

THE CLASSROOM MANAGEMENT OF PHYSICAL EDUCATION TEACHERS IN BASIC EDUCATION

A GESTÃO DA SALA DE AULA DE PROFESSORES DE EDUCAÇÃO FÍSICA NA EDUCACAO BÁSICA

LA GESTIÓN DEL AULA DE PROFESORES DE EDUCACIÓN FÍSICA EN EDUCACIÓN BÁSICA

Fábio Tadeu REINA¹
Willian Gabriel Felício da SILVA²

ABSTRACT: This article aims to point out how the relationship between classroom management and the teaching of Physical Education content occurs. The purpose is, therefore, to know and better understand a set of teacher behaviors, usually grouped under the name of Classroom Management, dependent on a diverse set of beliefs and theoretical perspectives, on, among many other aspects, teaching, the teacher's roles and tasks. Thus, it is important to understand this existing relationship, in order to see how this teaching-learning process takes place regarding the appropriation of specific knowledge of this school discipline by students. In this direction, to carry out this article, as a theoretical contribution, we use among other authors: Libâneo (2004), Paro (2007), Dal Prette (2007), Daólio (1994) and Brophy (2011); and to collect the data, that are analyzed later, we interviewed seven teachers of the elementary school II of Physical Education, effective in schools of the municipal public net of a city of the paulista interior, and as results of this research, among others aspects, we detach that the management of the classroom of the teacher of Physical Education, passes for its way of speaking, walk, dress, gesticulate, demonstrate a motor task, their behavior and their relationship with the students, in addition to the pedagogical practices that they carry out in school, all analyzed together with the contents that they may select to teach in their classes, something that appeared repeatedly in the speeches of the teachers with whom the research was developed.

KEYWORDS: Classroom management. Physical education. Basic education. Teaching-learning process.

RESUMO: *Este artigo tem como objetivo apontar como se dá a relação existente entre a gestão da sala de aula e o ensino dos conteúdos da Educação Física. A finalidade é, pois, conhecer e compreender melhor um conjunto de comportamentos do professor, habitualmente agrupados sob a designação de Gestão de Sala de Aula, dependentes de um conjunto diverso de crenças e perspectivas teóricas, sobre, entre muitos outros aspectos, o ensino, as funções e tarefas do professor. Assim, é importante entender essa relação existente, para vislumbrarmos como se*

¹ University Center of Araraquara (UNIARA), Araraquara – SP – Brazil. Professor in the Department of Health Sciences. Doctorate in Education (UNESP). ORCID: <https://orcid.org/0000-0002-2591-2378>. E-mail: ftreina@ig.com.br

² São Paulo State University (UNESP), Araraquara – SP – Brazil. PhD student in the Postgraduate Program in School Education. ORCID: <https://orcid.org/0000-0003-0864-9093>. E-mail: williangfs@ig.com.br

dá esse processo ensino aprendizagem no que diz respeito à apropriação de conhecimentos específicos desta disciplina escolar por parte dos alunos. Nesta direção, para realizar este artigo, como aporte teórico, utilizamos dentre outros autores: Libâneo (2004), Paro (2007), Dal Prette (2007), Daólio (1994) e Brophy (2011); e para coletar os dados, que a posteriori foram analisados, entrevistamos sete professores do ensino fundamental II de Educação Física, efetivos em escolas da rede pública municipal de uma cidade do interior paulista, e como resultados dessa pesquisa, dentre outros aspectos, destacamos que a gestão da sala de aula do professor de Educação Física, passa pelo seu jeito de falar, andar, vestir-se, gesticular, demonstrar uma tarefa motora, seu comportamento e seu relacionamento com os alunos, além das práticas pedagógicas que realiza na escola, tudo analisado em conjunto com os conteúdos que porventura venham selecionar para ministrar em suas aulas, algo que apareceu de forma reiterada nas falas dos professores e professoras com os quais foi desenvolvida a pesquisa.

