

As Percepções e os Significados para os Estagiários de Educação Física em Relação à Indisciplina na Escola

Perceptions and meanings of Physical Education trainees regarding indiscipline at school

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Resumo: Esta pesquisa buscou investigar as percepções e os significados para os estagiários de Educação Física em relação à indisciplina na escola. A metodologia utilizada foi de natureza qualitativa, tendo como participantes 16 alunos de um curso público de Licenciatura em Educação Física. A indisciplina foi apontada pelos estagiários como um problema presente em suas práticas e atrelado a diferentes dificuldades. Os informantes citaram como procedimentos mais comuns, a chantagem, os combinados e o diálogo, sendo a instituição escolar destacada enquanto elucidadora das regras, dos direitos e dos deveres dos alunos.

Palavras-chave: Comportamento. Educação Física. Ensino fundamental e médio.

1 INTRODUCTION

One of the most frequent problems teachers have today is the students' indiscipline, considering the increasing cases of aggression, violence, depredation and disrespect. Although constantly mentioned and sometimes reaching alarming levels, indiscipline at school does not have a simple diagnosis and the proposals of solution are far from being found.

Indiscipline is present both in and out of the school and constitutes one of the teachers' most serious concerns. For instance, a study conducted by Gaspari et al. (2006)

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detected that one of the greatest difficulties of Physical Education teachers is indiscipline, representing an obstacle for the implementation of new educational proposals.

In addition, it should be noted that, according to Aquino (1996), indiscipline is present in public and private schools in an indistinct manner, despite the different meanings attributed to it. Therefore, unlike many people consider, this is not a “privilege” of public schools.

Indiscipline is due to a number of reasons. One of them refers to the difficulties that today many parents have when imposing limits to children. In most cases, because they do not stay enough time with their children and when they meet, they prefer to not discuss the subject. Besides, a crisis of values is experienced, especially with the imposition of media references, which favors appearance more than knowledge or social engagement.

Another possible reason of indiscipline is the new life rhythm of boys and girls marked by new technologies. TV images are very fast, cuttings are hallucinating, just as computer games and videogames. This way, when coming to school – which continues with the same type of classes and formats – the students complain.

This configuration is expressed in different manifestations of uncomfortableness, tensions and conflicts shown by the students. It is the utopian horizon of the school that is in question: today’s world challenges show the fragility and insufficiency of ‘modern’ ideals and start to require and arouse new questions and searches. In this context, the school, more than the transmitting agent of culture - the ‘real culture’ - is considered now a place of conflicts and interface with the ‘technological world’.

In fact, discipline is very complex and delicate. It is complex because it involves at least two dimensions: the politics of democratic relations penetrating into several institutions, especially the family and school, and ethics, that involves lack of limits and reflects a crisis of values. It is a delicate subject because it can promote retrocession when analyzing the problem, bringing back the unjustifiable authoritarianism of times that are not so distant.

La Taille (1996) defines discipline primarily as behaviors ruled by a group of norms, and this way, expresses indiscipline in two ways: first, as a rebellion against these norms, and second, as unawareness of these norms. In the first case, indiscipline constitutes a form of insolent disobedience, and in the second case, it is a confusion of behaviors, disorganization of relations. It would be understood in classrooms as mess, tumult, lack of limits, misbehaviors, disrespect to authorities, etc.

Among so many problems involving the work developed at school, students' indiscipline is in evidence as a predominating complaint of professionals. Most teachers, either recently graduated or experienced ones, consider discipline maintenance as an indispensable condition for their work, which constitutes one of their chief concerns. For Pieron (1988), managing a classroom involves innumerable teaching aspects, in which discipline is frequently taken as an essential requirement. For some theoreticians, such as Good and Brophy (1978), this is a question that goes beyond a simple methodological problem, referring to a concern of the teacher's routine in his/her classroom practice.

Aquino (1996), one of the main references when discussing indiscipline at school, says that speaking about the theme is not a very simple task and that it has not received the proper attention by academics. Based on that, the question is: are education professionals, mainly teachers, receiving along their formation program a consistent base to deal with the diversity of behaviors that they will find in a classroom?

