INTRODUCTION

This study speaks on the objectives and content of the physical education curriculum component are being treated in this current climate of classroom (classroom) and practical classes (blocks, courtyards and fields) and what are its consequences in everyday life in schools state of the town of Caucaia - CE. This research is the result of concerns that arise to understand what impacts are to contribute, or limit the pedagogical practice of teachers of physical education in the secondary school level.

For Rangel-Betti (2001, p 29), the lectures are a must in the area, that cannot be denied. However, it is still the subject of much controversy. It is clear that there is a knowledge that needs to be conveyed to students at any level. You can no longer see people believing in "miracles to lose weight and stay wonderful" running wrong activities, copied from magazines, using plastic bags to "eliminate belly" or dying of a heart attack while performing strenuous physical activity once a week. Also you can no longer leave to care the choice of the best exercises to stay individuals. The physical education teachers could provide this and other information through teaching in schools. The way to share is so it can be decided by each.

The discussion about the objectives of Physical Education already has a long history. Castellani Son (1998) was already critical to the objectives of physical education by the official school system, analysing the character purely practical without the need for a theoretical reflection. As Bracht (1990) cites that the objectives of physical education are determined by different institutions: medical, military and sports. But in recent years has been occurring changes on the objectives for Physical Education. To Darido (2005), the objectives are: to democratize access to physical education, all students are entitled; the quest for autonomy; critical reflection as one of the possibilities of Physical Education; health as important possibility; and leisure as one of the possibilities of physical education. According to Betti and Zullani (2002, p. 76), "in high school, one must emphasize the acquisition of knowledge about the culture of body movement and improve the experience of bodily practices, taking into account the interests of students.

Study objectives and content of physical education has its complexity by the aspect of the plurality of approaches that currently exist in the area featuring objects of study, specific objectives and different purposes. To enable objectivity and clarity on the intentions of this brief study, we use the classification of Veiga (2008), for open, provocative and behavioural goals. An open goal describes an educational encounter. An encounter that can be created to allow a situation to surface so that the individual characteristics of the students, a problem that students must face or a task to perform. The behavioural objectives are closed and define performance, condition and criteria. Provocative objectives are to provide the student with a well-defined problem, but with multiple possible solutions.

About contents of systematization there are COLLECTIVE AUTHORS (2009), which points as elements of physical culture: the game; sport; poultry; gymnastics and dance. A widely used is the systematization of the National Curriculum Parameters that divides content into blocks of knowledge: a) games, sports, gymnastics and wrestling; b) rhythmic and expressive activity; and c) knowledge of the body (BRAZIL, 1997). However, there are already more specific systematizations on content such as Darido (2007, 2011), citing sports; water activities; sports and games; gymnastics; struggles; rhythm and dance movement; poultry; alternative body practices; health and active lifestyle; physical abilities; emergency aid; physical education and inclusion.

This content will be viewed from its nature, the conceptual, procedural and attitudinal dimensions. This classification, based on Calli (2000), brings the following questions: What one should know? It is related to the conceptual dimension. What you should know how to do? It targets a procedural dimension. And how should it be? Is it the attitudinal approach (Zabala, 1998).

In this perspective the central issue of this study is how the goals and content of physical education are being addressed at this juncture of lecture and practical class-level High School in State schools in the town of Caucaia - CE? Is there overall goal that occurs across all classes to understand the physical education? Which dimension of content is most evident in physical education classes?

A relevant for this study and has not yet been clarified aspect is how teachers mobilize the objectives and content of physical education in this structure of lecture and practical class. This new environment presents new procedures and understandings to practice of Physical Education.

METHODOLOGY

Based on the proposed analysing how the objectives and content of physical education goal being treated at this juncture of lecture and practical class-level secondary education in State schools in the town of Caucaia - CE, the methodological approach used for the development of this research and to better define the research instruments was the qualitative approach. The use of qualitative methods brought a large and varied contribution to the advancement of knowledge in education, allowing better understanding of school processes, learning, human relations, institutional and cultural processes of socialization and sociability, everyday school in its multiple implications, forms of change and resilience present in educational activities (ANDRE; GATTI, 2010).