PALAVRAS-CHAVE: *Gestão escolar sala de aula. Educação física. Educação básica. Processo ensino-aprendizagem.*

RESUMEN: *Este artículo tiene como objetivo señalar cómo se da la relación entre la gestión del aula y la enseñanza de contenidos de Educación Física. El propósito es, por tanto, conocer y comprender mejor un conjunto de conductas del docente, generalmente agrupadas bajo el nombre de Gestión del Aula, dependientes de un conjunto diverso de creencias y perspectivas teóricas, sobre, entre muchos otros aspectos, la docencia, los roles y tareas del maestro. Por tanto, es importante comprender esta relación existente, para ver cómo se da este proceso de enseñanza-aprendizaje en lo que respecta a la apropiación de conocimientos específicos de esta disciplina escolar por parte de los estudiantes. En esta dirección, para la realización de este artículo, como aporte teórico, utilizamos entre otros autores: Libâneo (2004), Paro (2007), Dal Prette (2007), Daólio (1994) y Brophy (2011); y para la recolección de los datos, que posteriormente fueron analizados, entrevistamos a siete docentes de la escuela primaria II de Educación Física, vigente en escuelas públicas de una ciudad del interior de São Paulo, y como resultado de esta investigación, entre otros aspectos, destacamos que la El manejo del aula del docente de Educación Física, pasa por su forma de hablar, caminar, vestirse, gesticular, demostrar una tarea motora, su comportamiento y su relación con los alumnos, además de las prácticas pedagógicas que realiza en la escuela, todo analizado junto con los contenidos que pudieran seleccionar para impartir en sus clases, algo que apareció repetidamente en los discursos de los profesores con los que se desarrolló la investigación.*

PALABRAS CLAVE: *Gestión del aula. Educación física. Educación básica. Proceso de enseñanza-aprendizaje.*

Introduction

In recent years, the School Physical Education Discipline has gained an important status in the restructuring of students' behaviors and behaviors within the school, due to the great acceptance of them in learning the specific contents of the area to the detriment of other areas of knowledge, according to studies research, including Daólio (1994), who incorporate a view stripped of prejudices in relation to human body behavior.

In this teaching-learning process, the Physical Education teacher presents himself as a fundamental agent for the student to appropriate the knowledge of sports, dances, fights, games and gymnastics, since he is responsible for the selection and transmission of these contents that will be worked on your classes.

This whole process involves managing the classroom by the teacher, who has a relevant role in dealing with the actions that are manifested in the particularity of their classrooms, we call attention, because the peculiarity of the objectives and contents to be worked on, where we call as classroom a sports gym, a courtyard, a shed, to the traditional classroom with desks, blackboard and chalk, making him plan, organize, control time, the discipline from different perspectives.

In view of all this complexity, the teacher must be clear about what responsibilities they have to make their classes attractive, motivated, and awaken in the student an interest in the knowledge to be acquired, in order to lead him to a critical sense of autonomy and the acquisition of values important for social interaction.

We see, however, the thriving of a new thought in the area of Physical Education that brings a proposal that proclaims to democratize, humanize and diversify the pedagogical practice of the area, seeking to expand, from a biological perspective, to a work that incorporates the cognitive, affective dimensions and motor skills of students. Therefore, the teacher should consider themes related to inclusion, cultural diversity and efficiency in the elaboration and execution of the area's contents in the development of their work.

Classroom Management

According to Walters and Frei (2009), each teacher has his particularity in dealing with classroom management, in addition to this particularity, many situations and decision making of the teachers are similar.

All of them, particularities or similarities, are intended to provide the best teaching for the most meaningful learning so that the student is successful in this teaching-learning process. Therefore, we deduce that there is an intrinsic relationship between this success and classroom management.

All of this translated into teaching knowledge, which according to Monteiro (2001) is the relationship of teachers with the knowledge they mobilize to be able to teach and those who really teach, that is, the content.

But for this to happen, it is necessary to expand the concept of classroom management, in order to maximize the actions that teachers perform inside, among other things, discipline, time, space and interpersonal relationships, teacher and student, student and student, teacher and content and student.

According to Brophy (2011), the classroom management performed by the teacher, includes all the actions taken to build and maintain a meaningful learning environment, which implies, among other things, in the construction of rules, concentration, motivation, student discipline, organization of space, control of time, mastery of content, didactic consistent with the reality of the content offered, culminating in the total engagement and acceptance of the student in the tasks performed inside the classroom.

In this tangle of actions, the classroom in a political perspective, tends to guarantee the development of more democratic behaviors. Making teachers and students led to act together, linked to the needs of all.

According to Libâneo (2004), the participatory democratic conception induces the search for similar objectives of the direction, teachers and other education professionals and the group action of decisions that guide each one to position themselves with responsibility in relation to what is their duty in the execution of the established pact.

Appropriating the thinking of Paro (2007), if we are concerned with forming participatory citizens through the school, we must make use of the relationships and activities that emerge within it, in order to ground the subjects who pass through them with the foreboding of living together democratically.