In learning process, discipline in classroom is desirable and can be a result of good education only, i.e., having some behaviors that enable peaceful relations. However, it summarizes the appearance only, since the well-behaved student can be like that through punishments or conformism. Is it desirable?

For Passos (1996), indiscipline can be understood as:

[...] fire that reaches calmness and causes new movements and several inverted images: a conflict in the form the schools are socially organized, going through all norms imposed by the institution towards an adult and autonomous student, who can reconstruct knowledge (PASSOS, 1996, p.33).

The proposed discussion and reflection is that, perhaps, it is possible to attribute other meanings to indiscipline, such as boldness, creativity, non-conformism and resistance, which are not directly linked with discipline denial.

According to Marrach (2006), the education reform along the years has resulted in reduced quality level of teaching and education in general. Besides, low salaries and depreciation of the profession cause professionals to lose motivation and student disrespect. The author also says that social conflicts are reflected at school. It means that violence, prejudice, leveling of classes, use of drugs, among other aspects, directly influence the students' behaviors.

Alves (2002) points out that the student cannot be exclusively blamed for indiscipline, as the social questions related to family, school, politics, religiosity or any other social aspect are also factors that contribute to discipline. The author also considers that, if the established curriculum proposals, the methodology utilized and the attitude assumed by the teacher are inadequate to the context they are inserted in, the possibility of having misbehaviors will be higher.

In this sense, Aquino (1996) mentions two determinative factors of school indiscipline. The social-historical factor, which assumes that school has not followed the progress and transformation of its clients (students), i.e., “[...] the school has been conceived and created to a type of person and occupied by another type” (AQUINO, 1996, p.45). And the psychological factor, which suggest that the student should introject certain values before school age, such as: flexibility to common rules, share of responsibilities, cooperation and reciprocity, which will enable a psychological and moral structuring to classroom coexistence and recognition of external authority, in this case, the teacher.

This way, indiscipline seems to be caused by a sum of several reasons equally distributed to school, family, social inequality, student and teacher.

Regarding Physical Education, the class dynamics using activities linked with contents of games, sports, dances, fights and physical exercises, maximize conflicts and questions related to attitudes and values. Then, questions appear, such as: Is indiscipline a problem that also affect Physical Education trainees? How do these future teachers conceive the meanings of indiscipline?

Based on that, the purpose of this study was to investigate the perceptions and meanings of trainees in a public Physical Education program regarding indiscipline at school.

The option for Physical Education trainees can be explained by the fact that they are in a moment of transition between the university and career start, in a process of professional formation adaptation and improvement. Besides, this a period in which the future teacher has new experiences, knowing better the field he/she will work in.

Then, this study is expected to give university professors, especially those in charge of the teaching practice discipline, conditions to understand and address aspects of their students’ professional formation, mainly the ones related to the theme in question.

2 METHODOLOGY

The study utilized a qualitative and descriptive methodology. The discourse of interviewed trainees was recorded, described, analyzed and interpreted with this approach.

In the analysis of Triviños (1987), qualitative studies appear as an opposition to the traditional attitude of applying the same principles and methods of natural sciences to the studies on human sciences.

For Ludke and André (1986), with the progress of education-related studies, few phenomena in this area can be submitted to analytical approaches, which is common in experimental studies, because in education, the issues are all related and it is not possible to isolate the involved variables.

The semi-structured interview was the strategy utilized to collect descriptive data in the language of the interviewees, enabling to develop an idea about how they interpret aspects of the world. This way, the investigators could start from basic questionnaires, supported by theories and hypotheses, and go deeper in the questions along the interviews.

This type of technique requires respect for the interviewee, involving place and time scheduled and complied with, secrecy and informants' identity preservation, establishing a trustful environment for the interviewees to feel comfortable and express themselves freely (LUKDE; ANDRÉ, 1986).

The participants in this study were 16 students from a Physical Education program of a public university. In 2005-2006, these students, trainees of Teaching Practice discipline, had their first experiences as teachers of Basic Education (more specifically in Primary and Secondary Education levels), facing this way, several challenges of the pedagogical practice.

