



The Physical Education from the time of the thought to the time of the lived: an empiric/exploratory study about representations and teacher's practice

Lucinda da Conceição Rebelo Rodrigues¹, António Camilo Teles Nascimento Cunha¹ and Evando Carlos Moreira^{2*}

¹Universidade do Minho, Braga, Portugal. ²Faculdade de Educação Física, Universidade Federal de Mato Grosso, Av. Fernando Correa da Costa, 2367, 78060-900, Cuiabá, Mato Grosso, Brazil. *Author for correspondence. E-mail: ecmmoreira@uol.com.br

ABSTRACT. The present paper aimed to know the representations and the practices of Physical Education teachers, who teach in different cycles of teaching, related to the movement from the binomial 'thought' (the movement structured in the curriculum) and 'lived' (the one that is informal, not formal, of phenomenological intention). To do so, two paradigms of curriculum and practice approach were taken as reference: the 'Physical Education thought' – of formal curriculum; the Physical Education – here called as *lived* – lived by the spontaneous act of the game, the play, the experiencing, the context, the circumstance. The group (sample) of study was constituted by 10 teachers (5 of the 2nd cycle and 5 of the 3rd cycle). For data collection, we used a semi-structured interview; for data analysis, we used a qualitative/content analysis of the data. The results reveal similar and complementary views on the issue.

Keywords: physical education; thought movement; lived movement; school.

A Educação Física do tempo do 'pensado' ao tempo do 'vivido': um estudo empírico/exploratório sobre representações e práticas docentes

RESUMO. Tem-se como objetivo do presente artigo conhecer as representações e práticas dos professores de Educação Física, a lecionar em diferentes ciclos de ensino, relativamente ao movimento a partir do binômio 'pensado' (o movimento estruturado no currículo) e 'vivido' (aquele que é informal, não formal, de intencionalidade fenomenológica). Para tal, foram tomadas como referência dois paradigmas de abordagem do currículo e das práticas: A 'Educação Física pensada' – do currículo formal; e a Educação Física – a que vamos chamar de 'vivida' – vivida pelo ato espontâneo do brincar, do jogar, do experimentar, do contexto, da circunstância. O grupo (amostra) de estudo foi constituído por 10 professoras (5 do 2º ciclo e 5 do 3º ciclo). Para a coleta de dados foi utilizada uma entrevista semiestruturada, sendo depois feita uma análise qualitativa/conteúdo aos dados. Os resultados revelam visões similares e complementares sobre a problemática.

Palavras-chave: educação física; movimento pensado; movimento vivido; escola.

La Educación Física del tiempo del 'pensado' al tiempo del 'vivido': un estudio empírico/exploratorio sobre representaciones y prácticas docentes

RESUMEN. Se tiene como objetivo del presente trabajo conocer las representaciones y prácticas de los profesores de Educación Física, que enseñan en diferentes niveles de enseñanza, relativamente al movimiento a partir del binomio 'pensado' (el movimiento estructurado en el currículo) y 'vivido' (aquel que es informal, no formal, de intencionalidad fenomenológica). Con este fin, se tomaron como referencias dos paradigmas de abordaje del currículo y de las prácticas: La 'Educación Física pensada' – del currículo formal; y la Educación Física – que vamos a llamar de 'vivida' – vivida por acto espontáneo del bromear, del jugar, del experimentar, del contexto, de la circunstancia. El grupo (muestra) del estudio fue formado por 10 profesoras (5 del 2.º ciclo y 5 del 3.º ciclo). Para la recolección de datos se utilizó una entrevista semiestructurada, después hizo un análisis cualitativo/contenido a los datos. Los resultados revelan puntos de vistas similares y complementarios sobre el problema.

Palabras-clave: educación física; movimiento pensado; movimiento vivido; escuela.

Introduction

In recent years, School Physical Education began to be observed/debated from a *cultural perspective* (contrary to a dominant model of Sports-Focused Physical Education, known to be more mechanical, instrumental), and it is from this reference point that Physical Education will be considered as part of human culture, that is, practices linked to body and movement created by man (ontological, anthropological and historical). It is here, in the context of cultural man, that freedom and individual creativity phenomena are (or seem to be) more present. In this regard, Barros and Barros (1972), cited by Marques and Krug (2008), mention that the activities of running, jumping, throwing, climbing, hanging, balancing, lifting and carrying, pulling, pushing, skipping, spinning allow the release of aggressiveness, stimulate self-expression, contribute to health maintenance, favor growth, prevent and correct behavioral flaws and improve posture. We add that it is on this base (whose spring is actual experience) that 'Physical Education is structured'.

