

EDUCATIONAL PUBLIC POLICIES IN THE INTEGRATION OF ICT IN SECONDARY EDUCATION: CONTRIBUTIONS FOR PHYSICAL EDUCATION

Abstract

This article aims to analyze how Information and Communication Technologies (ICT) appear in the National Curriculum Directions for Secondary Education and in the Pedagogical Proposition for the Polytechnic Secondary Education of Rio Grande do Sul, highlighting its potential for Physical Education. The discussion is presented based on a documentary analysis of current legislation for Secondary Education, mixed with results of a bibliographical review based on articles from Physical Education journals. Throughout the critical reflection, it can be noticed that ICTs are important public policy for Secondary Education, and, along with culture and work, its importance is associated with scientific production and innovation. In this sense, technological resources such as computers, tablets, internet, among others, are offered to schools, as well as training for teachers to promote the pedagogical integration of ICTs. Therefore, ICTs appear with potential in Physical Education since they can contribute to make the classes more interactive. In this way, the integration of ICT in the curricular component can be an alternative to overcome the reductionist view of the area, encouraging the development of innovative practices.

Keywords: *Public Policies. Secondary Education. Physical Education. ICT.*