96 - DIGITAL TECHNOLOGIES AND EDUCATION OF SCHOOL PHYSICAL EDUCATION IN RIO GRANDE DO SUL

GREICI FIOR CARMEM SCORSATTO BREZOLIN
IFSUL - FASE STEP -RS-BRAZIL
Greifior@hotmail.com

doi:10.16887/88.a1.8

INTRODUCTION

Technologies such as computers, tablets, mobile phones and others, develop very strongly and very quickly and effectively to help us perform much of the tasks and problems that we face everyday. They become indispensable not only in the administrative space, but also in the classrooms to facilitate the teaching-learning process (SOUZA, 2017).

There is a need for evolution and adequacy in educational practices, in front the fact of all this turbulence of information that we have available in like the back of ours hands. The speed of information is mainly due to the use of the internet that can reach several people everywhere in the world and in real time. (SIEMENS, 2004).

There are means and methods available for classrooms to be appropriate for the use of technology, and can be adapted for different types of students, different age groups and different levels of learning. The challenge the teacher faces is to make that use engaging, interactive, creative and intelligent. It is fundamental that the methodology used be thought in conjunction with the technological resources that we have available, otherwise it will lose its validity in learning in all curricular subjects (SOUZA, 2017).

Physical Education has not been seen with great importance by the students, perhaps by the way it has been worked by the professionals of the area. It is not considered an area of knowledge where there are goals and knowledge to be developed, experienced and built, but rather as a discipline that makes it possible to practice sports games and physical activities. For students, it is a demotivating discipline (PICOLLO, 2007). In addition, the adoption of sport as the only content of classes, favors only those who identify with a certain sport modality, because it is worked mechanically, technically and with exclusionary practices.

Given this context, as a teacher of Physical Education could use the technological resources to develop a pedagogical practice that will succeed in student learning?

Thus, this study arises from the need to rethink the forms of pedagogical actions in this era of great technological advance with the objective of verifying the effects of the use of digital technologies allied to the pedagogical practices in the classes of Physical Education. Investigating the technological means most used in classes by professionals.

The Physical Education teachers appointed and contracted by the State of Rio Grande do Sul participated voluntarily. They answered a questionnaire composed of 5 questions, with prior authorization for the coordination of the 7 CRE, which sent the questionnaires through the Pedagogical sector. The N.T.E (Educational Technology Center), also sent the questionnaires, but directly to the teachers of Physical Education and was also made available in social networks where state teachers participate. After data collection, these were tabulated in an Excel spreadsheet from Microsoft Corporation, through which descriptive statistics were used in terms of means, standard deviation and frequency.

DEVELOPMENT

According to Galvão (2002), the teacher fulfills a singular function in the school context, connecting the internal context (school), the external (society), the dynamic (the student). A reflection on educational practices and the relations between subjects of this praxis in its process of knowledge construction becomes of paramount importance, so that the acting as teacher will influence in a positive way in the life and in the formation of the students.

The Federal Government, through the Ministry of Education, has been developing public policies for the use of technologies in Schools. Through the creation of Decree No. 6,300 of December 12, 2007, with the purpose of promoting the use of technology as a pedagogical enrichment tool in the public education of basic education, created ProInfo - National Program of Educational Technology. (FNDE, 2012).

Integrated with ProInfo, the use of tablets in public education is another action of the Federal Government to modernize and assist teachers in their pedagogical practice, the program has its training focused on the didactic-pedagogical use of Information and Communication Technologies (ICT) in the daily school life, articulated to the distribution of technological equipment in schools and the provision of multimedia and digital content and resources. The tablets were distributed to high school teachers (FNDE, 2012).

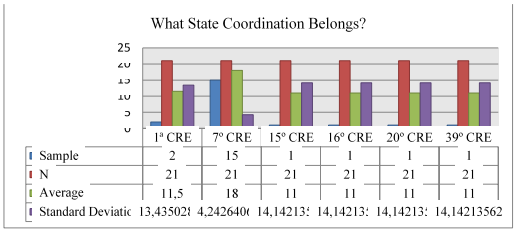
In Brazil, UNESCO, in partnership with the Brazilian Government, works on the propagation of ICTs, with the objective of assisting in the process of updating Brazilian education in order to improve and innovate teaching and learning. "Communication and information technologies and their study should permeate the curriculum and its disciplines." (National Curriculum Parameters, 2000, p.12).