During the interviews, the researchers tried to apprehend the trainees' perceptions and meanings attributed by them in terms of indiscipline at school. The interviews were conducted individually and presented eight questions, which could be extended during the answers, if further clarifications were required. The questions were: 1) What are the main difficulties in teaching practice? 2) Do you have problems related to indiscipline? What problems? Illustrate. 3) What is indiscipline? 4) What procedures/strategies do you utilize to minimize indiscipline? 5) Is there any difference between the indiscipline in Physical Education classes and indiscipline in other disciplines? 6) What is the school's role regarding indiscipline? 7) What is the Physical Education's role regarding indiscipline? 8)

Describe the profile of a disciplined student. The participant had the right to choose the interview place. Each interview lasted 30 minutes on average.

Data obtained from the interview were grouped into categories that allowed a more detailed understanding of the results.

3 RESULTS AND DISCUSSION

The results showed that the trainees have innumerable problems along the time they spent at school, totaling 22 distinct reasons. Indiscipline, uninterested students and resistance to new contents were the most frequent ones. These results confirm those obtained by Gaspari et al. (2006), who, when interviewing Physical Education teachers from primary and secondary education levels, also identified the question of indiscipline and lack of limits as their main difficulties related to the pedagogical practice. That is, the trainees' difficulties seem to be the same as those graduated teachers have.

Excessive restlessness, questions related to disrespect, disobedience, no silence and difficult attention of students were mentioned as difficulties concerning indiscipline. One of the trainees said: “[...] they only want to talk, you can be fifteen minutes without saying anything, they do not notice you want to speak” (TRAINEE 7).

Another point that seems to be relevant is that the trainees perceive the attendance is the greatest problem in Secondary Education, while the main difficulty in Primary Education is related to the aspects concerning the students' attitudes: parallel conversations, fights, inattention, etc.

Based on that, the data were grouped into two categories. The first category tried to understand indiscipline conception and manifestations in the trainees' practice, as well as their references when describing the profile of a disciplined student. And later, the causes of indiscipline, the school's role regarding indiscipline and some methodological procedures adopted by the trainees to overcome such difficulties. We presented to each of the categories common and divergent aspects of the trainees, confronting the answers to other studies, as well as parts of the participants' discourses.

3.1 WHAT IS INDISCIPLINE, DISCIPLINED STUDENT AND HOW IT MANIFESTS

The trainees, when questioned what indiscipline was for them, mentioned that it was actions present in or absent from the students' behaviors that, according to them, indicate a misbehavior. None of them gave a clear definition of indiscipline. All of them gave examples of misbehaviors. One trainee did not answer the question, explaining that:

I don't know the definition or classification of indiscipline, because it can be considered from different perspectives. The question of indiscipline is not more than the moral values of the teachers themselves. More than the child's intention to offend you, you should understand the child's reason, why the child is treating you that way, and not face it as an indiscipline act. We have several rules to classify what indiscipline is, "this is indiscipline!". I don't have a restrictive model to classify what indiscipline is. It's complicated (TRAINEE 15).

The most frequently mentioned behavior (11 times) related to indiscipline was concerning the fact that the students do not follow predetermined rules. In this sense, one of the interviewees said: "[...] I guess these are attitudes against established rules. If you don't follow the rules, it means you're a misbehaving person" (TRAINEE 6).

Indiscipline was also taken as the disrespect towards the teacher, classmates and trainees: "[...] I can consider it as disrespect towards the teacher and classmates, or the trainee, at this moment" (TRAINEE 14).

Talking about indiscipline makes sense only if we consider life in a group, which adopts some rules and basic principles to enable coexistence. Then, the rupture with discipline would be related to the noncompliance with these rules. We could also consider that, in a democratic State of laws, the rules in effect would be those of democracy which should necessarily ensure human dignity, equal rights, participation and the concept-responsibility for social life.

For not elucidating the need to ensure these principles, many teachers have indiscipline problems in their classes. For this reason, their students do not have the real idea of meaning, respect to human rights, rejection of discrimination, given the nonexistence of explanations on these subjects. This way, the mutual respect is not possible in either public or private interpersonal relations, as no other possible relation is known, except the individualist type, which seeks advantages and possession, instead of friendly relation and construction.