Thus, Physical Education belongs today to a broader area of knowledge that studies and acts on a set of games, gymnastics, fights, dances and sports, but also does not forget the 'body culture or physical culture, or also the movement culture' (Marques; Krug, 2008), without neglecting emerging issues such as health, sedentary lifestyle, obesity, leisure, quality of life, physical activity, etc.

For this research, we took the liberty of making a small synthesis (small taxonomy) and grouped Physical Education into two poles: the 'idealized world' (rational, political, ideological, curricular...) and the 'experienced world' of Physical Education (world of experience, culture, body culture, phenomenology, play, of that which is natural, unusual...). From these two poles, we intend to know the representations and practices of 10 teachers (5 from the 2nd Cycle and 5 from the 3rd Cycle of Basic Education) on Physical Education – observed by two paradigms.

For a better understanding of the 2nd and 3rd Cycles, it will be important to situate the Portuguese Educational System. It has (in general terms) *six* cycles: Kindergarten and Pre-School (0 to 5 years old); 1st Cycle (6-10 years old); 2nd cycle (11-12 years old); 3rd Cycle (13-16 years old); Secondary Education (17-18 years old), followed by Higher Education.

On rationality and phenomenological experience

When we situate ourselves in the field of human experience, the idea of experienced world (Husserl, 1986) arises, which is the same as saying 'real' in its

pre-theoretical and pre-reflective sense (Surdi, & Kunz, 2010), the world of 'warm movement', original (Camilo Cunha, 2011, 2012), the world of experience that does not forget memory, tradition (Benjamin, 2006).

With time and with the *experiences* human beings acquire throughout their lives, the latter enable a better understanding of the world and themselves. It is from this reference point (and here we have to mention another great reference, that of experience: *reason*) that the human being obtains a reflective and practical capacity that helps him improve his life, as well as the world where he lives. This ability to think (reason) and act (experience) is what will make one capable of being autonomous, critical and creative about the reality in which he lives, wants to transform. According to Surdi and Kunz (2010), when the individual becomes aware of the world, he becomes the subject of his actions.

With the increasing standardization of movements, the human being ('victory of reason') seems to be outside this experienced dimension – 'internally experienced'. The individual becomes an object of movements that are pre-established and directed to sports, fights, dances and other forms of movement. At school, it seems that students have to adapt to what is required by the teacher, as well as to norms and rules set by the school. In this context, Surdi and Kunz (2007, 2010) praise 'human phenomenology', placing human beings at the center of the knowledge process by producing and using their experiences, even their creative and constructive power.

In this context, Hildebrandt (2001), cited by Surdi and Kunz (2010), identified two paradigms to understand human movement: that of 'Natural Sciences' and of the 'Phenomenological View'. As for the 'paradigm of the natural sciences', it understands human movement only as a displacement of the physical body in time and space, with researches centered on biomechanics, biology and physiology, seeking in human movement its effectiveness, optimization and standardization towards the improvement of results. In this sense, sports movements have great importance in this system as they must be ordered according to patterns and norms that can be described and quantified. In its turn, the paradigm of 'Phenomenology' understands movement in its most natural expression (natural ontology) of great 'intentionality' (phenomenological), coming from within the individual – before reason, pattern. As Camilo Cunha (2008) states, it is a movement of the perceptive, intuitive field, where the *truth* seems to lie, in the wake of Bergson.

This understanding (initial paradigms) about human movement has been reflected in the conception of Physical Education – or rather, in the conceptions of Physical Education.

Facing this diversity, Surdi and Kunz (2010) anticipate four basic conceptions of how Physical Education has been approached: ‘the biological-functional conception’, which raises physical exercise as teaching content; ‘the formative recreational conception’, where Physical Education participates in the student’s social formation, adapting his demands to the demands of society; ‘the technical-sportive conception’, being this one the most used currently in schools; and finally, ‘the critical-emancipatory conception’, which evidences expression and communication as a hypothesis to understand human movement. It is in this last conception that Physical Education becomes the path where moving can be understood and improved as a form of expression that allows a more reflective recognition of the world.

In this context, for Surdi and Kunz (2010), moving must come from the student through a process of construction and problematization, using his cultural repertoire of movement to produce meaningful communication with the other and with the world.

However, despite awareness of the various possibilities of movement, we may say that the school and, above all, Physical Education classes were colonized by the standardization of sports and competition, where the trends of selection, specialization and instrumentalization have made (or still makes) their way.