Democratic management considers dialogue as the basic premise between teacher and student, and in this sense, there is a new definition in the charge of the teacher, leaving the student to immerse himself in the pedagogical work.

On the other hand, it concerns the student's commitment to the acquisition of knowledge, in a condition to consciously ignite that learning is a bilateral movement, in which on the one hand is the teaching performance, in which the teacher when carrying out his pedagogical work, seeks the cognitive and moral development of its students, organizing moments for them to exercise a critical perception of reality and, on the other hand, students with their desire to learn, in order to incorporate values consistent with their social life.

According to Dal Prette (2007), this includes the indigence of giving feedback on the processed information and extending the students' perceptual capacity, that is, granting and requesting feedback, establishing fundamental skills to regulate our procedures and those of the people with whom we live, intending healthy and adequate relations.

Of all that, we can say that classroom management is all actions taken by the teacher to promote an effective learning environment, in which all students feel safe and encouraged to learn. Management is a daily job, in which the teacher is always aware and controlling the temperature in the classroom, identifying problems and drawing up action plans to solve them.

According to Celso Vasconcellos (2014), good classroom management is essential to achieve the school's objectives: effective learning, critical joy and full human development for all students.

Also, according to Vasconcellos (2014), it is through classroom management that the teacher seeks to answer the following questions:

- How is student engagement?
- Are they more motivated when using any technological resource?
- Which practices have had the best results?
- Does everyone participate equally when we develop group work?
- What is the best way to deal with an undisciplined student?
- What do I do if there is a fight?

Vasconcellos points out that classroom management takes place in three distinct dimensions: working with knowledge, organizing the community and interpersonal relationships.

Working with knowledge is nothing more and nothing less than the appropriation of knowledge by the student. This aspect of classroom management is generally the most visible within schools.

At this point, the teacher's role is to ensure that knowledge is transmitted effectively, putting meaning on it (why is it important to learn this?) and bringing new methodologies and languages that speak to students of new generations.

To be truly effective, the work with knowledge depends on the other two dimensions of management. The organization of the community refers to the working climate in the classroom.

Creating an environment of participation, interaction, discipline and respect is important for the teaching and learning process to take place in the best way. And that depends on good classroom management.

Promote class assemblies, talk about the importance of the school, make a didactic contract with students at the beginning of classes, all of which contribute to the organization of the community and, consequently, to effective learning.

The interpersonal relationship is also related to the organization of the collectivity, but it is, in a way, prior to it. A good relationship between teacher and student generates a culture of mutual respect, attention and care for others, and promotes the organization of the community.

To develop this type of relationship, it is necessary that the teacher and student can understand the different worlds in which they are inserted. And this movement must come from the teacher: it is necessary to show interest, make contact, know and connect with the class.

Physical Education classroom management

Physical Education, a compulsory subject in Basic Education, according to the Law of Directives and Bases of National Education (LDB 9394/96), observed to meet the needs of the student according to their interests and motivations, thus respecting their cognitive, affective and motor characteristics.

In this sense, the first aspect to be considered is the individuality of the student, his experiences, motivations and intentions, for the formation of a critical individual, aware of his functions in the society of which he is included.

In this direction, planning, organizing, developing and applying teaching is a basic assumption of work within the school. In this plurality of actions, we envision that the Physical Education teacher should select their content based on the norms from the national curricular parameters, where we witness the dimensions to which these contents must be linked, which are the games, the fights, the dances, the gymnastics and sports, as manifestations of body culture.

Therefore, the development of teaching, linked to this myriad of cultural manifestations, takes place in environments that are often different from traditional classrooms, sports courts, patios, sheds become pedagogical spaces for the acquisition of scientific knowledge of the area by the student.

Because of this, the choice of content, the division of work groups, the time of carrying out the practice, is conditioned to the reality of that space, through the selection and use of materials that should be made available for the student's learning.

In this structural complexity, new skills are required for Physical Education teachers in conducting learning so that they can involve, evaluate, conduct the entire teaching and learning process of the student, in the perspective of their evolution.

This is confirmed by the thought of Perrenoud (2000), when the author proclaims that teachers must acquire new skills to teach in the 21st century, such as: organizing and directing learning situations, managing the progression of these learning, conceiving and evolving devices of differentiation and involve students in their learning and work.

