- racing	Motor coordination	Locomotion	Presentatallstages:	Desirable behavior cooperation and enjoyment of playing
Break- jtictac toe	Hand/eyecoordination	Manipulation	Presentatallstages:	Desirable behavior enjoyment of playing

The teacher needs to be calm and focused on improving his work. More than this, it is necessary to know that indiscipline may be present in every school. However this situation should not be seen as an irreversible sentence, on the contrary, educators and other professionals involved are expected to be committed to the necessary changes, taking the responsibility to deepen the understanding of the students' reality in order to adapt the pedagogical processes based on the principles and values of equality and democracy, which will contribute to build the child's autonomy and citizenship. (Carvalho; Rodrigues, 2016).

Functional Playground

According to Rosa et. al. (2010) the Functional Playground joins street games, rescuing it in a circuit designed to use Integral development of the child. This fills the need and protects the teacher or any professional in the precariousness and deficiency of the school environment. The Functional Playground is composed of stations such as: Start hopscotch, where the student practices throwing, jumping, balancing, laterality, notion of space, eye-hand coordination, rhythm, muscular strength, body control; Jump, where jumping trains the student's cognitive abilities through changes of direction; Balance, where the course requires balance and concentration; Target, a station that works motor skills, eye-hand coordination, precision, direction, speed, mathematical concepts; Run, a station where the student goes around in the course running to the Break station, with tic tac toe to work reasoning, and then calm returns, to prepare for the next activity. The intent of these games was to develop motor, body and concentration skills (ROSA *et al.*, 2010).

The Functional Playground was developed with games appropriate to the school environment, to be used during recess, thinking about the groups of children; the objective was:

- Work motivation and creativity.
- Experience sequenced activities, working beginning, middle and end
- Give vent to pent-up energy.
- Propose logical thoughts.
- Encourage playing other games known to children, and stimulate their creativity, self-esteem and self-confidence.
- Encourage social contact and interaction within the group.
- Three moments were considered for the implementation of the Functional Playground.

- Bodyactivities
- Competitiveactivities
- Concentration activities

The idea of the Functional Playground arose due to the relevance of children's games and playing in an individual's full formation, as pointed out in the literature. Thus, it was concluded that it would be good to occupy their recess period with ludicactivities, providing the space to play and encouraging children to practice recreational activities in the playground. This promotes personal satisfaction and interaction with classmates, because this type of activity is restricted within the classroom due to the formalities of teaching. Thus, this work is the result of observation of the need to use other school spaces to improve the integral development of the individual, not limiting the role of school to that of an intellectual entity, but also social, emotional relationships, motor, interaction and other relationships. In addition to the experiences of other authors, who collaborated with these discussions, we developed this work, which was developed in several state and municipal schools, collecting data and disseminating results.

Functional playground in practice

The work was carried out in a teaching institution in the city of São Paulo, with 10 classes of elementary school, morning and afternoon classes, with approximately 260 students, with ages ranging from 7 to 10 years.

- The observations of the activities were made at different periods, during the recess, and were classified as.
- Activities with different purposes and established criteria, games and directed games.
- The Functional Playground space was 40m² in a covered area of approximately 400m². This area was chosen so activities could be carried out on cold and rainy days.
- The games on the functional playgrounds were listed according to the largest areas of development in children, according to the integral work proposal (cognitive, affective, social and motor areas), then they were inserted in three main areas: competitive activities, concentration activities and bodily activities.
- Data was collected twice a week. With this procedure it was possible to draw a profile of the dynamics of the games, and to propose a differentiated programming aiming to help in the social development of the subjects and awaken curiosity, creativity, imagination and group spirit.

After implementing the Functional Playground, the activities were evaluated in behavioral terms during recess and post recess in the classroom. In both cases it was observed that the children presented improvements. During recess, they were interested and committed to the tasks of the functional playground, and later, demonstrated a greater level of attention during the classroom activities. Another point worth mentioning is the improvement in quality of interpersonal relationships with classmates, educators and other professionals. Summing up, the main results obtained with the accomplishment of the tasks proposed by this project were:

- 1) Lower rate of disrespect to classmates;
- 2) Improvement in the interaction between boys and girls;
- 3) Gradual Increase of interest in the functional playground;
- 4) Interaction between classes;
- 5) Cooperation in the Functional Playground activities
- 6) Higher self-esteem to participate in group activities;
- 7) Improvement in behavior in the classroom; and
- 8) Change in antisocial behavior.

Thus, the benefits of the functional playground coincide with those pointed out in the presented literature. We can verify the relation between results and the pedagogical applied to PE. With the stations the children showed autonomy in self-organization, elaborated rules for the games; they all participated and they felt happy. In addition, it was confirmed that the PE pedagogical approaches can contribute to improve problems of school indiscipline and consequently improve the process teaching and learning process.

