

54 - OPEN CONCEPTIONS IN TEACHING ATHLETICS: FROM UNIVERSITY TO SCHOOL.

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doi:10.16887/89.a1.54

INTRODUCTION

Based on Hildebrandt's (1986) reasoning, the conceptions of teaching are open when the objectives, knowledge, and other aspects that make up the learning are decided by the students and by the teacher. Corroborating this idea, Kunz (2003) says that open conceptions include in the planning a look that allows them to decide, together with the teacher, a possibility within the degree of openness that is proposed in the physical education class. For the author cited, it is a question of including in the planning and allow the socio-cultural experiences of the student, that is, flexible planning creating a sense of class as close to the social reality of the students. Although for this reason all the theoretical foundation on the actions is passed on so that they are aware of the origin of that proposed activity.

It is interesting to know from this perspective that the conceptions of teaching are open when "the students participate in the decisions regarding the objectives, contents and scopes of transmission or within this complex of decision", in this proposal the teacher plays a role of coordinating problem situations so that the student participates in the decisions in the situations that will allow him to seek solutions. Based on this "The degree of openness depends on the degree of possibility of codecision. The decision-making possibilities of the students are increasingly determined by the teacher's prior decision ". Students have the possibility to perceive their actions more autonomously within the practical activities. (HILDEBRANDT. 1986.p 15).

According to Hildebrandt (2003), students still in training must pass through the knowledge of methods that allow them to construct didactic content developed by them.

In school athletics the author Oliveira (2006) says that school sports can not be restricted in technical performance, it must achieve more than its specific abilities and larger goals, that is, it should stimulate the student to be able to reflect and feel accomplished by sport. Although most pedagogical practices still follow the traditional, technical and formal method of reproduction, there are still ways in which the student can become a teacher who constructs his own methods.

Hildebrandt (1986 p.10), argues that "in a conception of closed teaching, almost all decisions depart from the teacher", that is, there is no participation of ideas and decisions of the students, the teacher makes all the decisions objectified by his planning.

According to this ideas, Oliveira (2006) says that school athletics does not fit into a "closed" study, directed at technical skills or "open", based on student decisions, but seeks a flexible balance between the two in teaching learning.

For Hildebrandt (1986), the physical education teacher plays the role of mediator, coordinator of teaching situations, awakening the participation of students by placing "situations-problems or situations of conflict" that encourage action to solve what was proposed, leading to the autonomy of their actions.

It is understood from Freire's (2006) speech that active methodology is an educational conception that stimulates constructive action-reflection-action processes. This method also known as problematization methodology uses a problem or situation that challenges the student to seek answers and solutions to them.

Pereira (2012) says that the active methodology is understood by a didactic strategy that is directed to the student, and diminishes the direct responsibility of the teacher as the main source, the book being the direct source of the construction of the own knowledge.

Freire (2009) says that teaching does not consist in reproducing, but using the practices for the real experience of the construction of knowledge, the educator must stimulate creativity to elaborate means for this construction, be autonomous in its pedagogical practices, of action.

For Hildebrandt (1986) the teacher must elaborate teaching situations that allow students to act.

In Matthiesen's (2017) notes, athletics could be an end to the construction of knowledge, as well as being considered as a means for the education of the child..

The objective of this research was to analyze the methodology developed in the discipline of research and educational practice of athletics in higher education, in a physical education undergraduate course at a private University of. The purpose of this study was to describe the methodological strategies applied to the practice of teaching athletics in higher education, to identify the learning outcomes of undergraduate students in athletics and to discuss the results achieved with the applications of the methodology of the athletics project in the school as a pedagogical practice.

METHODOLOGY

This research fits the characteristics of a qualitative research that according to Almeida (2014) aims at a direct study of data analysis with significance of greater subjective importance given by the people, made entirely in a descriptive way. It is also an exploratory study that according to Gil (2017) and Almeida (2014), aims to deepen concepts, ideas and problems of various types of research, involving bibliographical research, interviews and case studies.

It is a study that was developed in a undergraduate degree in Physical Education degree from a private University of São Luís - Ma. Participants were students who attended the teaching discipline and educational practice of athletics in the first period of the course at the beginning of the year 2017 and in the last period of the course at the beginning of 2018, in the afternoon and evening shifts. Involving students who had initial contact with discipline strategies and students who were about to graduate.

The total number of participants in this study reached thirty-six university students, among them twenty-three men and twelve women, enough to meet the objectives previously set.

