



EDUCATION AND INTERDISCIPLINARY PROJECT: TEACHER'S PERFORMANCE

EDUCATION AND INTERDISCIPLINARY PROJECT: TEACHER'S ROLE

Anderson Costa da Silva¹

Geraldina Pereira da Costa^{two}

Maylla Josefine Costa Pinheiro³

SUMMARY

Physical education as an area of knowledge, operates in the educational context from the initial grades and plays an important role in the development of school interdisciplinarity. The content of body movements can be interpreted in different ways, which provides different possibilities for dynamics and methodologies that help in the development of students. To this end, the present work aims to discuss interdisciplinarity and its guidelines in the National Common Curricular Base (BNCC), as well as the resolution of problem situations related to the content. To this end, the interdisciplinary context of physical education was contextualized, emphasizing the importance of planning for this teaching dynamic. It is understood that physical education has a lot to offer within the interdisciplinary proposal, as many aspects are considered within the discipline.

Key words: Education; Interdisciplinary Project; Interdisciplinarity.

ABSTRACT

Physical education, as an area of knowledge, operates in the educational context from the early grades and plays an important role in the development of school interdisciplinarity. The contents of body movements can be interpreted in different ways, which provides different possibilities of dynamics and methodologies that help in the development of students. To this end, the present work aims to discuss interdisciplinarity and its orientations in the National Common Curricular Base (BNCC), as well as the resolution of problem-situations related to the content. To this end, the interdisciplinary context of physical education was contextualized, highlighting the importance of planning for this teaching dynamic. It is understood that physical education has a lot to offer within the interdisciplinary proposal, as many aspects are considered within the discipline.

Keywords: ANEducation; Interdisciplinary Project; Interdisciplinarity.

1. INTRODUCTION

The educational process encompasses many dimensions, and it is essential to understand that education is fundamental for individuals, and when well planned, tends to provide greater quality in this process. In the context of physical education, the content of body movements can be interpreted in different ways, which allows for different possibilities of dynamics and methodologies that help in the development of students.

In this sense, the present work presents as its theme "the role of the Physical Education teacher in the development and management of an interdisciplinary project/planning based on the concept of education in its different conceptions", with the objective being to discuss interdisciplinarity and its guidelines in the National Common Curricular Base (BNCC), as well as the resolution of problem situations, related to the content.

To this end, the interdisciplinary context of physical education was contextualized, emphasizing the importance of planning for this teaching dynamic, as well as the guidelines brought by BNCC (2018) for the discipline in basic education, from the perspective of some authors.

In relation to problem situations, the theme "Football: national identity" was discussed in an interdisciplinary context between the subjects of Portuguese language, arts and physical education, with emphasis on

1

¹Graduated in Physical Education from UNOPAR – Contact: costaads02@gmail.com

^{two}Graduated in Portuguese Language from UEPA – Contact: geralletras@gmail.com

³Degree in Biological Sciences from UEG, degree in English Literature from Faculdade UniBF – Contact: mayllajosefine0707@gmail.com

the cultural processes established in society.

Another issue addressed in the problem situations was the relationship between physical education and the body, through a biological vision, which provided the opportunity to propose an interdisciplinary project to monitor students, through physical assessments and nutritional care, regarding the nutrition of students. food and energy expenditure necessary for the development of physical activities.

Thus, the present work shows two interdisciplinary project proposals and a discussion based on the BNCC (2018) and the vision of some authors about physical education, its planning and its interdisciplinary context. This is an enriching discussion, which tends to provide reflection and understanding on the topic.

2. WORK DEVELOPMENT

Planning in Physical Education and interdisciplinarity in the educational context.

Planning is essential for the development of any institution. When it comes to education, it is no different, as education is a constitutionally guaranteed right in the Brazilian state, but to meet the principles established in the paragraphs of art. 205 of the 1988 Federal Constitution, planning is essential to be established.