Conclusion

With this study it was possible to conclude that a differentiated pedagogical approach such as the pedagogic playground can bring great benefits to the students. Because it is a different approach from traditional ones, the students were more interested in learning and participating in the activities proposed by the group. Consequently, the gains in the teaching and learning process are considerable. For after recess when the children participated in the functional playground, their attention and involvement in the classroom increased, that is, they had a greater pedagogical use with more disposition and interest. Therefore, this study showed that there is an important relationship between the pedagogical approaches in PE and the improvement in school indiscipline contributing positively to the gains in the teaching.

REFERENCES

- Albach, A. R.; Salles Filho, N. A. Recreio como espaço de uma pedagogia da convivência. (Recess as a place for pedagogical coexistence) *Cadernos PDE*, v. 1, 2014.
- Almeida, C. M.; Cagnato, E. V.; DAL-LIN, A. Aulas de Educação Física na Concepção Aberta: uma experiência no Ensino Fundamental. (Physical Education Classes in the Open Conception: an experience in Elementary Teaching) In: X Congresso Nacional de Educação - EDUCERE. I Seminary International of Social Representations Subjectivity and Education - SIRSSE. PUCPR - Curitiba, 2011.
- Azevedo, E. S.; Shigunov, V. Reflexões sobre as Abordagens Pedagógicas em Educação Física. Mestrado em Educação Física (Reflecting about the pedagogical approaches in Physical Education) CDS/UFSC, 2000.
- BRASIL. Ministério da Educação. PARECER Nº: CEB 02/2003. Brasília: MEC, 2003. Available at: <http://educere.bruc.com.br/arquivo/pdf2015/19441_9477.pdf> Acesso: 02 set. 2018.
- Carvalho, L. P.; Rodrigues, E. R. A Indisciplina na escola: causas e diferentes manifestações. (School indiscipline: causes and different manifestations) *Revista Científica Semana Acadêmica*. Fortaleza, ano MMXIII, n. 37, 2013.
- Emmel, M. L. G. O pátio da escola: espaço de socialização. (The school playground: a place for socialization) *Paidéia*. Rib. Preto, Fev/Ago. 1996.
- Franz, E.; Peruzzo, J.; Rodrigues, L. B. S. A cultura do Brincar no Recreio Escolar. (The Playing culture in the school recess) In: XII Congresso Nacional de Educação - EDUCERE - PUCPR, 2015.
- Garcia, J. Indisciplina e violência nas escolas: algumas questões a considerar. (Indiscipline and violence in schools: questions to consider) *Rev. Diálogo Educ.*, Curitiba, v. 9, n. 28, p. 511-523, set./dez. 2009
- Garcia, J. Indisciplina na Escola: uma reflexão sobre a dimensão preventiva. (School indiscipline: reflecting about a preventive dimension) (R. paran. *Desenv.*, Curitiba, n.95, jan./abr. 1999, p. 101-108.
- Grespan, M. R. Educação Física no Ensino Fundamental: 1º ciclo. (Physical Education in Elementary School: first cycle) São Paulo: Papyrus, 2002.
- Matos, B. F.; Ribeiro, C. Prevenir a indisciplina e melhorar o comportamento de alunos em centros escolares. *Gestão e Desenvolvimento*, (Preventing indiscipline and improving student behavior in schools) v.23 p. 169-191, 2015.
- Palma, A. P. T. V.; Oliveira, A. A. B.; Palma, J. A. V. Educação Física e a organização escolar curricular: Educação Infantil e Ensino Fundamental. (Physical Education and the planning of school curriculum: Elementary and Fundamental Teaching) Londrina: EDUEL, 2008.
- Pinno, F. S. Recreio Escolar: práticas corporais e suas significações. (School Recess: body practices and their meanings) 2008. 106f. Dissertação (Masters in Education). Universidade Regional do Noroeste do Estado do Rio Grande do Sul - Ijuí, 2008.
- Rosa neto *et. al.* A importância da avaliação motora em escolares análise da confiabilidade da escola de desenvolvimento motor. (The importance of motor evaluation in schoolchildren, reliability of motor development in the school.) *Rev Bras Cineantropom Desempenho Hum*, v. 12, n. 6, p. 422-427, 2010.
- Silva, A. P.; Sousa, F. A.; Santos, J. M. F. Um olhar sobre as principais abordagens pedagógicas da Educação Física escolar a partir da década de setenta. (A view of the main pedagogical approaches in school Physical Education from the 70th decade on.) *Cadernos de Educação (UNIC)*, Cuiabá – MT, v.8, p. 58-72, 2004.
- SOARES, C. L. Educação Física: raízes europeias e Brasil. (Physical Education: European roots and Brazil.) Campinas: Autores Associados, 1994.