As a data collection instrument, a pilot questionnaire was used with three open questions applied at the end of November 2017, to know the main emerging categories that contributed to the study and later applied a more detailed final questionnaire to the objectives, during the month of June 2018. The pilot questionnaire was used to calibrate and improve the final survey questionnaire with open questions. This procedure allowed adjustments to be made and the delimitation of categories related to the purpose of the study. Then, an analysis of contents was carried out that for Almeida (2014), aims at understanding the subject with mechanisms that intervene in the production and reception of the message to the study.

The discourse analysis was applied after gathering the information, which according to Vergara (2015), aims to understand the discourse and investigate the meaning of the message, and to complement the analysis was done documentary analysis of the Work Plan, Teaching Plan and Project "Playing Athletics in the School" that was used as pedagogical strategy in the discipline. According to Almeida (2014), it is the analysis of bibliographic or organizational documents aiming to have data from existing sources in the company or organization.

The instrument used as data collection was a questionnaire containing eight (8) open questions in total, related to the research objectives, elaborated by the researcher. As a way of guaranteeing the confidentiality of study participants and systematizing the reference of their lines, the university graduated with the letters GO for UnderGraduating and GA for UnderGraduated followed by numbers. All participants received a Free and Informed Consent Form (FICF), which was read and signed.

RESULTS AND DISCUSSIONS

Analysis of the educational plan

The teaching plan has as its main theme the discipline research and educational practice of athletics the methodological knowledge of the teaching-learning process of athletics, in its various modalities (races, jumps, throws and shot puts), through its basic technical fundamentals for its applicability in school physical education and sporting events in the school context; containing basic rules and also historical-cultural contextualization considering relations of ethnicity and gender.

The objectives of knowledge, that is, the contents of the discipline seek the origin, evolution and general classification of the modalities of races; methodological aspects of teaching and learning of endurance, speed, barriers and cross-country races; technical specificities and rules of racing, learning of the athletic gait, relay races; technical specificities and rules of athletic walking and relays 4x100 and 4x400 meters, learning jumps; technical and rules specificities of distance, triple, height and pole vault, learning of the throws and pitch; technical specificities and rules of disc throwing, dart and hammer, and throwing of the weight. Respecting the learning of conceptual, procedural and attitudinal contents in the discipline.

The methodological procedures of the program follow the objectives of the discipline, which adopt strategies to enable students to learn, such as dialogues, discussion in small groups, discussion groups, seminars, workshops and classroom problems. These were contextualized from specific theoretical framework and exploratory research activities, inside and outside this Institution (athletics learning projects at school).

The type of evaluation corresponds to the norms of the university and must consist of at least one written, individual and individual proof. It is also part of the teaching plan to carry out teaching and learning activities in schools, generating a descriptive evaluative report.

Work Plan Analysis

In the analysis of the Work Plan, the methodological procedures used in the classes were the dialogues, the practical activities and the conversational moments. The didactic resources, Datashow; whiteboard, videos and internet access; athletics track and specific implements for the practice of athletics, among other alternative materials. From the evaluation activities, the dialogue and / or observation of the gestural motor and presentation of the report. Still in the lesson plan it was observed that among other authors the teacher of the discipline bases his bibliographical reference on the production of the author Sara Quenzer Matthiesen. Like the book "Athletics is learned in school". Jundiaí - SP: Fontoura, 2013.

Analysis of the Project "Playing athletics in school"

In the analysis of the methodological strategy of the project that has the name "Playing Athletics in School", it was observed that the document is used for previous presentations in the chosen schools, aiming to encourage the practice of athletics learning in schools in a playful and to provide graduates in Physical Education with the application of methodological strategies for the teaching of Athletics and to integrate the teaching of the Institution of Higher Education to school education and society. It contains the main information to be presented to the school's management, such as: those responsible for carrying out the activities, the target audience that corresponds to the specifications of the students of the desired school, the schedule of activities that will be offered by the undergraduate students of the University, and the resources used (hula hoops, balls, ropes and others).

After the documentary analysis of the teaching plan, work plan and the project "Playing athletics in the school" an analysis of the students' discourse about the questions raised in the questionnaire was made. After data collection, the study was based on the main categories that emerged. The first one related to the "methodology applied to the discipline" and the sub-categories: perspective of the use of the methodology, practice of the methodological strategy, motivational attitude of the teacher and suggestions for improvement. The second related to "playfulness as a means of transmitting knowledge of athletics in school" and the sub-categories: contribution of methodology in school and perception of use of playfulness. And the third category "vocational training" and the sub-categories: "learning the Athletics School / University" and "contribution to vocational training".