Such skills require new models of classroom management from the Physical Education teacher. In this view, the teacher takes the lead to fabricate this teaching process, and should have as a reference the students' cognitive characteristics, facing their individualities.

Taking as reference Arends (2005), who guides this classroom management in three categories, one focusing on the student, another on ecology in the classroom and a third one based on effective teaching. Regarding the focus on the student, we consider that the Physical Education teacher should look at the student's psychological characteristics, his behavior deviations, that is, in his individuality, to make decisions about the strategies that should be taken for specific interventions for student development.

Regarding the category of ecology in the classroom, we appropriate its concept to say that the Physical Education teacher must plan teaching with great responsibility, in the correct choice of content to be learned by students, so that, in groups or individually, students can interact harmoniously with this knowledge.

And finally, in this category of effective teaching, we deduce that it will happen when the Physical Education teacher is able to fully involve all students in this teaching-learning process, because, according to Arends (2005), there is a relationship between performance of the student and his involvement in all the activities provided by the teacher in his students.

Methodology

To carry out this article, we used, among others, the studies of Vasconcellos (2014), Bourdieu, (1998), Perrenoud (2000) and Arends (2005), which allowed us to detect and analyze some conditions that are present in this management of the classroom by the Physical Education teacher, as well as those that lead students to meaningful learning.

In this direction, to gather all the necessary information about how their classrooms manage, highlighting the way they perform this management in practice, how they individualize the teaching-learning process, and choose and teach the contents.

In this study, five Physical Education teachers from a Municipal elementary school in a city in the state of São Paulo were interviewed, four female teachers and one male teacher.

According to Bourdieu (1998), social agents originating from the same fraction of class, having the same material conditions of existence and subject to the same practical actions, tend to have the homogenization of their behaviors, therefore, the regularities of the provisions found here lead us to believe that the results of this research are ratified and become relevant in other teaching units that have similar characteristics.

Most of the teachers are postgraduate, the materials used in classes are purchased in large volumes, in addition to the practice being developed in large physical spaces provided by the school's architecture.

The contacts with the school to carry out the research, made us first look for the principal, even to respect hierarchically the structure and functioning of the school institution. This procedure aimed to facilitate our entry into the school and overcome possible obstacles on the part of teachers in relation to research.

We spoke personally with the school principal, who was receptive and allowed the work to be carried out, without even discussing the research to be developed in depth. The next task was to look for the five teachers at the school, to arrange the interviews. We asked the school secretary to provide us with the teachers' timetable and HTPC (collective pedagogical work schedule) schedules (collective pedagogical work schedule). We spoke directly with all of them who, solicitous to our need, predisposed to answer the questions related to the interviews, which were all held at the school at times determined by them and which would not interfere with the normal course of their teaching or private activities.

The teacher identification factor is something to be discussed. The Physical Education teacher presents himself, differently from the other school employees, both because of his clothes, the occupation of physical spaces for his classes, and in terms of schedules, only these questions already point out important ways to think about the construction of his way of working. manage the classroom.

Regarding clothing, most of the time we find teachers wearing sports clothes and tennis shoes. Their behavioral attitudes in general point to extroverted, cheerful, friendly and very talkative teachers and concerned with their body aesthetics.

We also observed a closer relationship between school students and Physical Education teachers, in relation to other teachers in other subjects. This approximation was perceived by the type of greeting, by the facial expressions that students showed when they met their Physical

Education teachers and, also, by the affection and the somewhat maternal/paternal attitude of the teachers towards their students.

The identification of the Physical Education teacher is also due to his schedule, which is sometimes different from the schedule followed by the regular school classes. Regarding the places where these teachers are when they are not teaching on the courts and in the designated physical spaces, they are also different from the other teachers at the school, they usually tend to be in the sporting goods room or in a reserved room close to the court, we can hardly find the teachers in the teachers' room, although it should be noted that their relationships with other school teachers are very friendly.

The five teachers interviewed, all between the ages of 30 and 45 years, graduated in Physical Education at colleges in the State of São Paulo, in the 1980s and 1990s, colleges located in cities close to city of Araraquara, and belonging to the same region of the State.

In order to preserve their identities, we chose to name them with letters of the alphabet, characterizing them as social agents belonging to the middle class, as verified with their testimonies.

The teaching practice of management in physical education for effective learning

In Physical Education the teaching of the contents of the discipline takes place in a gestural, visual and mimetic way, under the value of manipulation regulated by the body. This regulation is due to the culturally demanded motor skills that the teacher presents in the correct execution of a motor gesture of any basic or specialized motor skill.