Anchored in Freire (1996), citing that there is no teaching without research and research without teaching-doings that these are one in the body of another. Research is to observe noting intervened to intervene, to educate educating yourself. Therefore, the characteristic of this research is descriptive and exploratory. A qualitative, exploratory nature, enables familiarize themselves with the people and their concerns. A descriptive study raise the question of mechanisms and actors (the "how" and "what" of phenomena) through the accuracy of the details; it will provide contextual information that could form the basis for explanatory and further developed studies (POUPART, 2008).

The study setting was the town of Caucaia, part of the first Regional Coordinator of Educational Development, the Department of Education of the State of Ceará (CREDE - 1), currently has sixteen state schools being: regular thirteen, and two professional and one Indigenous. By territorial proximity to the capital Fortaleza, and with it do limit the nuances and contingencies are similar as regards training and the practice of physical education teachers, students and the characteristics of the structural conditions of the state schools.

The collaborators of the research, chosen within the sample field should be part of some preliminary criteria: Be a teacher formed or in process of formation in the Bachelor's Degree in Physical Education, be Professor at the State Schools of the State of Ceará, be on duty in the same school at least one year, have at least 100 h/y in a state school in the town of Caucaia. Be
on duty in at least one class of high school; submit availability to accompany the teacher-researcher on visiting days.

In consultation with CREDE2 on the box crowded teachers for the school year 2014, seventeen teachers appeared on the official list of the Institution was held up with all but sixteen answered the initial questionnaire, is a significant group, almost totality of physical education teachers from state schools in the town of Caucaia, being thirteen males and three females. For this questionnaire, four teachers were selected for a deepening study.

Collaborating teachers who shared their group to carry out the observations in three meetings, i.e., 12 hours of classroom observation was conducted. The participant-observation has as a prerequisite the constant presence of the observer / researcher in the field, writing in informants for some time. The social interaction causes changes produced in the context observed at the same time makes the observer receptacle influences the context (E GUALDA HOGA, 1997).

The field diary and record of observation were necessary to give meaning to the experience. The strategy was as follows: a) attend the classes fitted field journal; b) talk to the teacher at the end of meetings to learn the purpose and content of the lesson; c) transcribe field notes and monthly planning lessons; d) answer sheet observation. The analysis will be based on the thematic analysis technique for the determination categories (MINAYO, 2013).

RESULTS AND DISCUSSION

Begins the moment to understand the findings of this study, after a month of visiting schools and meeting different realities, from indigenous schools to schools where all the students live near the school and has a family atmosphere. These results are relevant fragments to achieve and not lose sight of the purpose of the study to analyse how the goals and content of physical education are being addressed at this juncture of lecture and practical class-level secondary education in state schools in the town of Caucaia - CE. The analysis strategy will raise a larger issue with the general behaviour of the four teachers and discuss specific issues when necessary.

About the goals in physical education classes, some behaviours were common to all four teachers (Professor Potira; Professor Tabapua; Professor Icaraí, and Professor Cumbuco). Goals of the organization, one existed directly with goal developed with the specific class, it was possible to identify a goal of long or middle term that crosses across all classes, is the dimension of health, sport, motor development, culture, the critical perspective of human values, dialogue, context, among others. It is worth noting that these classes showed a defined monthly planning and this analysis. However, when asked about these the lesson plan, teachers informed of new recommendation SEDUC - CE, describing the lesson plan into a single document for all teachers, called the Class diary. Even so, as a relevant aspect for the study, asked teachers to define the goals developed in class.

Observations on a point discussed were the relationship of the aim of the lesson with the strategies adopted to achieve them. All teachers showed satisfactory proposals both to reach the goal, as well, are compatible goals for middle school and youth that is part of this. However, there was an appreciation of behavioural goals. Professors Potira, Tabapua Cumbuco in a school questionnaire applied to the students respond in order to review the contents worked. Behavioural objectives represent little and are poor in relation to the whole process of personal discovery that education provides (Veiga, 2008).

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It is emphasized that the three types of goals should be part of every teacher program. The important thing is to be clear of what you want and know what is working in every situation. When the teacher is positioned towards the goals, he shows its limits, determines how far will your knowledge of the subject they intend to teach, aware of what is working in every situation (Veiga, 2008).