It is salutary to remember that to be a good teacher it is not enough to just master the theory, although it has its importance. The formation of a teacher is taking place in the relation theory and practice, because it is from the action and reflection that the professional is built as an individual in a state of change, because the technologies by themselves change the school environment, but bring possibilities of support to the teacher and of interaction with and between the students (MORAN apud MORAN, MASETTO and BEHRENS, 2003).

ANALYSIS AND DISCUSSION OF RESULTS

Graph 1 characterizes the sample referring to State Coordination that the teachers belong to, within the State of Rio Grande do Sul.

Graph 1: Characterization of the sample

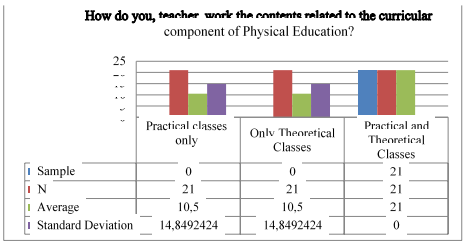


Source: Research Data

The return of 21 responses from the questionnaire was obtained. Of the 21 responses 15 were of the 7ºCRE, obtaining an average of 18 and a standard deviation of 4.24. The 1ºCRE obtained 2 responses, obtaining an average of 11.5 and a standard deviation of 13.435 and the 15º, 16º, 20º and 39º CRE obtained an average of 11, and a standard deviation of 14,142. It is believed that the strike of the state magisterium of the RS had a negative influence on the return of the answers.

Physical Education is still seen as a sports discipline of practice and execution of movements. Graph 2 shows that Physical Education teachers teach theoretical classes to support the students' corporal practices. It was unanimous among the participants, working with practical and theoretical classes for their classes. This proves that they are aware of the importance of theoretical content in the various bodily manifestations and movement.

Graph 2: Characterization of classes in Ed.Física of the state of Rio Grande do Sul



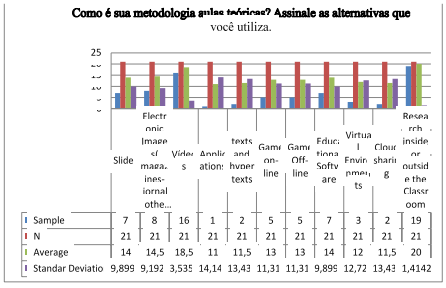
Source: Research Data

Allying technological resources with pedagogical activity can mean dynamism, creativity and interaction not only of theoretical knowledge, but of those related to students' lives. Constructivism, idealized by Jean Piaget, is an approach that allows the learner to build his own knowledge through some tool, such as the computer, thus becoming a powerful educational tool (PAPERT, 2007).

When asked about the technological resources used in their work methodology, according to Graph 3 below, the research inside or outside the classroom is the most used by teachers. This fact happened because learning does not just happen inside the classroom. It can happen anywhere: in a bus, in a museum, in the zoo, in the living room. Portability is important because of its ability to connect to academic resources with just one touch (ECYCLE, 2014).

from this perspective the incentive to learn in other situations and environment and with different tools on the part of the teacher is of great validity. The video resource is also widely used, 16 responses, followed by the others, 8 electronic images, 7 educational software, slides, games on and off with 5, virtual environments 3, cloud sharing tools and texts and hypertexts 2 and only 1 teacher makes use of applications in their classes.

Graph 3: Technological instruments used in theoretical classes of Physical Education of RS.



Source: Research Data

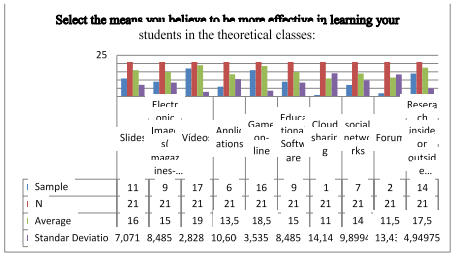
In evaluating the tools, according to graph 4 (below), the teachers chose the videos as the tool that contributed the most to the learning, 16 answers, although they used as methodology the research inside and outside the classroom (as shown in the previous graph). Next appears Search 14, 11 slides, 9 images and software, 7 social networks and 6 applications.

Also with regard to tools, there is a difference between what teachers say they use in their classes, with which they believe to be effective in learning (Graph 3 and Graph 4)

Pereira (2011), points out that digital educational resources (RED) can be used in different curricular subjects following the guidelines of the learning goals. They can help in the development of creativity, concentration, motivation for new learning, through animations, images, sounds, simulations.

