

76 - DANCE LIKE THE CONTENT OF SCHOOL PHYSICAL EDUCATION: CHALLENGES FOR ITS IMPLEMENTATION

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INTRODUCTION

Physical education in school is located within the area of languages and codes. By making reflection on the importance of the disciplines that make up this area in the process of training students, Costa (nd) highlights the fact that the exercise of citizenship requires the use of various critical and autonomous forms of language in different environments and situations social. We know that dance is a strong element among bodily practices, development of self-expression, socialization, body awareness and creativity. According to the National Curricular Parameters - NCP (1998), the content being developed in physical education are divided into three levels, namely: Sports, games, wrestling and gymnastics, rhythmic and expressive activities, and knowledge about the body. The dance is part of the block of rhythmic and expressive activities, which is geared to work with the historical and social aspects of the dances, the stimulation of creativity and expressiveness in movement building, and the study of folk dances and other cultural events, among others. The current reality of the practice of school physical education is presented with a drastic reduction of the content used in the classroom. Sometimes the lessons come down to fitness exercises and sports activities, a limited number of arrangements such as volleyball, futsal, handball and basketball. Thus, under our observation over 20 years of experience in the dance is influenced by these renegade teachers. The origin of this deficiency seems to be the lack of training successful professional in this area, that without the mastery of content, the educator did not feel able to develop it. This study investigated the role of dance in the school environment and its presence as the content of Physical Education.

METHODOLOGY

To develop this study was the literature and application of interviews with physical education teachers and students. The sample comprised a total of 33 people, including 26 students and seven teachers. Two questionnaires were developed, one for students and another for educators, with closed questions and multiple choice. Data collection was performed with students at the Municipal School of Childhood Education and Elementary Our Lady of Perpetual Help, located in Fortaleza - Ceará - Brazil. The student group was comprised of boys and girls who attend the 6th and 7th year of elementary school. Have the teachers group was composed of men and women, all professionals working in public and private schools in the city of Fortaleza.

Results and Discussion

Among the seven teachers interviewed, some have used dance in their work, but always with difficulties related to the content domain. Here we will discuss separately the results obtained by analyzing the data collected among students and between teachers.

Student profile

With respect to specific practice focus of this study, dance, results were significant. Initially we considered any experience with dancing in the school and among the 26 students studied, 12 said they had taken dance classes, and 14 said no. Among the positive responses, 3 refer to experiences within the physical education classes, dance lessons 7 did as an extra curricular activity and 4 were tested to make presentations at school parties. This profile of the school dance practice is confirmed by Gehres, cited by Brazil (2003) says that in Brazil the practice of dance in schools is predominantly found as an extracurricular activity in municipal and state schools. Regarding the dance styles experienced by these students in school, creative dance was cited two times, three students said they participated in folk dances, dance theatrical activity was confirmed by six students, hip hop option was marked by three students and one student scored the item related to the fashion dances. It is understood, as previously diagnosed, a higher experience of dance as an extracurricular activity, which naturally involved the contents revolve around the classical dance, jazz, among others, for the purposes of technical development and facing mounting festivals. When asked about the difficulties faced during dance practice, only two students reported having had some kind of problem. Shame and motor difficulties were the two issues reported by them. The literature reports studied the resistance of students as one reason for the diversification of contents and no inclusion of dance in physical education classes. But the findings of this study diagnosed this interest and acceptance of new activities.

Tutor profile

Data collection with regard to work and teacher training was made using a questionnaire with seven teachers who mostly operate in public, but some also work in the private network. The information provided showed that in general the rhythmic activities in its various manifestations, are part of the academic training of physical education professionals. Among the various disciplines cited related to this area, the dance was studied by three teachers, the rhythmic component was curricula of six respondents, two studied body language, folk dance was reported in only a professional, as well as the dance has also been mentioned by only one teacher.

When asked about the approach taken by these disciplines in relation to the context of performance, were reported two experiments focused on the work entered in physical education, the focus of these disciplines in the development of choreography for school parties and experiments that were aimed at the action outside the school context have been reported since. The "other" was marked by three respondents but only one study specified that the dance was done as a discipline of "teaching practice". Having been in this case, a choice of professional, while still academic, do a study on dance classes, not being a specific subject area. Between styles experienced by teachers in their training to creative dance was experienced by three teachers, stage dance was also witnessed by three professional folk dance and was mentioned only one time. It was observed that although all have had experiences related to academic dance, only two teachers said they had developed some work with their students in this area. Among the five who never used to dance in their classes, have been reported reasons

such as lack of knowledge, lack of affinity, lack of experience and refusal of the students (mostly boys) to the content. Among the professionals who have worked with this content, all said they had encountered difficulties, which were those described previously by teachers who do not teach dance in her classes. It was reported that two teachers met with resistance from students, lack of identification with the area was mentioned by two teachers and a lack of experience was a response to respondent. It is noteworthy that even in the face of academic training, the experience focused on this practice, no professional has proven to be safe to work with that content, even those that did said they were unsure of the knowledge and experience. This reality is consistent with data collected by Lima, Rissi and Fleet (2005) in a study with an undergraduate degree in Physical Education, where only 10% of respondents, after attending equivalent discipline, claimed to have mastery of content related to dance. And only 30% considered themselves able to act even as an intern with the school dance.