What is seen is that the human being is educated to perform movements based on an order that is external to him. Generally, it must obey a pre-established pattern, for instance, Sports. As for the paradigm of phenomenological view, it is characterized as pedagogical, whose main objective is the perception of moving people, and never the movement itself. Now, this is an interpretative gap on movement.

Tamboer (1991), cited by Surdi and Kunz (2010), based on this principle, understands human movement as a ‘metaphor’ – movement is a dialogue between man and the world. Movement becomes the language of man before the world. Dance/movement of man; dance/movement of the world.

Thus, for human movement to be understood in a more natural (phenomenological) way, it must summon more naturalistic teaching disciplines. The whole school should be prepared for possibilities of student participation in the educational process.

Therefore, everything that students experience and bring from home, from the streets, from the city, from the village must be highlighted, so that they perceive and can build meaningful relationships that will improve their lives.

It is worth emphasizing that every student’s own movement should be valued, with school and teachers having a central role for educational transformations to take place.

Taking into account two paradigms that can guide school Physical Education – *idealized Physical Education* (that of the curriculum, of rationality, of technique/tactics), based on sports and physical condition; or the ‘phenomenological/experienced Physical Education’ (that of the individual – more interpretative, experienced, where play and inner discovery have greater expression), then the problem that supports this investigation arises: what are the representations and practices of Physical Education teachers working in different education cycles (2nd and 3rd cycles of Basic Education) on the two (or other) conceptions of Physical Education – ‘idealized Physical Education’ (the curriculum’s) or ‘experienced Physical Education’ (the individual’s)?

To this end, we have defined as objective of the present study to know the representations and practices of Physical Education teachers working in different cycles of education in relation to movement, considering the pair ‘idealization’ (the movement structured in the Curriculum) and ‘experience’ (that which is informal, non-formal, of phenomenological intentionality).

Methodology

The sample

The study group (sample) was made up of 10 female teachers working at a Basic Education School – 5 teachers from the 2nd education cycle and 5 teachers from the 3rd cycle, in the Municipality of Póvoa de Lanhoso (Portugal).

The instrument

The instrument used was a semi-structured interview, and the questions that constituted the script of the interview were elaborated from the literature as well as from the researchers’ sensitivity/experience and rationality. The choice of the semi-structured interview is due the fact that it is a type of interview in which respondents express themselves in a more free and natural way. The interview was applied to two distinct but complementary groups. Each topic (group) had several questions:

Group I: Representations and practices among the teachers of the 2nd Cycle and the 3rd Cycle

regarding the pair ‘idealization’ and ‘experience’ – characteristics.

Group II: Representations and practices among the teachers of the 2nd Cycle and the 3rd Cycle regarding didactic and pedagogical models.

Data processing

Data were processed from the analysis and interpretation of data collected based on the Content Analysis. As for this matter, given what is expressed in the vast literature, it is possible to act in different ways. For instance, Bardin (1991) suggests that categories and subcategories of analysis should be defined after reading the protocols, as a way to create the response frequencies, which can later enable a quantitative analysis. Praia (1995), in turn, argues that content analysis can be done either through the structural networking method, the linguistic-based networking method, the diagraphic analysis method or the ‘conceptual inventory method’. It was this last proposal – conceptual inventory method – that we adopted to process our data. It will focus directly on the questions formulated, keeping the original language of the interviewees, which will constitute categories, given the small number of interviews. We would like to point out that this is a method (also) suitable for carrying out a more descriptive, in-depth, intrusive and broad study within a smaller sample, such as ‘case studies’.

Data analysis and discussion

Group I – Representations and practices of teachers: idealization and experience –characteristics

‘What do you think of Physical Education as a curricular discipline that focuses on effectiveness, performance, standardization and rationalization?’

Analyzing this question, we found that the respondents placed their answers in two fields of reference: positive aspects and negative aspects.

Positive aspects

Physical Education, since its genesis, has been oriented mainly to pedagogical knowledge based on the possibility of students improving their motor-sports behavior through effective involvement in the learning of tactical and technical elements, contributing to the optimization of health and performance enhancement. This dichotomous view – recreational sports and competitive sports – is not understood in the same way by all Physical Education and Sports professionals. Because, as Dubar (1997) points out, the choice of a type of education (read orientation/relation) usually leads to a process of legitimation of an identity form (that is,

that teacher whose priority identification is health or performance).

While some teachers refer ‘More skilled students to clubs’ (Teacher 1), which is in line with the opinion defended by Hallal et al. (2006), other teachers argue that “[...] what is intended is a healthy competition and not one that seeks performance itself. (Teacher 2).