To this end, the National Education Guidelines and Bases Law (LDB) regularizes the organization of Brazilian education, in accordance with constitutional principles, and guides the National Curricular Guidelines for Basic Education, the National Education Plan, the National Common Curricular Base, the State Education Plans, as well as school documents.

All of these documents are standardized and adapt to the specific needs of each region of the country, however, they maintain the principles and bases established in the LDB.

It is important to highlight that the documents that guide national education are the result of long debates and discussions by experts in the field of education. According to Correia (2016), these discussions must be continuous, in order to meet the demands and cultural changes of society, which requires that teaching, content and curricula are changeable.

In the case of Basic Education, in 2018, the final version of the National Common Curricular Base (BNCC) was approved, which establishes and regulates the set of learning that students must learn at each stage of basic education: from kindergarten to secondary education.

Grando, et al. (2019), states that since 2019, educational establishments have been adapting to the guidelines established in the BNCC (2018), which includes the relationship of interdisciplinarity between curricular components, guided by the BNCC as a collaborative process, which must involve the community in order to decide the forms of planning and organization of interdisciplinarity between the curricular components.

Coelho, Scortegagna and Sassi (2015), state that dialogue is the basis for the interdisciplinary context to consolidate, so that the pedagogical context of the disciplines needs to be oriented towards reflection and reality, not just as loose content, with pre-established conceptions, but with the proposition of new concepts, acceptance of the new and appreciation of creation and development proposals that contribute to teaching-learning.

Coelho, Scortegagna and Sassi (2015), also state that dialogue between teachers and the appreciation of new proposals tend to help in meeting the interdisciplinary proposal, so that teachers are not obliged to know in depth the contents of other subjects, but they can understand ways to develop integrated work with theories and practices related to the content.

In the context of Physical Education, the BNCC (2018) establishes that the discipline is inserted in the area of languages, being a curricular component that thematizes bodily practices in their various forms, taking into account the cultural and social context, which offers students the opportunity to experience diverse experiences, of body and social culture, emphasizing critical and autonomous thinking, which goes beyond the scientific knowledge of the school curriculum, entering the fields of health and leisure.

This context takes into account principles of movement body culture in a broad sense, which provides diverse questions in the academic world.

Correia (2016) explains that the vast field of body culture can have different understandings, which constitutes a challenge for the initial training curriculum and continuing education of physical education teachers. This challenge can have a significant impact on students' education, as the poor training of basic education teachers tends to demotivate students regarding the subject of physical education.

two

Grando, et al. (2019) also point out that fundamental aspects for human formation are not included in the BNCC, in relation to physical education in the first years of elementary school, aspects that need to be considered and discussed in the initial and continuing training of teachers.

Despite criticism, Grando, et al. (2019), say that the BNCC can be considered an advance for Brazilian education, however, it cannot be believed that the document is finalized, but that there should still be discussions and debates about the basis, which is in line with Correia's (2016) scores, in the sense that curricula should not be immutable.

In high school, the BNCC (2018) organized teaching by areas of knowledge and training itineraries, with the areas of knowledge being: languages and their technologies, mathematics and their technologies, natural sciences and their technologies, applied human and social sciences, and technical and professional training.

Among these areas, the document points out as mandatory, specific skills in the Portuguese language and mathematics for the three years of high school, with the other subjects in the areas not being mandatory, in accordance with the training itinerary chosen by the student, and with the skills and competencies in each area.

In the context of physical education for high school, BNCC (2018) highlights:

“In high school, in addition to experimenting with new games, sports, dances, fights, gymnastics and adventurous body practices, students must be challenged to reflect on these practices, deepening their knowledge about the potential and limits of the body, the importance of assuming an active lifestyle, and the components of movement related to health maintenance.” (BNCC, 2018, p. 484).

All these aspects are of great importance for the training of students, however, the fact that the subject is not mandatory allows for important scores, such as the scores by Grando, et al. (2019), who question the role of physical education at this stage of teaching.