According to Lima, Rissi and Fleet (2005) The unimpressive results of the implementation of dance professionals of physical education in schools, due to low workload for the rhythmic content in undergraduate, since the content to be explored is abundant and complex. Thereby making the teaching of dance in the undergraduate Physical Education inefficient for a later performance of the professional schools. As a professional you can modify the insecure discomfort, fear and resistance that naturally arise with the new and can arise from the application of dance among the students? Especially among boys? Moreover, teachers who have tried this activity with students, even struggling positive results achieved in relation to student participation. For there were two teachers, from students, an acceptance and participation of the contents of the classes, although they have shown a bit of shyness. The third teacher said that there was some resistance from students to the content but they all agreed to attend classes.

Knowledge about the dance as physical education, Freire, cited by Lara et al. (2007), states that his absence is due to lack of teacher knowledge, that without mastery of the content related to dance are unable to work through it systematically. Freire (2001) says that it should not be worked sporadically, as is the actual situation in schools today, but on a continuous basis since the second grade of elementary school. The results lead us to question what kind of training students are receiving banks. The teacher is able to act out in school by addressing all possibilities targeted by NCP and other educational guidelines? Was clearly detected an inconsistency between the academic and the application of dance as the content of physical education in schools.

The denial of this content is related to training or the convenience to continue working sports and games already so common to our students? In this sense we must reflect on the reasons that still make us find our work a reality in schools where sports (referring here to traditional indoor soccer, volleyball, basketball and handball) in a manner so limited, still dominate the content of lessons Physical Education. Do not we seek to raise flag against sports, but it must exist, but in balance with other content and without losing sight of educational objectives for which this area is proposed within the school. The physical educators should be prepared and have availability to work all content without restriction, including dance, an activity that is rich in opportunities for work and that can be developed with the natural skills of students without the need for technical work.

Concluding Remarks

The study confirmed that in school, dance is present as an extracurricular activity and predominantly on festive occasions, these experiences are respectively the experience of 26% and 15% of students studied. But it was also observed in discrete, representing 12% of the sample of students, the presence of dance as the content of Physical Education. Among physical education teachers dance is present in the content of lessons, 29% of them. The lack of experience and mastery of content, along with the low receptivity of the students were the justifications given by 71% of teachers that do not include dance in their classes.

Despite the refusal of students to dance practice in Physical Education also be reported in some previous studies, this present study, the sample proved open to that possibility. Among students surveyed 88% said they would like to take dance classes and only 12% said they would not like the idea and said only one student would not attend the classes. Among the professionals who have used dance in their classes 100% said they encountered difficulties in implementing the proposal. Considering the openness shown by the students to work with dance and the positive experiences gained by practitioners who have used this substance, we find that the problem of student acceptance of this modality is not significant or not relevant to its application.

The biggest problem was observed both in bibliographic and in data analysis, refers to lack of preparation of professionals in the field of dance. The teachers interviewed, although taking these courses equivalent to dance in their undergraduate programs, do not feel prepared to work with such a proposal. For this, it is necessary to carry out studies on the related training courses related to dance, to discover and correct the shortcomings.

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DANCE LIKE THE CONTENT OF SCHOOL PHYSICAL EDUCATION: CHALLENGES FOR ITS IMPLEMENTATION**ABSTRACT**

The dance is artistic expression inherent in man, present in their culture as a form of expression since the dawn of humanity. Dancing in the educational setting is educational, it is a universal art of cultural value, which encourages the biopsychosocial development. We sought to investigate the use of dance in the context of physical education in schools and its presence as a content area. Characterized as exploratory and descriptive study was conducted the literature review and application of interviews with teachers and students. The sample comprised 33 people, including 26 students in a school hall and seven physical education teachers from public and private schools, all of the city of Fortaleza. The study confirmed that in school, dance is present as an extracurricular activity and predominantly on festive occasions, these experiences are respectively the experience of 26% and 15% of students studied. The lack of experience and mastery of content, along with the low receptivity of the students were the justifications given by 71% of teachers that do not include dance in their classes. The results lead us to question what kind of training is happening in the banks academics. It is necessary to carry out studies on the related training courses related to dance, to discover and correct this shortcoming teaching Physical Education.

KEYWORDS: Physical activity. Education. Childhood.