When analyzing in this perspective, it is possible to understand why rules are abandoned and the students' disrespectful attitudes. Rules built any other way other than

collectively do not reflect the collective purpose. Disrespect is required through imposition and not through a demonstration of appreciation to colleagues and their space.

When describing the profile of a disciplined student, the most frequently mentioned (9 times) by the interviewees refers to the profile of a non-passive student, i.e., the student that talks, is messy, is not quiet, speaks, does not take everything, questions, criticizes, makes jokes, give opinions. In this sense, it is clear that the interviewees do not use the traditional school references in terms of concept of a disciplined student.

Another aspect frequently mentioned by the interviewees (8 times) is that disciplined students should show respect. Respect towards rules, teacher and other students, reinforcing the concept attributed by them to indiscipline.

It should be noted that all trainees said they experienced manifestations of indiscipline in their classes. Among the examples, cursing was the most frequent (mentioned by 8 of all 16 participants): “There are some students, we talk to other teachers, who have indiscipline problems in all subjects. They hit the other classmates, curse, offend them, you ask them to sit down and they don’t sit down. They really lack family education” (TRAINEE 7).

The most frequent situations are, according to 5 of all 16 interviewees: fights involving the students, disobedience of students and disrespect towards classmates and teachers, as illustrated in the speeches below:

[...] what I mostly see is cursing and more aggressive pushes. But, with no blood or injury (TRAINEE 15).

You talk to a boy and he doesn’t give attention to you, you ask the ball, he curses you and doesn’t give it to you, then turns the back to you and throws it far (TRAINEE 13).

The examples above illustrate some situations which the trainees face in their classes. Aquino (1996), based on teachers’ reports, shows that the question of students’ discipline is today one of the essential difficulties in the work developed at school. According to him, the students’ bad attitudes, such as mess, tumult, lack of limits, misbehaviors, disrespect to authorities, etc., are crucial obstacles.

3.2 SCHOOL, PHYSICAL EDUCATION AND INDISCIPLINE, ITS CAUSES AND METHODOLOGICAL PROCEDURES UTILIZED BY THE TRAINEES

The study tried to identify the interviewees' conception of the school's role regarding indiscipline. This way, answers were expected addressing the complexity of aspects that constitute and define the school in our society. Within the analysis reach, the study identified three major groups of answers.

The first group of answers (mentioned 6 times) indicates the school's role is to show the rules, rights and duties inside and outside the school to the students. In this group, half the interviewees believes that the method to achieve this purpose is the punishment and the other half believes that the most effective way is making them aware. The view of two participants is provided below:

Depending on the type of indiscipline, the student should be punished. Then, it depends on the purpose of the school, making the student try to see that what he/she did was not correct, it was not decided by the group, it's not adequate (TRAINEE 2).

I guess this is the school's role, building the citizen, then, it should teach how to respect the others and him/herself, as well as the limits, rights and duties. It should show the student how to be balanced and aware when he/she has to do things (TRAINEE 8).

According to the document of cross-sectional themes (BRASIL, 1998), it is not a question of imposing values, but state them through coherence of assumed values, enabling the students to discuss about them and build criteria for personal choices.

According to Rego (1996), the norms should not any more be seen as limiting elements. School should work under norms and rules that guide the school life in such way they can be understood as an essential condition for social life.

The second group of answers (mentioned 4 times) indicates the school's role regarding indiscipline is to worry about the interests and needs of children and adolescents, adjusting its structure, planning and intervention to the students' ambitions and desires: "School has to restructure its role in the education process, has to direct its interests and meanings to the child's values" (TRAINEE 15).

Aquino (1996) states in this line of thought, that the education work changes from the role of information transmission or mediation to the (re)invention of how to address them.

The third group of answers (mentioned 5 times) indicates the school's role is to establish a more intimate relation between the institution and the students' parents. For the

trainees, putting parents closer to the school life means giving conditions to the effective joint work, in an attempt to solve this problem.

For the interviewees in this group, reducing indiscipline is not only the school's role, but a combined effort, as reported by one interviewee: "School should work closely with the parents in terms of learning how to keep relationships. The child needs to learn how to relate with the others" (TRAINEE 3).