Methodology applied to the discipline

Perspectives on the use of the methodology

In general, the participants' reports show that the applied methodology in the discipline research and educational practice of athletics contemplated the realization of playful activities of easy comprehension, use of playfulness as an instrument, use of body language of movement of the teacher for comprehension, lessons mediated with well-informed theorists and varieties of information, differentiated methodologies involving content discussion, using video and power point expository resources, various athletic modalities and mainly methodological procedures for teaching athletics at school together the basic principles of athletics with adaptations of environment, preparation of alternative materials and use of official material, external events with experiences of competitions and evaluation works, preparation of lesson plans, research activities involving sports.

These findings corroborate the statements of GO2 reporting that the discipline was with "practical classes, theoretical, events, presentations of works in room and outside the university" and GO8 "playful and easy to understand activities to be grasped the basic principles of athletics". Allied to these ideas the perspectives of the practices were also applied as GA30 evaluative works which indicates that there were "practical classes with presentation of us students in the sports field theory and practice". It is emphasized that activities in practice were also used as a tool for student evaluation, "presentation of activities in lesson plans to simulate future work tool" (GA13);

For Hildebrandt (1896) the teacher must elaborate classes that include situations of teaching to action of the students with tasks mediated by subjects.

Zabala (2008) says that it is necessary to base projects for educational intervention within the professional reality with variation of proposals that integrate the learning provided by teachers

Practical methodological strategy

Most students initially report that athletic festivals have been held involving practical activities in each athletics modality, they have used alternative materials made by the students themselves, use of fun and pleasurable motivational practices, playful activities of athletics events with variations and adaptations. As described in the speech of GO9 "play activities were developed with the use of alternative material, in which the university students were the teachers". Some students described how the practical activities of athletics were done, stimulated to create, present and experience the means to practice athletics in school. Faced with this, the students perceived the responsibility of the acquired knowledge to convey in practice "we take the knowledge already acquired in the classes and we take the opportunity to teach what we had already been transmitted" (GO14). In addition, some students reported of the concern about how the activity would be carried out "activities related to each test of the sport and taught in a fun way for the children" (GA26);

Matthiesen (2017) defends the initiative to promote athletics teaching in the production of pre-sports games containing the basic motor skills of running, jumping, launching, to understanding athletics in their bodily and communicative influence without losing the essence.

According to the established and shared view by the participants' reports Hildebrandt (2008) describes this practice as a movement workshop, configured in a place of professional learning that enables students to experience active learning diversity as a pedagogical laboratory.

Teacher motivational attitude

The students declared the position of the teacher as an incentive, the motivation of the teacher happens from the example of their professional life and their example of overcoming and acting, demonstration of the movements of the sport, the awareness of the responsibility of the professional being to the physical reality of the environments, highlighting the use of alternative materials, enabling the process of autonomy to the students with researches and practices, "enhancing our creativity" (GO6), stimulating autonomy in the practices used in class "giving us the opportunity to experience and apply content to school students" (GO9); stressed that the teacher "gives importance to athletics in school, and giving a note in the discipline" (GO11). It is also highlighted as subjects of the action as it says GO13 "applying works in I could have autonomy in the presentation of the work".

By using a different technique and the teacher acting dynamically with the students, you will be promoting changes in the class. Buss (2017) aims at a conception of exchanges of information between teacher and student in the construction of own learning as authors of their actions.

Suggestions for improvement

The students expressed as suggestions for the course more practical classes, more practices in schools and more events that contribute to the pedagogical practice of the existing methodology in the discipline plus sports projects inside and outside the University, experiences in the official track of athletics, accompaniment of competitions school athletics and officials, contact with more people who are active athletics year, increase the timetable for the discipline, adaptation to limited physical, research and inclusion in study groups, inclusion of Workshop to explore the contents of athletics. It is suggested "more visits to schools to wake up future professionals to reality" (GO12), and "would include more school visits related to athletics" (GO17).

Milistetd et al. (2017) undergraduate courses should present practical possibilities for obtaining knowledge in different ways and levels of difficulties.

Ludicidad as means of transmitting knowledge of athletics in school

Contribution of the methodology to the school

In this block allows students to report on the use of playfulness in school. The majority of students declare the importance of play, recreation and play activities for the learning process, interactivity of children in all modalities, production of alternative materials and use in the activities, the experience of teaching an athletics class, working creativity and inclusion, the perception of the pleasure and fun of the students with the teaching of athletics, the creation of pedagogical strategies, the importance of teaching learning in practice, facilitating the child's learning through playfulness, the perception of athletics as the basis for other sports, teamwork, didactic selection of activities performed, perception of children's motor limitations, and the importance of recreational sports in school. What allows us to visualize in the speeches of GO2 "is a great help for a better understanding and a pedagogical tool."; and "teach learning to have fun." (GA33)

Silva (2017) playfulness is a methodological tool that together with didactics creates games and games for an educational practice for the child.

