

## CONTRIBUIÇÕES DA PRAXIOLOGIA MOTRIZ PARA A EDUCAÇÃO FÍSICA ESCOLAR - ENSINO FUNDAMENTAL

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### Abstract

The Motor Praxiology was idealized by the French Professor Pierre Parlebas and was given the theoretical orientations at the end of the 1960's. There has been more than 30 years of study and reflection upon an area which bends on unveiling the world of games (sports, children's play, exercises, etc) from norms of the activities. Instruments, categories and models have been created so as to help us understand the world of games more easily. However, how could these elements be applied to the school environment? This is the question this paper aims to answer. As the issue is wide, the very beginning has been chosen as the starting point: the study of the Parâmetros Curriculares Nacionais (PCN) which is the document that guides the actions of educators all over Brazil. Therefore, the issue gained more specificity and three goals have been originated: analyse, through a praxiological look, the structures of the blocks of contents and the suggested activities to Elementary School; interpret the theoretical principles of Physical Education within the PCN for Elementary School by the analysis of the activities and praxiological knowledge; and, at last, develop a proposal of contents for the mentioned document. Two instruments of the theory of motor action were used to guide the proposed goals. The first is related to the interaction of the participants ( no interaction, cooperation, opposition and opposition-cooperation) and the practice (stable and unstable).The other source of the analysis organizes the extent motor situations of Physical Education: traditional games, sports, didactic exercises and free activities. It has been observed through the analysis of the blocks and proposed contents that there are careless attitudes towards the traditional games, strong emphasis on sport, terminological inaccuracy, concentration on activities which have similar structures like cooperation-opposition games, and, consequently, there is a lack of cooperative practice and activities that provide contact with Nature. Interpreting the document, it has been verified that the concept of the body culture is close to the anthropological theoretical bases which originated the motor action theory. On the other hand, it could also have been noticed there is a gap between the theoretical bases and the contents what leads to a fight against games and activities whose aim is sport practice.The proposal for the organization of the contents for Physical Education for Elementary School has been originated from the three blocks of the document: traditional games and sports, rhythmic and expressive activities, knowledge of the body. Each block was structured according to the System of Classification, which ranks the activities concerning kind of interaction and practice (games and sports). It is suggested that the content be guided by the internal logic of the blocks and not by specific activities. This proposal also implies the inclusion and discussion of new concepts related to games such as unstable practice, cooperation, opposition, psicomotor practices, decision make. among others.The results of the investigation bound several questions, among them, the dialog between theory and practice of Physical Education according to the study of the world of games named Motor Praxiology.