This position is likewise taken by Ortega, Ruiz, Castillo and Sjoström (2008) in a review study aimed at health-related physical fitness in children and youths.

Physical Education professionals must be able to perform motor skills and reproduce the movements that are addressed in school. On teachers who exemplify, teachers who regularly engage in physical activity, teachers who cultivate the body as a work tool, Pellegrini (1988, p. 254) states that

Physical Education as a profession should rely on professionals who not only have the ability to perform but the ability to pass these skills on to other people with the goal of leading them to the full development of their motor skills.

A child’s physical development predates cognitive and social development. Thus, referring to the multiplicity of motor experiences in students, one of the subjects of our study said that she prefers ‘To make them perform various activities, to give them as many experiences as possible’ (Teacher 2).

This fact is proven by Ghilardi (1998), to whom Physical Education professionals should, by means of a variety of motor and body experiences, contribute to awareness and control of the motor gesture, aiming to obtain autonomy of movement in the performance of everyday tasks. In Physical Education there are numerous learning opportunities; therefore, it is necessary to experience a diverse set of situations. Added to this is the fact that many of the experiences are no longer repeated in the course of life (study visits, participation in inter-class and inter-school competitions, adventure and nature-exploration activities, combat sports, traditional games, specific activities for special populations, among others), something that is done in Physical Education and with positive repercussions in terms of motor repertoire, self-esteem and self-confidence, creation and promotion of team spirit and solidarity, fight against exclusion, and elimination of fears/worries. Here fits the statement by a subject of the sample: ‘[...] experiencing situations that they will possibly not be able to experience’ (Teacher 3).

In Portugal, all schools have the same possibility of joining school sports, which thus provides extra

sports activities for students, regardless of their skill level. As for the relevance of school sports, it is important to retain this part of the Minister of Education's speech at the School Sports Gala on October 12th, 2007 (A importância do desporto escolar, 2017)

The importance of school sports in the academic life of our children and youths should be valued, and School Sports should be viewed less as an alternative to learning in nuclear disciplines, and more as a platform from which the transversality of habits that make up good sport performance should be explored.

This hierarchically superior concern is reinforced by a teacher who points as positive aspect that '[...] school sports also aim to open opportunities for all students to practice various modalities, not just for the best and the most qualified'. (Teacher 5).

Varelas (2010) advocates participation in school sports as a measure to combat failure or, if preferable, as a measure of success. Finally, it is important to mention the conclusions of Byrd (2007), who found that more physically active students had greater educational success compared to less active ones.

In fact, regardless of the greater proximity to health or performance, sports continue to be the supreme practice in Physical Education classes. Here the student is oftentimes confused with the athlete. However, only some modalities are favored by teachers: indoor football, volleyball, basketball (Betti, 1996). Now, that is similar to what was pointed out by one of the interviewees, who comments on the possibility of '[...] students advancing to a modality whose qualities are more concretely evidenced, and here we are calling students possible athletes' (Teacher 4).

In the same way, Fonseca and Maia (2001) investigated the reasons that lead children and adolescents to decide for sports practice. Broadly speaking, Physical Education has an influence on the decision to practice some sport modality of competition. As main reasons, these authors point out a need to improve and demonstrate proficiency to practice this modality (almost always collective), as well as the acquisition of high levels of motor-physical competence.

Negative aspects

A central and still problematic aspect in school Physical Education is evaluation. That is, grading each student according to their motor response to a given exercise or set of exercises. Some teachers

choose a more traditional, normative approach, while others, even if they do not completely ignore normative evaluation, have a more criterion-based approach. Holly and Walley (1989) claim that a teacher's knowledge is not stated but implicit, so teachers are guided by their own ideas, rules and responsibilities. In this regard, the 'Definition of less ambitious goals for students who, soon in the diagnostic evaluation, proved unfit for a certain modality' (Teacher 2) is common, so are '[...] low self-esteem' (Teacher 5) and '[...] fear of failing' (Teacher 6).

School Physical Education should be for all students, so we do not believe, as stated by one of the interviewees, that it is '[...] impossible to help all students succeed, according to their potentialities' (Teacher 7).

However, some students, due to their more endomorphic-like body morphology, tend to sideline themselves, which was said by one of the interviewees: 'They refuse to do this or that exercise' (Teacher 8).

Today, it is known how important the role of physical activity is in health and in the acquisition of a morphotype that is more in line with quality of life and wellbeing. For this reason, as Boscatto, Duarte and Gomes (2011) stress, after a surgical treatment to reduce obesity the assistance of a Physical Education professional is necessary in terms of instructing and encouraging the practice of physical activities. With this kind of measure, prescription, orientation and systematicity of exercising, we believe it is the appropriate attitude to combat 'trauma and complexes', as one of the interviewees report.