The above condition is explained by the speech of a teacher who says: *“In the initial grades of elementary school I work in games, but in the others I work in sport, a different sport each two months”* (Pr. 1, our translation).

And about the correct execution, the same teacher wrote: *“And yet most of the exercises I do myself, if they are simple to perform I just ask them to do it themselves, but if they are difficult to do myself, so that when they see me do it and they do it too”* (Pr. 1, our translation).

Conceptualized by Bourdieu, as bodily hexis, as it expresses motricity, as a postural scheme that is both singular and systematic, as it is supportive of the whole system of body techniques and instruments and loaded with a myriad of meanings and social values.

This body language conceptualized by Bourdieu is clear when a teacher says:

I think that Physical Education is fundamental for children, they need to enjoy working their body. Nowadays with television, video games, that doesn't

happen, so maybe it is the only opportunity the child has to let go, to make her body work is in physical education class. With this, practicing sports, playing a game, will make sure that this child does not stand still, in the future the child will be an active and non-sedentary adult (Pr. 2, our translation).

Children are particularly attentive, in all societies, to these gestures and/or those body postures where everything that characterizes an adult is expressed, in their eyes, walking, a head posture, grimaces, ways of sitting, handling instruments, each time associated with a tone of voice, a way of speaking, a whole content of consciousness.

The body, its use of language and its clothing choices are fully present in its professional ethics, because to fulfill the needs and requirements of the teaching profession, to plan and organize the contents so that there is a correct learning on the part of the students, they need take special care with their body hexis.

In all classes, we verified that the teachers always wore appropriate clothes to demonstrate the exercises when necessary, their clothes were mostly warm pants, wearing sneakers as shoes and T-shirts that gave them freedom of gestures.

When a student did not have the appropriate attire for the practice, they did not take the class, in the two months we were there, this happened rarely. All students had already incorporated this condition, as we realized that there was a very effective incorporation of students in relation to these issues of clothing.

This fact is confirmed by the speech of one of the interviewed teachers:

I am a very annoying teacher regarding clothing in the Physical Education class, especially with tennis, if you don't have tennis, you don't do the class. If a student tells me I don't have it, I ask him what number he wear and try to find one for him (Pr. 3, our translation).

Regarding the language used in the classes, we saw that they always use a simple vocabulary that is easy for students to understand. We have also seen that teachers are very concerned with the issue of body care.

This present condition leads teachers to create a behavior in relation to regulated eating habits, in order to always maintain an aesthetically thin body and in conditions to be able to exercise their profession efficiently, since in Physical Education the use of the body by the teacher it is an important instrument in students' learning in relation to the proposed contents, therefore, it leads them to work on this issue of the body with their students in a theoretical and practical way.

In this way, theoretically, they approach the issue of gender, showing students the differentiation of the boy's body in relation to the girl's body and in this sense they point out the

preference of boys in relation to sports, and girls in relation to body expressions and body aesthetics. They use films to work on this theme.

The issue of gender distinction is a concern during classes, let's see what a teacher says about this distinction in her classes:

I don't let girls take Physical Education classes in tiny shorts, or come in bustiers, they must know that there are appropriate clothes for certain things, appropriate shoes to take Physical Education classes and to go to the mall, they have to know what types of clothes should use (Pr. 4, our translation).

In relation to sports content, they teach futsal, athletics, basketball and postural gymnastics, the latter more for girls than for boys. This is present in the speech of a teacher:

I like to work with athletics, it calls my attention, the rules that change, I'm always aware of them, I like athletics because I watch a lot, for going on an athletics track, I really liked the sport, but I have difficulties to teach volleyball, I always ask for help for my teammates who had a better teaching than the one I was taught (Pr. 5, our translation).

In all the statements of Physical Education teachers interviewed in this research, we found the hegemony of the sports paradigm, in which sport appears, mainly, in classes as a pedagogical practice of learning movements methodically learned at school.

Another aspect to be mentioned is the awareness that teachers try to instill in their students about the behavioral posture they must have not only during classes, but also when they go to various places, and that in each of them they are asked for a regulated body posture so that they are effectively included in that space, for example, in the cinema or to a sporting event, and use as an example a crowd that does not behave properly in a sporting event.

In the speech of a teacher, this issue of the proximity of the teachers and dealing with the issue of discipline in her classroom is transparent:

Every change in behavior that I observed from my students, was due to the fact of socializing, friendship, conversation and affection, because they seek us to answer questions or difficulties they have, they talk about the things of private life, subjects family, dating, even ask for advice (Pr. 6, our translation).