Regarding the nature of the content and its dimensions to be considered a relevant aspect of this study is the predominance of conceptual dimension in Physical Education the four professors showed caution with the timing of the classroom that does not have to go to school and monthly planning lessons, for this reason the gathering in the classroom, so it became evidently a predominant conceptual class, the few requested procedures was to solve quizzes. Professor Icaraí has two weekly lessons, the lessons are in a row and it starts in the classroom and it terminates on the court. In moments when the classroom was able to identify a suitable teaching procedure (beginning, middle and closing of the gathering). In the court the activities were decided there and then, and according to the professor "was a way to move students to not spend class stationary." The professor Cumbuco had the same condition of the former teacher with two classes in a row, but an alternating structure, one day began in the field and finished the classroom the other day _ was started in the classroom and carried over to the field and some days students got the two classes in the room.

To Coll (2000), there is a common claim that should be taught in school and learned other skills considered equally or more important than facts and concepts. This preliminary analysis indicates a direction for cognitive Physical Education, in an effort to become science, being in the classroom would be the solution. In Ceará state-level high school, is increasingly difficult to find physical education classes two hours classes per week on court, courtyard, fields or spaces dedicated to physical exercise. The teachers observed appear to be at ease with this theoretical framework and practical class.

On the other hand, the procedural dimension of the four professors in the classroom, one aspect generates considerable concern in the findings of this study. The class experienced on the court had a negligible relationship or, in most respects, no relation to what was being treated in the classroom. It should be remembered that the classes were in a row, yet not occurred an educational unit or thematic continuity on the court, or vice versa. What are the risks of this approach found in the observations, a "territorial Physical Education "occur, given that the site is defined as a classroom. And advocates to achieve proposed goals regardless of the venue, the court, classroom learning environments are to discuss the world and the human being through the prism of Physical Education. There should be no differences in the relationships with content by changing territory. The severity of this fact is to observe a small commitment with the moment of experiencing physical education, the observations whenever opportunity arises, practical classes had a great interest in the students, contradicting current research on exercise in disinterest in physical education classes. The summary of the problem of physical education at the high school level second Darido (2009), is the immense number of layoff, classes outside of school time, competition with the entrance exam and fitness centers point to anything exciting scenario, this requires political action and a better understanding of the current aspects of this level of education. Warns that as the student progresses in basic education, it increases the disincentive for bodily practices in school.
The high school students often question the strategies employed by professors (Darido, 2004).

More interesting is how the shift from a logic that dominated the Physical Education classes historically, merely practical activity. According Darido (2011), the procedural contents dealt almost exclusively in physical education classes, restricting the teaching techniques of sporting gestures and tactics, usually with the aim of achieving the same standards.

A predominance of a conceptual dimension of the contents was observed. In this study deals with how the objectives and contents of the Physical Education curriculum component are being treated in the town of Caucaia at this juncture of lecture and practical classes, occur in disconnected fashion. It was not able to identify a transversal aim to all classes, but the study recognizes the need to have larger elements to consider more accurate conclusions. A predominance of a conceptual dimension of the contents was observed.

FINAL THOUGHTS
The latter considerations come to emphasize the preliminary findings of this study. We use the primary term, the apparent and superficial aspect of the results are presented. It is a study in continuity and other instruments to collect some points raised in this paper can be confirmed or refuted. Increasing the observation time, while using document analysis for planning and especially the interview. However, already recognizes a new framework on physical education at high school level imposed by this new conjuncture of theoretical and practical classes.

When it senses a physical education level of high school that is developed in the classroom and on the court and is not an educational dialogue between objectives and content that leverages the curriculum component as a whole in these spaces. What drives teachers to maintain this structure, even though the state of Ceará this does depend on _ school's teacher. But, it is assumed that this way of doing classes does not allow the quality of teaching. Side effects may be different. The growing strength of a cognitive Physical Education. The denial of the moving body in school. The preference by teachers and students to be in class by feel formalized as scientific curricular component in these spaces.

The look is hopeful and encouraging the study provides some elements for the training of teachers reflect. How training should behave for a teacher who will work most of your time in classroom. Initial training should make future teachers understand the importance of physical education in different spaces (living room, court, computer lab, field, hall, patio, library, gyms). The training elements should enable teachers to mobilize bodily praxis in search of a body conscious. For students also find the location of a body conscious at school and in society.

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TERRITORIAL SCHOOL PHYSICAL EDUCATION: THE DISTANCE BETWEEN THE CLASSROOM AND THE COURTS IN HIGH SCHOOL OF STATE SCHOOLS IN THE TOWN OF CAUCAIA - CE.