What can be understood from the relationship between what the teachers think of Physical Education as discipline, effectiveness, performance, standardization and rationalization, from the pair 'idealization' and 'experience', is that the 'experienced Physical Education' presents itself as a possibility of understanding for utilitarian purposes, in which its presence in the routine of classes occurs only as a way to keep the individual active, or also defines success and failure, separating students who succeed and students who do not succeed in carrying out the proposed activities. The 'experienced Physical Education', in its turn, is portrayed as a possibility of thinking about what is possible and with as many experiences as possible involving achievements and personal results, without worrying about maximum performance, but about the maximum number of experiences. 'What do you think about Physical Education as a curricular discipline that focuses on the movements

of students, their interpretation, their culture of movement'

Like the previous question, the interviewed teachers placed their answers in two fields of reference: positive aspects and negative aspects.

Positive aspects

Although physical activity comprises a multivariate set of benefits (mainly physical/physiological, mental/psychological and social), it also carries some risks, especially of musculoskeletal nature. In this context, many of the interviewees' affirmations fit into the positions defended by this author, namely, '[...] knowing how to deal with their virtues and difficulties' (Teacher 2), '[...] interest in knowing more, how to do it, even without knowing, or performing with difficulties' (Teacher 4), '[...] it allows movement, expression of feelings/emotions' (Teacher 6), '[...] it allows contact with different types of activity' (Teacher 9).

When students play, they learn to move between freedom and limits, whether their own or established by the group where they are inserted. It is precisely this freedom of movement and action that was expressed by one of the respondents, who claims that Physical Education '[...] intends to develop potentialities and skills for the formation of free subjects' (Teacher 4).

This condition was well developed by Altmann, Mariano and Uchoga (2012) on body and movement, who found that different forms of intervention can stimulate or not the segregation of boys and girls. The body that plays and learns, the body that exercises its full potential. Body and health are concerns of one of the interviewed teachers: '[...] it serves to provide and create opportunities to learn, to know and to perceive in a permanent and continuous way one's body, its limitations, in the expectation of always overcoming them and finding potential to develop them' (Teacher 2).

Thus, we are founded on the review study conducted by Oliveira, Oliveira and Vaz (2008) on body education and schooling, or Bracht's philosophical study (1999) on the constitution of pedagogical theories in Physical Education, addressing the theme of interest in body education. In this model of freedom of expression, one of the interviewees contributes by stating the need '[...] to give students more freedom to express themselves in a more uninhibited way, because they do not have a controlled movement and obviously do not have a defined pattern' (Teacher 6).

Physical Education is in most public and private schools the discipline with the highest average

grades (Saraiva, & Rodrigues, 2011). It is the most different of all classes. No other '[...] allows movement, expression of feelings/emotions' (Teacher 8), nor '[...] allows contact with different types of activity' (Teacher 10).

Despite a diverse set of motor limitations, evidenced by a significant number of students, Physical Education is still one of the classes students like most (if not the one), regardless of what was observed by the interviewees: '[...] a taste for sports, being a good or not so good student' (Teacher 3), '[...] interest in knowing more, how it is done, even without knowing, or performing with difficulties' (Teacher 5).

In Physical Education, more than in other areas of knowledge, students are encouraged to learn to '[...] deal with their virtues and difficulties' (Teacher 2). As pointed out by one of the interviewees, '[...] even without knowing, or performing with difficulties'. (Teacher 7).

Because deep down, and more than ever today, as one of the subjects of our sample presented in a categorical way, in the reality of school Physical Education '[...] one does not work towards success itself, but for the expansion of sports experiences' (Teacher 3).

In this way, we understand that Physical Education has the power of contributing to the educational multidimensionality of the gesture, revealed with greater or lesser expressiveness, being undoubtedly a priority area in the promotion of a student's comprehensive education. Therefore, the 'experienced Physical Education' is based on the human phenomenology praised by Surdi and Kunz (2007, 2010), as we understand that the positive aspects mentioned place human beings at the center of the knowledge process, allowing them to produce and use their experiences, as well as their capacity for creation and construction.