Aquino (1996) agrees with the interviewees when they say that education is not an exclusive responsibility of the school. In this sense, the school structure cannot be separated from the family.

Specifically regarding Physical Education, 13 of the 16 interviewed trainees suggested that the indiscipline in Physical Education class is different from that in other disciplines. We identified two major groups of answers that tried to justify such understanding. The first group refers to the greater freedom to students during the Physical Education classes:

When you are in a sport court, it's an open space. In the classroom, everyone, like it not, is looking at the teacher, sitting down, quiet. The court is an open place, then, when they come, each one goes to a different place... they are free, their bodies are free (TRAINEE 3).

A similar argument was provided by Impolcetto (2000), who also attributes the teacher's difficult domain of the students, due to the fact that the Physical Education classes are held in an open area, facilitating this way the dispersion.

In this group, some discourses, concomitantly with or resulting from the question of freedom, indicated the following arguments as possible intensifiers of indiscipline in Physical Education classes: increased physical contact and aggressiveness among students, the students' need for spending energy, shouts to the detriment of whispers in a classroom environment and the teacher's difficult control of the students.

A second group of answers established in an attempt to justify the specificity of indiscipline in Physical Education classes referred to the identity of this discipline as a curriculum component of the Primary Education level, as well as the understanding of its purposes by the students. According to one of the trainees: "The image the students have of our area makes it a little difficult. They think it's a practice area, that Physical Education means giving a ball and having a court" (TRAINEE 8).

In the classroom, it seems that the environment delimited by walls and arranged desks and the presence of a teacher strategically positioned at the front transmit the false perspective of discipline. In fact, the imposition of values and “adequate behaviors” nurtured by this school structure contradicts the democratic principle of freedom and, above all, differs from the perspective of autonomy in the student’s moral construction (BRASIL, 1998).

“Freedom”, as a basic element of the democratic principle, is closely related to the consolidation of values that ensure everyone the right to have rights (BRASIL, 1998). However, in Physical Education classes, it is incorrectly taken as lack of limits, in terms of physical space, attitudes or recognition of the teacher’s role. Such assumptions would be reinforced by the fact that the knowledge transmitted in Physical Education classes is frequently considered as having little or no value to children and adolescents, consolidating the idea suggested in the cross-sectional themes in the *Parâmetros Curriculares Nacionais* (National Curriculum Parameters) (BRASIL, 1998) which say that, in the society, different values consolidate several interests and behaviors.

Regarding the possible causes of indiscipline, 8 of all 16 interviewees suggest that the students’ indiscipline occurs as a result of their family education. This group of interviewees believes that the family base is affected, the image of the parents does not represent respect and authority and the children’s education is too free, with consequences in the students’ behaviors: “It’s a series of factors that influence, one of them is family education; if the child doesn’t respect the father, this child won’t respect the teacher either. If the child is used to being disobedient with the father, this child will be disobedient with the teacher too, who represents less than his/her father” (TRAINEE 4).

In a psychological perspective, the question of indiscipline would be associated with the idea of a psychic need of the student. Such need for a psychological and moral infrastructure comes before school. Aquino (1996) says that this psychic structure is primordially a responsibility of the family, and for this reason, the school structure cannot be separated from the family structure. That is, the education process is dependent on the articulation of these two institutional spheres, which complement one another, but do not superimpose one another.

Another aspect that should be noted refers to the trainees’ perception in terms of motivations that make students adopt misbehaviors. The most frequently fact (mentioned 5 times by the interviewees) was the excessive time these students stay in the classroom, in a

still position, sitting at the desk, while the Physical Education class is synonymous with “freedom”:

I guess they stay a long time sitting down, for several hours, they are little, we work with children of 6 and 7 years old; when they get out of the classroom, they want to run, move and we have to explain the activity, then it's difficult to make them stop (TRAINEE 9).

Then, we could think of a new school that could surpass the language of immobility and silence. In this sense, Freire (1997) questioned:

Would there be another way rather than keeping the students sitting at desks, silent, not moving? Does the student learn only when sitting down, without making any noise? [...] I am sure that it is possible to learn only in the space of freedom (FREIRE, 1997, p.12).