ABSTRACT
This study deals with how the objectives and contents of the Physical Education curriculum component are being treated in this current conjuncture of theoretical and practical classes and what are its consequences in the daily state schools in the town of Caucaia - CE. The intention of this study is to analyse how the objectives and content of physical education are being treated in the theoretical and practical level of secondary education in state schools in the city of Caucaia - CE. As well as identify whether there are any general objective that occurs across all classes to understand the physical education. We aim to further verify which content dimension is most evident in physical education. The methodological approach used for the development of
La presente investigación aborda cómo los objetivos y contenidos del componente curricular de educación física son tratados en esta coyuntura actual de clases teóricas y prácticas y cuáles son sus consecuencias en las escuelas estatales diariamente en la ciudad de Caucaia - CE. La intención de este estudio es analizar cómo se tratan los objetivos y contenidos de la educación física en el nivel teórico y práctico de la educación secundaria en escuelas públicas en la ciudad de Caucaia - CE. Así como identificar si hay algún objetivo general que se produce a través de todas las clases de entender la educación física. Nuestro objetivo es verificar más que contenido dimensión es más evidente en la educación física. El enfoque metodológico utilizado para el desarrollo de esta investigación fue el enfoque cualitativo. El ajuste del estudio era el pueblo de Caucaia - CE. Cuatro profesores fueron seleccionados para una profundización del estudio. El registro de observación y diario de campo eran necesarios para dar sentido a la experiencia. El análisis se basó en la técnica de análisis temático para la determinación de las categorías. El estudio podría examinar los objetivos y contenidos de la educación física en el nivel de educación secundaria en escuelas públicas en la ciudad de Caucaia en este momento de la Conferencia y clase práctica, que ocurre de forma inconexa. No fue posible identificar una línea transversal a todas las clases de objetivo, pero el estudio reconoce la necesidad de tener mayores elementos para considerar desdoblamientos más precisos. Metería conceptual del contenido de conferencias fue observada. El estudio presenta algunos elementos para reflejar la formación de maestros. Como el entrenamiento debe incluir en su contexto, esta nueva situación que surge de que un profesor de Educación Física, debe trabajar mucho de su tiempo en la sala de clase.

PALABRAS CLAVE: educación física, instrucción en el aula, dimensiones del contenido.

EDUCACIÓN FÍSICA ESCOLAR TERRITORIAL: A DISTANCIA ENTRE LA SALA DE CLASE Y LOS TRIBUNALES EN LAS ESCUELAS DE SECUNDARIA DEL ESTADO EN LA CIUDAD DE CAUCAIA - CE.

Este estudio aborda cómo los objetivos y contenidos del componente curricular de educación física son tratados en esta coyuntura actual de clases teóricas y prácticas y cuáles son sus consecuencias en las escuelas estatales diariamente en la ciudad de Caucaia - CE. La intención de este estudio es analizar cómo se tratan los objetivos y contenidos de la educación física en el nivel teórico y práctico de la educación secundaria en escuelas públicas en la ciudad de Caucaia - CE. Así como identificar si hay algún objetivo general que se produce a través de todas las clases de entender la educación física. Nuestro objetivo es verificar más que contenido dimensión es más evidente en la educación física. El enfoque metodológico utilizado para el desarrollo de esta investigación fue el enfoque cualitativo. El ajuste del estudio era el pueblo de Caucaia - CE. Cuatro profesores fueron seleccionados para una profundización del estudio. El registro de observación y diario de campo eran necesarios para dar sentido a la experiencia. El análisis se basó en la técnica de análisis temático para la determinación de las categorías. El estudio podría examinar los objetivos y contenidos de la educación física en el nivel de educación secundaria en escuelas públicas en la ciudad de Caucaia en este momento de la Conferencia y clase práctica, que ocurre de forma inconexa. No fue posible identificar una línea transversal a todas las clases de objetivo, pero el estudio reconoce la necesidad de tener mayores elementos para considerar desdoblamientos más precisos. Metería conceptual del contenido de conferencias fue observada. El estudio presenta algunos elementos para reflejar la formación de maestros. Como el entrenamiento debe incluir en su contexto, esta nueva situación que surge de que un profesor de Educación Física, debe trabajar mucho de su tiempo en la sala de clase.

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