Negative aspects

In the Portuguese football context there is an expression that says, 'each team plays what the other lets them play'. To paraphrase this expression, we would say that a good player only feels really motivated if he is surrounded by other good players. Now, because in school most of the students, besides not being athletes, therefore not specialists, show relatively low levels of tactical-technical proficiency in most classes, it is natural that in a group that plays volleyball, for instance, where diagnostic evaluation proved them to be overall at the introductory level, a good player will, of course, feel discouraged for volleyball classes. And this symptom was stressed by one of the interviewees:

'[...] those who perform well lose motivation more easily'. (Teacher 1)

It is not the school's job to prepare students for competitive clubs. In a club, practice is specific; at school, it is generalist. In the club, one spends thousands of hours/year doing the same thing; at school, it is just a bit over a hundred hours/year in varied practices; in the club, the quality of the gesture or the technical-tactical points required are of paramount importance, while at school they are treated superficially.

Unlike in the past, all Portuguese schools today (2nd /3rd cycle and secondary education) have their own spaces for Physical Education. The problem is whether these spaces are sufficient in quality and capacity. In this respect, we argue that one of the negative aspects reported by one of the interviewees is precisely the '[...] spaces available for classes' (Teacher 10).

The Portuguese public school took time to incorporate Physical Education into its curriculum. For years, both the discipline and those who teach it have received less consideration comparatively to other disciplines and other teachers. Today, it is known that among all school subjects Portuguese and Mathematics are considered nuclear. Physical Education is not! But we are convinced that it should be!

Thus, we can identify the rationalized, 'idealized Physical Education' as opposed to freedom, creation, invention, in view of the representation of spaces available for the classes, as if this aspect were determinant to the student's formation. 'What is the dominant paradigm of Physical Education in your school? Do you agree with this situation? If so, what do you suggest to strengthen this matter? If not, what should change in your opinion?'

Regarding this question and taking as reference the interviews (different paradigms of answers) we found that for two interviewees the dominant paradigm of their school is that of a Physical Education that privileges movement stimulated from the outside. It is noteworthy that those who work with this type of paradigm do not agree with it, although one of the interviewees said, 'I neither agree nor disagree [I understand as] a principle' (Teacher 2). And that teachers, through their performance, can '[...] lessen certain issues' (Teacher 2).

However, she ends up saying that if the parameters required in the evaluation process are rigorously taken, '[...] they will inhibit students from being able to feel happy in Physical Education classes' (Teacher 2).

Surdi and Kunz (2010) emphasize that sometimes students have to adapt to what is demanded by the teacher and the school. One of the teachers also mentioned that this aspect of effectiveness and performance is not easy to work on due to existing problems/constraints such as lack of time, lack of material, inadequate spaces and large class size.

For these interviewees, '[...] teachers can complement their classes with the more playful part of personal fulfillment, of pleasure' (Teacher 9), but '[...] the whole evaluation process that is imposed with diagnostic evaluations, summative evaluations' (Teacher 8).

This aspect conditions the practice of Physical Education to the paradigm that privileges movement as a phenomenon from within. As Libâneo (2001) highlights, the educator's role is to provide means for the student to develop, acquire knowledge and form new concepts. To reinforce this, these two interviewees suggest that students should be motivated to practice Physical Education, be provided with numerous activities, with feedbacks being reinforced not only to those who perform well, but especially to those less capable for certain activities.

For the other two teachers, the dominant paradigm of their school is that of a Physical Education that privileges the movement of the students, its interpretation and their culture of movement. According to this way of acting, we must reinforce this point by stating that it is imperative that all schools and local authorities find the means to increasingly provide children and young people with adequate places to engage in physical activity, motivate students to practice of Physical Education, give them more attractive activities, show them that Physical Education is not only the pursuit of performance, but it is above all fun, a way to be well in life, and above all to know that they are contributing to health improvement, quality of life and individual wellbeing. These aspects were reinforced by one of the interviewees through the following statement: 'Physical Education is not only a search for performance, it is fun, it is movement, it is health' (Teacher 7).

One of the interviewees, although she did not attribute important meaning, emphasized '[...] effectiveness and performance' (Teacher 1) as a paradigm of Physical Education in her school, much fruit of an 'outside' influence or, as another interviewee says, '[...] the object student' (Teacher 4) as a product of '[...] performance effectiveness' (Teacher 4). But in Physical Education, the emphasis is on multilateralism, where specialized, monopolist practice does not fit into the practice

generalized to all the vast knowledge, to the '[...] privilege of the movement' (Teacher 9), the '[...] culture of movement and its interpretation' (Teacher 3). However, it is not always easy to operationalize the program contents of Physical Education as a discipline, as one of the interviewees stated, mainly due to the '[...] program with pre-established parameters' (Teacher 2) that have to be fulfilled. We have already seen that the '[...] imposition of the Physical Education program' (Teacher 5) does not always cooperate with the desirable diversity and creativity. For this reason, one of the interviewees understands that it is essential to work more on the '[...] students' motivation, providing them with more attractive activities' (Teacher 1).