DANSE COMME LE CONTENU DE L'ÉDUCATION PHYSIQUE SCOLAIRE: DÉFIS POUR SA MISE EN OEUVRE SOMMAIRE

La danse est l'expression artistique inhérente à l'homme, présent dans leur culture comme une forme d'expression depuis l'aube de l'humanité. Danser dans le milieu scolaire est l'éducation, il est un art universel de la valeur culturelle, qui encourage le développement biopsychosocial. Nous avons cherché à étudier l'utilisation de la danse dans le contexte de l'éducation physique dans les écoles et sa présence comme une zone de contenu. Caractérisé comme étude exploratoire et descriptive a été réalisée la revue de la littérature et l'application des entretiens avec des enseignants et des étudiants. L'échantillon comprenait 33 personnes, dont 26 élèves dans une salle de l'école et sept professeurs d'éducation physique des écoles publiques et privées, l'ensemble de la ville de Fortaleza. L'étude a confirmé que, dans l'école, la danse se présente comme une activité parascolaire et surtout lors d'occasions festives, ces expériences sont respectivement l'expérience de 26% et 15% des élèves ont étudié. Le manque d'expérience et de maîtrise du contenu, ainsi que la réceptivité des élèves faibles sont les justifications données par 71% des enseignants qui ne comprennent pas de danse dans leurs classes. Les résultats nous conduisent à s'interroger sur ce type de formation qui se passe dans les banques universitaires. Il est nécessaire de mener des études sur les cours de formation liés à la danse, de découvrir et de corriger cette lacune cours d'éducation physique.

MOTS-CLÉS. L'activité physique, l'éducation, l'enfance:

DANZA GUSTA EL CONTENIDO DE LA EDUCACIÓN FÍSICA ESCOLAR: RETOS PARA SU IMPLEMENTACIÓN RESUMEN

La danza es la expresión artística inherente en el hombre, presente en su cultura como una forma de expresión desde los albores de la humanidad. Bailando en el ámbito educativo es la educación, es un arte universal de valor cultural, que fomenta el desarrollo biopsicosocial. Hemos tratado de investigar el uso de la danza en el contexto de la educación física en las escuelas y su presencia como un área de contenido. Caracterizado como un estudio exploratorio y descriptivo se llevó a cabo la revisión de la literatura y la aplicación de entrevistas con profesores y estudiantes. La muestra está compuesta por 33 personas, incluyendo 26 estudiantes en un salón de la escuela y siete profesores de educación física de escuelas públicas y privadas, todos de la ciudad de Fortaleza. El estudio confirmó que en la escuela, la danza está presente como una actividad extracurricular y sobre todo en ocasiones festivas, estas experiencias son, respectivamente, la experiencia del 26% y 15% de los alumnos estudiados. La falta de experiencia y dominio de los contenidos, junto con la poca receptividad de los estudiantes fueron las justificaciones dadas por el 71% de los docentes que no incluyen la danza en sus clases. Los resultados nos llevan a reflexionar sobre qué tipo de formación que está sucediendo en el mundo académico bancos. Es necesario llevar a cabo estudios en los cursos de formación relacionados relacionados con la danza, para descubrir y corregir esta deficiencia la enseñanza de la Educación Física.

PALABRAS CLAVE.: La actividad física, la educación, la infancia:

DANÇA COMO CONTEÚDO DA EDUCAÇÃO FÍSICA ESCOLAR: DESAFIOS DE SUA APLICAÇÃO RESUMO

A dança é manifestação artística inerente ao homem, presente em sua cultura como forma de expressão desde os primórdios da humanidade. A dança, no cenário educativo, é pedagógica, trata-se de uma arte universal de valor cultural, favorecedora do desenvolvimento biopsicossocial. Procurou-se investigar a aplicação da dança no contexto da Educação Física no âmbito escolar e sua presença como conteúdo da área. Caracterizado como estudo exploratório descritivo, foi realizado o levantamento bibliográfico e a aplicação de entrevistas com professores e alunos. A amostra foi composta por 33 pessoas, sendo 26 alunos de uma escola municipal e 7 professores de Educação Física de escolas públicas e privadas, todos da cidade de Fortaleza. O estudo confirmou que na escola, a dança está presente como uma atividade predominantemente extracurricular e em momentos festivos, essas experiências correspondem respectivamente a vivência de 26% e 15% do total de alunos estudados. A falta de experiência e de domínio do conteúdo, juntamente com a baixa receptividade dos alunos foram as justificativas apresentadas pelos 71% dos professores que não incluem a dança em suas aulas. Os resultados nos levam a questionar sobre que tipo de formação está acontecendo nos bancos acadêmicos. Faz-se necessário a realização de estudos acerca da formação profissional referente às disciplinas relacionadas a dança, a fim de descobrir e corrigir essa lacuna pedagógica da Educação Física.

PALAVRAS-CHAVE: Atividade física. Educação. Infância.