The authors explain that a range of specific knowledge of physical education for this stage of teaching must be lost amidst the itineraries of the area, so that the BNCC (2018) places the discipline as underprivileged in relation to teaching, which constitutes a setback, even more so nowadays, where young people are increasingly sedentary, without practicing physical activities and without thinking about promoting the health of the body and mind, fundamental issues to be addressed in high school.

However, the BNCC proposal (2018) organizes the curricular components as a whole, in the sense that it is necessary to understand that physical education is an important subject, but that it must be included in the high school curriculum in an interdisciplinary way, dialoguing with the other disciplines, and showing their importance in practice. This is a way of recognizing that the contents are articulated to contribute to the student's integral development.

2.1 1st Problem Situation: Physical Education and Languages: football as art

Football is part of Brazilian culture, from an early age, children are encouraged to play with the ball, they accompany their parents to games on training camps, or in front of the television, in the living room. Sousa, et al. (2011) say that many relationships are created with football as the background, a sport responsible for a mix of emotions, which often makes it difficult to discuss the topic in academia, emotions that are also reflected in the classroom.

In this sense, the theme “Football, national identity?” It can be work on the aspect of sport, language, culture and art, yes, art, after all, many believe that football is an art, which highlights a good opportunity to work on interdisciplinarity.

To this end, dialogue between physical education, arts and Portuguese language teachers is necessary to understand and plan the issue, as according to Coelho, Scortegagna and Sassi (2015), For the interdisciplinary project to happen, teachers need to align ways of developing integrated work with theories and practices related to the content.

In this sense, here are some approaches that can be developed based on Nelson Rodrigues' chronicle: It's boring being Brazilian.

The arts discipline can be contemplated in a proposal of drawings and symbols that highlight the players, the championship, the cat, the illiterate, the girls and other characters that appear in the chronicle, as well as through a theatrical proposal, that highlights, in addition to of the characters, the magnitude of the movements of the characters' bodies when observing the moves described.

The Portuguese language discipline can be covered by the style of the text itself: chronicle. As This style can be evident in the narration of games, the characters, the story, the literary style, the placement of the characters in time, the grammar itself. In all of these approaches, the Portuguese language can be highlighted within physical activities, especially in the football game, the case under analysis.

The discipline of physical education can work on aspects of football from the perspective of history, moves, and creation within the sport. When teaching dribbling technique, for example, the physical education teacher can explore the art imposed on this movement, as well as the language expressed by the body during the movement.

The culmination of the interdisciplinary project can take place in an arts fair, structured by students and teachers, within the school environment. The symbols and designs created can be displayed, as well as a theatrical presentation that highlights the cultural history of football. The expression of the Portuguese language can happen through verses and posters, which highlight the art of football. In the dynamics of physical education, a different football game can be shown, with an emphasis on body language and the art expressed by movement.

2.1 2nd Problem Situation: Physical Education and Body: biological view

Movement is considered the object of study within physical education, mainly with regard to physical exercise movements, however, to achieve all the movement possibilities that the human body offers, some considerations are necessary.

Within the school environment, physical assessments are important points for detecting problems and opportunities related to the body and health, especially when evaluated as a whole, considering the students' physical, social, biological and behavioral issues.

In this sense, the work of physical education, together with the science discipline, tends to provide an opportunity to highlight factors of the human organism in a practical and meaningful way. For example, the science teacher highlights the need to observe the nutritional issues of food, and their interference with physical exercise.

The physical education teacher can guide how these nutritional factors can interact in the energy expenditure necessary for daily physical activities, considering the activities carried out by each student, ranging from the basal metabolic rate, which considers the energy expenditure necessary to maintain the body's activities at rest, until voluntary metabolism, which is the energy expenditure related to voluntary muscle contractions. When associated with regular physical exercise, voluntary metabolism tends to achieve high energy expenditure, something beneficial for the body. (PIRES JUNIOR; PIRES, 2018).

In this sense, the morphological and physical fitness aspects of students must be identified. Pires Junior and Pires (2018) consider that an interview is the starting point for individual assessment. In this interview, daily aspects of habits, history of genetic diseases, or impediments to movement for health reasons must be considered.