We saw, with this speech, the complexity of relationships that are established inside a classroom, the breadth of situations that arise from this relationship established between the teacher and the student, the process is not limited to the transmission of content, it extrapolates this dimension, going to the particularities of the students' daily lives.

The joy mentioned by Vasconcellos (2014) is explicit when we observe that students receive them every day with kisses, hugs, smiles and they return this affection all in the same way and with the same actions.

This joy is marking in these students, even if unconsciously, a vision of being in the world correctly, of acquiring the symbolic values legitimized by society and thus restructuring their behavioral attitudes through the pedagogical actions developed.

This interpersonal relationship established between teachers and students, brought in many cases an approximation between both, with that the student felt confident in dialoguing with subjects of personal interest, culminating in something that is characterized as advice, guidance, that assimilated positively by the student can restructure their attitudes leading them to school success.

In this direction, a teacher's speech proves this transmission of values in her class:

As for the values that I transmit, or rather, I try to pass on to them of behavior, of family, how they will behave out there, I am always sitting with them and talking about it, I talk mainly with the 9th grade students who are fourteen, fifteen year old teenagers. Often they don't want to take practical classes, they want to talk to me about my childhood, then I tell them how it was, that I had a religious upbringing, this religious education I try to transmit to them, the value that has to be given to the body, I always bring things from the past, they always listen, some wrinkle their noses. With that I realize that sometimes I achieve good results with these conversations and thus with my experience and with my values that I always believed to be correct (Pr. 7, our translation).

The physical spaces and all the materials offered multivariate working conditions to all teachers who provide various motor experiences for their students, who engender in their behaviors and externalize in classes, correct ways of behaving in the face of these diverse activities, way of dressing if appropriately to carry them out, moral values, such as respect for the rules and limitations of you and your classmates, solidarity when making a pass, among others.

Final considerations

We found with the study that the management of the teaching-learning process has some particularities, due to the peculiarity of how the area itself is presented in the school environment and the way it is worked, with multiple forms of execution, which requires a direct relationship visual and oral communication.

In relation to teaching, we identified that Physical Education teachers plan and organize their classes based on the contents proclaimed in the legal documents of the area, games, fights,

gymnastics, dances, emphasizing in this article the sport aspect, which is explained in different ways in teachers' speeches and in the teaching plans themselves.

From the perspective of learning, we observed that maintaining discipline during classes, selecting appropriate materials, maximizing students' potential, listening to them giving voice to their needs, transmitting values for their full development were very present conditions in classes.

Another consideration to be made, was that all Physical Education teachers understand the student's individuality, their deviant behaviors, their wishes and desires, fundamental conditions to materialize the interpersonal relationship in classes, for meaningful learning and also to establish bonds of affectivity.

We can also affirm, given the whole exposed in this article, that in the most diverse situations, students learned. There was, therefore, a condition: they needed to be taught, that is, for this, teachers presented themselves as mediators of the teaching-learning process and placed themselves as models to be seen and imitated by students (as expressed by Pr. 1), making its students protagonists of the teaching-learning process, always exploring the student's potential, insisting and looking for alternatives, until they learn.

The management of the Physical Education teacher's classroom involves his way of speaking, walking, dressing, gesturing, demonstrating a motor task, his behavior and his relationship with students, in addition to the pedagogical practices he performs at school, all of this must be analyzed in conjunction with the contents that, perhaps, they teach in their classes, something that appeared repeatedly in the speeches of the teachers who participated in the research.

Therefore, from this perspective it is possible to understand that the logic of the practice of these interviewed teachers, the subjects of this research have as their epicenter the best way to manage their classroom and the nuances that occur there: motivations, interests, joys, conflicts, among others.

There are still a number of considerations to be made in relation to the awareness that teachers try to instill in their students about the behavioral posture that they must have not only during classes, but also when they go to various places, an aspect that is analyzed in the statements of the teachers and worked in Physical Education classrooms.

We can not fail to mention a singular aspect that happens in Physical Education classes, derived from the different teacher-student relationship, this interpersonal relationship established between them brought, in many cases, an approximation between both, with that the student felt confident in dialogue with teachers on matters of personal interest.

And it is precisely because these conditions are considered that the work of the Physical Education teacher, in a conscious manner, is essential for a meaningful learning of the student.

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