Another group of answers (mentioned 4 times) directly addresses the image of the trainees as the class conductor. According to the interviewees, the fact of “being a trainee” does not represent the same image and authority of the regular teacher:

Well, in teaching practice, the main reason is that you're not the regular teacher, because you come as if you were assuming the place of someone they will never see again, then they don't need to respect you at all. People say “ah, you're the trainee, ok, the class is ours” (TRAINEE 4).

In addition, there were four answers that suggest indiscipline as the consequence of the student's non-identification with the school, breaking the school/student relation. According to the interviewees, the school cannot fulfill the students' needs, which does not encourage them to define any perspectives in this context, generating lack of interest: “For the student, the content doesn't make any difference. It doesn't involve him/her, so it doesn't matter, because the content is far from his/her reality” (TRAINEE 2).

Aquino (1996) emphasizes this idea when proposing that the school still assumes the old education model, in which the student was obedient and apprehensive, when in fact we have a new student, a new person, in a new historical moment, who then needs new pedagogical proposals. Therefore, we have “[...] consolidated forms (school) versus resistance powers (students)” (AQUINO, 1996, p.48).

The moral dimension of the actions involves an explanation of values and rights. The human being, to a certain extent, is considered a free being that can surpass the

determinism of nature, with the possibility of making own choices. Then, criteria are necessary to classify the actions as good or bad, correct or inadequate, and that guide and justify the choice, a fact that constitutes an answer to the prescriptions of society. Each human being is imposed a group of values that were not created by such isolated human being, but in the context of relations with other human beings.

Based on such definitions and answers given by the trainees, a discrepancy is considered between the students' moral dimension and the moral dimension the school expects from them. Then, indiscipline becomes a result of actions without a critical sense, i.e., unethical actions, where right or wrong does not permeate a relation of alterity, but a relation of egocentric interest. The moral formation of students and teachers or school directors seems to be colliding.

This way, the context in which the students are inserted and the values they routinely confront should be known. After that, the school should promote ethical discussions for the student to assume responsibility for his/her attitudes, be aware of right or wrong and understand the reason for this relation.

Lastly, the study tried to identify the procedures utilized by the trainees to minimize indiscipline. The mostly utilized procedure was blackmail (mentioned 8 times), and many times it was combined with other procedures, as in these examples below:

We apply some mild punishments, for instance, if they curse, they don't play or stay out of the game for one minute and then come back (TRAINEE 13).

We try to combine punishments, but I guess they end up as blackmail, for instance, we do something to make the students do something else for us (TRAINEE 1).

Another procedure utilized to refrain indiscipline was talking to the student (mentioned 6 times). In this sense, the trainees say they try to talk with the students and in some cases with the help of the regular teacher.

For 3 trainees, the best procedure is show the students that executing the combined punishments and the proposed tasks will enable more time for the class practice:

I've used some tips, also from people that are working with me, that involve time, making them think that they have only 50 minutes, and if they don't use this time, they will come back to the classroom and will have to spend more time sitting down and quiet. They won't have time for different activities (TRAINEE 5).

Aquino (1996) suggests some forms of practice to minimize school indiscipline. The first refers to the relation of teacher– student– knowledge/agent–clients–institutional object. The author believes that knowledge should be the central element of this relation, then a proposal modeled on this factor can consolidate and/or recover the students' morality as they observe rules, similarities and differences, regularities and exceptions. Then, it is related to the thoughts involved in this knowledge and not necessarily the contents themselves.

The second suggestion also follows this theoretical formulation, but adds the need for demolishing and reconstructing such knowledge with the cooperation of the students. It means a continuous revision of contents, methodologies, relations; a constant negotiation with those present in this process, taking the student as the essential element for the construction of relational parameters that both (students and teachers) are involved in.

4 FINAL CONSIDERATIONS

The objective of this study was to investigate the perceptions and meanings of Physical Education trainees regarding indiscipline at school.

Indiscipline is undoubtedly a difficulty indicated by the trainees. For these future teachers, it is a phenomenon characterized by the noncompliance with established rules, and disrespect towards teachers and students. Besides, they mentioned many types of manifestation, from cursing to fights during the class.