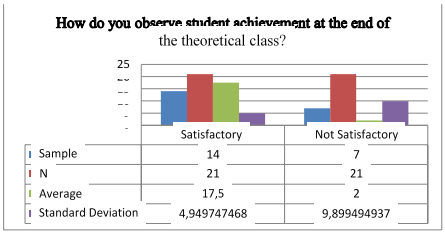
For Masetto (2000), it is important that the teacher uses techniques and resources for the successful implementation of ICTs, that is, integrating traditional and innovative dynamics, combining writing with audiovisual, text with hypertext, the face-to-face meeting with the virtual.

Graph 4: Technological means of greater effectiveness in learning Physical Education in RS



Source: Research Data

Graph 5: Student achievement at the end of the theoretical classes of Physical Education in RS



Source: Research Data

And Graph 5 shows the evaluation of teachers and relation to the students' achievement at the end of their theoretical classes. The majority believe that it is satisfactory 14, the dissatisfaction is little 7. The challenge that is imposed on the teaching staff is to realize that the technological devices do not print modernization to the teaching in the classroom, but also to recognize the contribution to the teaching-learning process. There is undoubtedly a paradigm shift that is requiring a new school model and a new teacher profile that can serve an education that effectively meets the demands of the population. It is a great challenge to change the way of teaching and learning, especially in an educational structure that is traditionally prepared only to reproduce knowledge. And the only way to take these changes responsibly is to understand them. (PEÑA, 2004).

FINAL CONSIDERATIONS

As a pedagogical tool, it is undeniable that the computer and the Internet, in fact, when well used, offer a greater range of possibilities for a change in teaching action. Knowing that teachers are the subjects of knowledge and mediators of all pedagogical action that takes place inside the school, thus entering into this cybernetic world to understand the active and dynamic process to motivate students in this interaction between man and machine. It is in this context of continuous changes that the teacher needs more than ever, to guide students about where and how to seek information. Know how to propose research questions, discuss and critically analyze the information and images that are transmitted in the media and transform them into knowledge to achieve educational objectives: student critical, autonomous, curious, researcher, motivated, etc.

Thus, the school fulfills its role doubly: it teaches and educates, educating for a world in which technology is not only necessary but also essential. Even with so many adversities, technology is still something to be demystified for most teachers.

REFERENCES

ECYCLE. Smartphones as Tools for Education: Getting Smart With Smartphones.. Ecycle Best. The Green Electronics Trade-In Company, [S.L], 200./mai. 2017. Disponível em: <http://www.ecyclebest.com/smartphone/articles/smartphones-as-tools-for-education .>. Acesso em: 31 mar. 2017.

FNDE- FUNDO NACIONAL DO DESENVOLVIMENTO DA EDUCAÇÃO. Proinfo. Disponível em: <http://www.fnde.gov.br/programas/programa-nacional-de-tecnologia-educacional-proinfo>. Acesso em: 08 mai. 2017.

MASETTO, Marcos Tarcísio. Competência pedagógica do professor universitário. São Paulo: Summus, 2000.

MORAN, José Manuel, MASETTO, Marcos; BEHRENS, Marilda. Novas tecnologias e mediação pedagógica. 7.. ed. São Paulo, SP.: Papirus, 2003.

PAPERT, Seymour. A máquina das crianças: repensando a escola na era da informática. ed. rev. Porto Alegre: Artmed, 2007.

PARÂMETROS CURRICULARES NACIONAIS – EC http://portal.mec.gov.br/ Acesso e: 17 de janeiro de 2017

PEÑA, Maria De Los Dolores Jimenes. Ambientes de aprendizagem virtual: O desafio á prática docentes. S/D. 2004

PEREIRA, C. I. C. da C. . “Aprendo a divertir-me”: tecnologias digitais em ambiente não formal de aprendizagem : um estudo exploratório com crianças de 1º ano de escolaridade. Dissertação de mestrado. Universidade do Minho.2011.

PICCOLO, Vilma L. Nista (org.). Educação Física escolar, ser... ou não ter? 3. ed. Campinas, SP: Editora da UNICAMP, 1995.

SIEMENS, George. Conectivismo. uma teoria de aprendizagem para a idade digital. Dez 2004.

DIGITAL TECHNOLOGIES AND EDUCATION OF SCHOOL PHYSICAL EDUCATION IN RIO GRANDE DO SUL

The purpose of this article is to discuss and reflect on the use of digital technologies in physical education classes in school institutions in the state of Rio Grande do Sul. This study originated in the fact that these tools are present in students' daily life, being fundamental explore their capacities in order to assist teachers. In order to punctuate the means and technological stimuli of learning, and consequently the formation of creative, thinking citizens and, above all, capable of interacting with the world around them, the research aimed to verify the effects of the use of digital technologies pedagogical practices in Physical Education classes. Thus, a quantitative study was carried out through a questionnaire with the professionals who work in the discipline of Physical Education in the State of Rio Grande do Sul. It was verified that, Physical Education teachers are integrating in their planning, the new technological and achieving satisfactory achievement in the learners' learning.