The rationalized, formal, 'idealized Physical Education' is very present in the discourse of teachers, even though they do not admit it as something they 'like' to adopt, but its omnipresence is undeniable. The free, informal, 'experienced Physical Education' is present in the discourse as 'ideal', but there is a clash between 'idealization' and the 'experience', as if choosing the former was immoral and choosing the second was politically correct. But what we can perceive is the coexistence of both.

Group II: The teachers' representations and practices: Didactical and pedagogical models

'Physical education should have: a) the idea of a future connected to sports and competition and/or b) the idea of a future oriented towards a healthy lifestyle, socialization, quality of life. Which of these variables is fulfilled in your school? What do you suggest?'

We found that the interviewed teachers consider that Physical Education should turn to a healthy lifestyle, socialization and quality of life, and that this should be a guiding principle of school Physical Education. This opinion is shared by many authors (American College of Sports Medicine [ACSM], 1998; Silva, 2006; Ortega et al., 2008). Undoubtedly, and today more than ever, due to all the conjecture surrounding our society, the school finds itself taking on primarily the roles of regulating, controlling, instructing, sanitizing and forming children and youths.

Some of the interviewees also mentioned that the 'healthy lifestyle' view is the current practice in their schools, with one of them pointing out that the idea of a future aimed at competition is a variable that cannot be dissociated from the other variable but referred to the field of school sports.

About body functioning, one of the interviewees refers to the 'pleasure' (Teacher 4) that derives from

Physical Education, to the 'taste for sports' (Teacher 4), to the 'taste for movement' (Teacher 4), which was also stressed by Rangel-Betti (1992). This author refers to 'experiencing the class' as a measure of active participation. However, it should be noted that, likewise, there are teachers who reward success but also make sure to penalize those who fail.

Oftentimes, situations of this type occur because of the 'rigors' of evaluation. What it means, as indicated by one of the interviewees, is that, through effort, the student must have enough motor-physical skills to achieve more complicated goals. Other interviewees highlighted that if there was not so much rigor in the evaluation, each teacher could privilege every student's effort and refer them to the area they most stood out. In the same train of thought, one of the teachers mentions simultaneously that physical exercise is the main mechanism to improve our health and quality of life, being important for intellectual development, favoring a better academic performance and a better social life. It seems that we should accept the suggestion of one of the interviewees, 'awareness', because, as she said, '[...] all this will condition the attitude of the student himself and the conception he will have of Physical Education vs healthy life' (Teacher 5).

We believe that it is not the intention of Physical Education professionals to regulate their evaluation activity based solely on the application of tests as a measurement mechanism, but whose character is merely instrumental in the educational process. Instead, we assume that in addition to the application of tests, other instruments should be employed, such as, for instance, behavior record sheets, attitude scales, collection of student data over time, always based on curricular objectives, inviting students to participate in the *negotiation process* of evaluation. However, we must mention that evaluation is a specific way to approach a certain reality, which, in the case of school Physical Education, is primarily educational.

One of the interviewees said that '[...] the time we have for the classes is not ideal, [but we try to] create a healthy lifestyle in the students, [so that] they acquire a taste for them' (Teacher 1).

Just as Piéron (1999) addresses the matter of time available for practice (the time between equipment transition and practice itself), we believe that it is necessary to increase the actual class time, that is necessary to increase the motor density of Physical Education classes, because this is the only way to consolidate the motor gesture, on the one hand, and to increase the load (volume and intensity) of training, on the other.

There is a clear conception of rationalized, 'idealized Physical Education' in the manifestations presented, but we also perceive that the 'experienced Physical Education' is noticeable, even if in an incipient way, since health and quality of life are mostly related, relegating to a second plan the experience, human relations and socialization.

'Do you feel that Physical Education should comply with the same formalism as the other disciplines, or do you believe there is room for more than that?'

The interviewees stated that Physical Education should not comply with the same formalism as other disciplines, understanding that there is room for more than this, since students are brought to an open space that allows the externalization of sensations and emotions that are not possible in other disciplines. Inclusively, as for evaluation, it turns out to be very different from other disciplines, precisely because there is room for more, allowing students to express themselves, to free themselves, to externalize emotions, feelings and sensations, to put the movement and the body into practice.