In addition, it should be noted that, although indiscipline is in fact a problem that affects trainees, it appears combined with other difficulties, such as the students' resistance to new contents and lack of interest/motivation, mainly of students in the Intermediate Education level.

Although the trainees identified indiscipline as one of the difficulties found in the pedagogical practice, they describe the profile of a disciplined student as non-passive student that talks, questions, criticizes and respects the rules.

Regarding the causes of indiscipline, the trainees indicate the absence of family base in the beginning of the child's education, drawing the attention to the parents' non-authority and omission to establish limits. They also mention the characteristics of the school structure that keeps students still at desks for long periods, which collaborate to

indiscipline manifestations in Physical Education classes, as it is one of the few moments the students feel “free”.

Then, according to the interviewees, indiscipline manifestations in Physical Education classes are different from indiscipline in other curriculum subjects, because the classes are held in open spaces, facilitating the dispersion. They also indicate that the physical contact during the practice and relations intensifies aggressiveness in the students. Lastly, they mention non-authority represented by the image of the trainee can contribute to misbehaviors.

Concerning the school’s role in terms of indiscipline, we can perceive three roles according to the trainees: elucidate rules, rights and duties through punishment or awareness; reinvent of school work with transformations from planning to teachers’ interventions; and establish and encourage more intimate relations of school-students’ parents, enabling joint measures.

On the other hand, most methodological procedures utilized by the trainees are still connected with traditional conceptions of education, for instance, attitudes involving blackmail and punishment.

Based on such verifications, school cannot be assumed as an independent or autonomous institution in relation to the others; it is impossible to believe that it does not keep articulations with external movements. Such condition indicates that more consolidated directions should be provided by the professors of the Superior Education level, enabling a more detailed understanding of indiscipline, and which, consequently, can help future teacher solve this problem.

One possibility suggested by Passos (1996) to facilitate the understanding the issues of indiscipline at school would be a study on the school reality as a whole, by immersing in its routine. In this sense, ethnographical studies, in which processes and relations of the school routine are reconstructed through a detailed description of observed phenomena, allow deeper and more coherent investigations in relation to the issues of indiscipline at school.

Besides, the school routine has values that constitute principles, rules, orders, prohibitions. Ethics is expected to find its place, to enable reflections on these principles (on what they are founded?), rules (what are their purpose?), orders (what interests do they consider?) and prohibitions (what is the intended result?), establishing effectively democratic actions/relations. Ethics is permanent thinking, reflecting, building, and its

presence at school should contribute to the students' participation in this construction, freedom to think and judge, constantly problematize the personal and collective life, practicing the citizenship exercise (BRASIL, 1998).

This way, the indiscipline manifestation is a consequence of several factors that range from historical aspects to the pedagogical practice adopted by the teacher, and knowing their origins can help the teacher interfere in the education process more efficiently.

Perceptions and meanings of Physical Education trainees regarding indiscipline at school

Abstract: This study investigated the perceptions and meanings of Physical Education trainees regarding indiscipline at school. The study utilized a qualitative methodology, with the participation of 16 students from a public course of Physical Education. Indiscipline was indicated by the trainees as a problem present in their practices and connected to different difficulties. They mentioned blackmail, agreements and dialog among the most common procedures, and the school as the institution to elucidate rules, rights and students' duties.

Keywords: Behavior. Physical Education. Primary and secondary education.

Las percepciones y los significados para los practicantes de Educación Física en relación la indisciplina en la escuela

Resumen: Esta encuesta busco averiguar las percepciones y los significados para los practicantes de Educación Física en relación la indisciplina en la escuela. La metodología utilizada fue de naturaleza calitativa, teniendo como participantes 16 alumnos de un curso de Licenciatura en Educación Física público. La indisciplina fue apuntada por los practicantes como um problema presente en sus prácticas y conectada a diferentes dificultades. Luego, como procedimientos metodológicos más mencionados aparecieron el chantaje, los combinados y el diálogo, siendo la institución escolar, destacada mientras elucidadora de las reglas, de los derechos y de los deberes de los alumnos.

Palabras-clave: Conducta. Educación Física. Educación primaria y secundaria.

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