Keywords: Physical Education; TICS; Digital Technologies;

TECHNOLOGIES NUMÉRIQUES ET ÉDUCATION DE L'ÉDUCATION PHYSIQUE SCOLAIRE À RIO GRANDE DO SUL

Le but de cet article est de discuter et de réfléchir sur l'utilisation des technologies numériques dans les cours d'éducation physique dans les établissements scolaires de l'État de Rio Grande do Sul. Cette étude a pour origine le fait que ces outils sont présents dans la vie quotidienne des étudiants. explorer leurs capacités afin d'aider les enseignants. Afin de ponctuer les moyens et les stimuli technologiques de l'apprentissage, et par conséquent la formation de citoyens créatifs et pensants et, surtout, capables d'interagir avec le monde qui les entoure, la recherche visait à vérifier les effets de l'utilisation des technologies numériques pratiques pédagogiques dans les cours d'éducation physique. Ainsi, une étude quantitative a été réalisée à travers un questionnaire avec les professionnels qui travaillent dans la discipline de l'Education Physique dans l'Etat de Rio Grande do Sul. Il a été vérifié que les professeurs d'Education Physique intègrent dans leur planification, les nouvelles technologies et obtenir des résultats satisfaisants dans l'apprentissage des apprenants.

Mots-clés: Education physique; TICS; Technologies numériques;

LAS TECNOLOGÍAS DIGITALES Y LA ENSEÑANZA DE EDUCACIÓN FÍSICA ESCOLAR EN EL RÍO GRANDE DEL SUR

El presente artículo tiene como finalidad discutir y reflexionar acerca del uso de Tecnologías digitales en las clases de Educación Física, en las instituciones escolares del estado de Rio Grande do Sul. Este estudio se originó en el hecho de la presencia de esas herramientas en el cotidiano de los estudiantes, siendo fundamental explorar sus capacidades para ayudar a los profesores. A fin de puntualizar los medios y estímulos tecnológicos del aprendizaje, y consecuentemente la formación de ciudadanos creativos, pensantes y sobre todo capaces de interactuar con el mundo a su alrededor, la investigación tuvo como objetivo verificar los efectos del uso de tecnologías digitales aliadas a las prácticas pedagógicas en las clases de Educación Física. Así se llevó a cabo un estudio cuantitativo a través de un cuestionario con los profesionales que actúan en la disciplina de Educación Física en el Estado de Rio Grande do Sul. Se constató que los profesores de Educación Física están integrando a sus planes, las nuevas tendencias tecnológicas y, obteniendo un aprovechamiento satisfactorio en el aprendizaje de los educandos.

Palabras claves: Educación Física; TICS; Tecnologías Digitales;

AS TECNOLOGIAS DIGITAIS E O ENSINO DE EDUCAÇÃO FÍSICA ESCOLAR NO RIO GRANDE DO SUL

O presente artigo tem como finalidade discutir e refletir acerca do uso de Tecnologias digitais nas aulas de Educação Física, nas instituições escolares do estado do Rio grande do Sul. Este estudo originou-se no fato da presença dessas ferramentas no cotidiano dos estudantes, sendo fundamental explorar suas capacidades, de forma a auxiliar os professores. A fim de pontuar os meios e estímulos tecnológicos da aprendizagem, e consequentemente a formação de cidadãos criativos, pensantes e acima de tudo capazes de interagir com o mundo a sua volta, a pesquisa teve como objetivo verificar os efeitos do uso de tecnologias digitais aliadas às práticas pedagógicas nas aulas de Educação Física. Assim foi então realizado um estudo quanti qualitativo através de um questionário com os profissionais que atuam na disciplina de Educação Física no Estado do Rio Grande do Sul. Constatou-se que, os professores de Educação Física estão integrando aos seus planejamentos, as novas tendências tecnológicas e obtendo aproveitamento satisfatório na aprendizagem dos educandos.

Palavras- chaves: Educação Física; TICS; Tecnologias Digitais;

CONTATO
NOME : GREICI FIOR
ENDEREÇO:
Rua: Clementino Luís Vieira- 194
Bairro: São Cristóvão
Passo Fundo – RS
CEP: 99060-080
E-mail : greifior@hotmail.com
greici.com@gmail.com