Based on prior knowledge, the authors indicate that anthropometric tests and measurements can be used to evaluate students' morphological aspects. Pires Junior and Pires (2018) also indicate that these tests must have clear objectives, provide information for the work of a multidisciplinary team, linked to meeting health requirements, and provide bases for different pedagogical and methodological opportunities within physical education.

Aligning these two bases, an interdisciplinary project can be guided with physical assessment, together with a proposal for healthier nutritional habits, considering the biological aspects of the body, within the science discipline, over a period.

This monitoring can be carried out during the project period, allowing a more detailed analysis of the physical, biological and behavioral factors observed during the process. Students can They should be invited to present this experience in an interdisciplinary seminar, which may encourage other students to be interested in the importance of active lifestyle habits and eating nutritious foods.

3. CONCLUSION

Interdisciplinarity provides reflection on school content in a practical and meaningful way, as being able to observe the relationship between the content studied daily tends to provide greater meaning and interest for students.



In view of this reflection, it is understood that physical education has a lot to offer within the interdisciplinary, as many aspects are considered within the discipline, aspects also considered by the Portuguese language, arts, mathematics, physics and science in general.

To this end, the analysis of the common national curriculum base (2018), referring to physical education, was fundamental for understanding the forms of articulation and understanding of interdisciplinarity for the students' curriculum, referring to physical education, within basic education.

Understanding how content can be presented in an interdisciplinary way is an enriching experience, and contributes significantly to knowledge regarding physical education and its interdisciplinary context.

4. REFERENCES

BRAZIL. Ministry of Education. **Law guidelines and bases of national education**. LDB 9,394, of December 20, 1996. Available at: https://www2.senado.leg.br/bdsf/bitstream/handle/id/544283/lei_de_diretrizes_e_bases_2ed.pdf . Accessed on: 21 September. 2020.

BRAZIL, Ministry of Education. **Common National Curriculum Base**–final version. Available in: http://basenacionalcomum.mec.gov.br/images/BNCC_EI_EF_110518_versaofinal_site.pdf . Accessed on: 30 Aug. 2020.

COELHO, ALZ; SCORTEGAGNA, A.; SASSI, VO interdisciplinarity in physical education classes. **Annals. XII National Education Congress – Educere**, PUCPR, Curitiba, 2015. Available at: https://educere.bruc.com.br/arquivo/pdf2015/19648_9037.pdf . Accessed on: 01 Oct. 2020.

CORREIA, WR School Physical Education: the curriculum as a historical opportunity. **Brazilian Journal of Physical Education and Sport**, São Paulo, 2016, Jul-Sep; 30(3):831-36. Available in: <https://www.scielo.br/pdf/rbefe/v30n3/1807-5509-rbefe-30-03-0831.pdf> . Accessed on: 01 Oct. 2020.

GRANDO, D. et al. Physical education in the common national curriculum base: assumptions, advances and setbacks. **COMPEF - 9th North Paraná Congress of School Physical Education**. Londrina, PR, 2019. Available at: <http://www.uel.br/eventos/conpef/portal/pages/arquivos/ANAIS%202019%20-%20ARTIGOS%20COMUNICACAO%20ORAL%20E%20CARTAZ/A%20EDUCACAO%20FISICA%20NA%20BASE%20NACIONAL%20COMUM%20CURRICULAR.pdf> . Accessed on: 02 Oct. 2020.

PIRES JUNIOR, R.; PIRES, AAP **Measures and Assessment in Physical Education**. Londrina: Editora e Distribuidora Educacional SA, 2018. 176 p.

SOUSA, AL Analysis of Football in Brazil as a Sociocultural Phenomenon. **Digital Magazine EFDesportes**.with, Buenos Aires, n. 159, 2011, p. 1-1. Available in: <https://www.efdeportes.com/efd159/futebol-como-um-fenomeno-sociocultural.htm> . Accessed on: 17 Oct. 2020.