Happiness and willingness to participate actively in the classes are expressed by Rangel-Betti (1992) on the pleasure students feel in Physical Education classes. On the other hand, the formalism of Physical Education is not the same formalism of the other disciplines of the academic curriculum, and this has already been pointed out by Girardi et al. (2004), for to whom the increased formalism of academic life, especially when it comes to Portuguese and Mathematics, has brought a considerable reduction in children's free-time activities.

One of the teachers says that one should '[...] value participation more than the success of the performer, value those who try to perform rather than the excellent performers who do not show effort and motivation' (Teacher 8). However, not knowing whether this is considered formalism or not, she affirms that '[...] the rules must be for all, with all their specialties' (Teacher 8).

This one ends up resonating what the other teachers report, saying that Physical Education as a discipline with evaluations needs to operate on a certain formalism but not in the same way, since it has its own characteristics, because, unlike in the other disciplines, students are always moving. Contrary to the other disciplines, whose evaluation is essentially done by grading written tests, in Physical Education students are permanently evaluated, lesson after lesson, be it in its specific or transversal form. We can even say that no other discipline makes as much and as good use of continuous evaluation as Physical Education does.

Further considerations

The learning opportunities brought about by Physical Education is numerous and do not refer solely to the sport-motor condition, although it is from the latter that other learning opportunities result (competence, efficiency, autonomy, awareness, self-esteem, team spirit and solidarity, fight against exclusion and elimination of fears/worries, fight against traumas and complexes, among others). Taking disciplines altogether, Physical Education is the only one that allows movement, 'corporality', expression of feelings/emotions, although we perceive from the manifestations of the subjects of this study that the 'idealized Physical Education' is much more present in the discourse about teaching practices than the 'experienced Physical Education' is.

We thus understand the importance of creating a culture of reasoning in order to counteract the devaluation of the Physical Education discipline, or even its placement in the background, from a utilitarian perspective that always prioritizes doing and doing well (performance) to the detriment of thinking, of inventing, of constructing, which can overthrow the potentialities of the discipline.

The representations and practices of teachers in relation to movement from the pair 'idealization' and 'experience' stand between what is and what should be, that is, the existence of a formal model that does not meet the needs of students is clear, but professionals do not find ways to transcend the barriers from 'what is' to what 'should be'. Thus, teachers work with the 'idealized Physical Education' – the formal curriculum's – and the 'experienced Physical Education' – spontaneous act of playing, of experimenting, of context, of circumstance.

A good Physical Education teacher is one who, in addition to implementing the program, also has space for the freedom, expansion and externalization of knowledge on the part of students. It is a teacher that makes room for dialogue in order to perceive needs and deficiencies, always focused on the task of global formation of his students. This teacher never settles down, is always concerned about progress, always motivated, likes teaching, knows how to manage a classroom, always wants more and better.

Given the above, we can consider that the two paradigms, 'theoretical', based on rationality, and 'practical/experienced', more phenomenological, naturalistic, are present in the practices of the investigated teachers, denoting that formative practice, which often guides the organization and planning of teaching activities, influences professional intervention.

There is an urgent need to consider ongoing training as a fundamental space/time for the transformation of representations and practices of Physical Education teachers.

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INFORMATION ABOUT AUTHORS

Lucinda da Conceição Rebelo Rodrigues: Professora de Atividades Extracurriculares do município de Vieira do Minho, Portugal. Mestrado em Ensino da Educação Física pela Universidade do Minho, Portugal. Graduada em Educação Física pelo Instituto Superior de Educação de Fafe.
E-mail: rodrigueslucinda7@gmail.com
ORCID: sem ORCID

António Camilo Teles Nascimento Cunha: Professor Auxiliar com Agregação da Universidade do Minho, Portugal. Pós-doutorado em Educação Física pela Universidade Federal de Santa Catarina. Doutorado em Estudos da Criança pela Universidade do Minho, Portugal. Mestrado em Ciências da Educação pela Universidade Técnica de Lisboa, Portugal. Graduado em Educação Física pelo Instituto Politécnico de Castelo Branco, Portugal.
E-mail: camilo@ie.uminho.pt
ORCID: <https://orcid.org/0000-0001-9652-9870>

Evando Carlos Moreira: Professor Associado da Universidade Federal de Mato Grosso. Pós-doutorado em Estudos da Criança pela Universidade do Minho, Portugal. Doutor em Educação Física pela Universidade Estadual de Campinas. Mestre em Educação Física pela Universidade Estadual de Campinas. Graduado em Educação Física pela Faculdade de Educação Física de Santo André.
E-mail: ecmmoreira@uol.com.br
ORCID: <https://orcid.org/0000-0002-5407-7930>

NOTA:

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