Perception of use of playfulness

The playfulness of the students in the reports is considered as a very important learning tool for the initiation of sports, of a more attractive character, a way to transmit more pleasant knowledge of the sport to the students of the school. As GA26 says, "Learning progress involving playfulness has made initiation to sport effective"; "They end up learning without realizing it" (GA28); "Playfulness is important in all respects, as it helps to include students in a pleasurable way." (GO20).

According to Hildebrandt (2018) running and throwing jumps are fundamental movements of the human being and base for other sports, these movements are not limited only by athletics, however, they can relate to health and income.

Professional training

Athletics Learning School / University

The students report that there is a difference in the areas, in the university the knowledge is more technical and specific, with methodological bases for teaching, content domain, structure and materials of athletics. At school athletics is a playful and pedagogic format, there are no athletics materials, transmission of the most basic and objective knowledge, contact with children. According to these analyses the GO24 statements that "in the university is a technical way, and in the school more

playful" and for GA25 the difference is "the methodology of application of teaching, it is noticeable that learning and teaching has more knowledge acquired than only learn and practice".

For Hildedrandt (2018) students must obtain teaching capacity that enables them to reflect on their teaching actions.

Contribution to vocational training

Most of the students report that the contributions to their professional training regarding the methodological strategy used in the athletics discipline were positive, adding more content, adaptations of teaching, behavior and professional preparation, to develop the practice of teaching in the school, practice of the contents of athletics, expansion of the importance of athletics in school, pedagogical enrichment for professional life. Among the speeches analyzed GO7 says that "it contributed positively, because I did not learn just by listening, I had the opportunity to teach and practice." Joining this contribution GA16 says that "we learned how we could attract students to this modality". Allied to this idea, GA26 students' reports "It even helped me in other disciplines," and "adding more content to be worked in school" (GO2).

Milistetd et al. (2017) the central idea of pedagogical practices is that future practitioners should be encouraged to practice meaningfully applying their knowledge.

CONCLUSION

From the considerations of the university students participating in this research, it is understood that the teacher plays a fundamental role in the effectiveness of the strategies that he uses in his class. To plan their practice closely intertwined with theory allows graduates of the area a greater contact with the reality of professional spaces.

It was noticed that the application of open teaching in the University promotes the insertion of the variety of methodological strategies that aim at the autonomy of the students, promoting the empowerment of the authorship of their actions. It was also observed that through the project "Playing athletics in school" the students were able to carry out their practices on the knowledge acquired in the university and transmit them directly in the school, consolidating the knowledge learned.

From the reports it was noticed that in the teaching and work plan the teacher follows the proposed contents and the contributions of the methodological strategy adopted allowed the students' involvement, creativity and cooperation among the students.

The teacher-student relationship stimulated the proposal of reflection of the future professional of physical education, as agent of education and promoter of the diversity of activities that athletics propitiates. Using ludicity as a methodological tool that contributed as a basis for the initiation of athletics in the school space.

It is considered that the open pedagogical conception is a methodology that allows a more flexible class, in which the relation between the student and the teacher assumes the characteristic of partnership and of power of mutual action, developing a process of teaching learning together in the classes.

It is suggested to investigate the methodologies used by university professors as a motivational factor for the practice of physical education at school. Thus, for the academic reality and the training of the physical education professional the pedagogical practice is allied to the process of knowledge construction of the students in formation.

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OPEN CONCEPTIONS OF ATHLETIC TEACHING: FROM UNIVERSITY TO SCHOOL.

ABSTRACT

The context of the academic training of Physical Education professionals in the present time needs to increasingly problematize their methodologies in the face of social changes and consequently of the teacher market of action of this area of knowledge. The investigation of the open conceptions of teaching in the university points to a reflective view at the qualitative level of the performance of the academics and the teachers in their daily actions of classroom. The open conceptions include in the planning a view that allows the students to decide, together with the teacher, a possibility within the degree of openness that is

proposed in the physical education class (KUNZ, 2003). The objective of this research was to analyze the methodology developed in the discipline of Research and Educational Practice of Athletics in higher education. It is a qualitative study of exploratory nature, developed in an undergraduate course in Physical Education degree from a private University of São Luís - Ma. Thirty-six university students participated and as a data collection instrument, a pilot questionnaire was initially used and later a more detailed final questionnaire was applied according to the objectives. The results were related to the description of the methodology applied to the discipline, playfulness as a means of transmitting knowledge of athletics in school and to its contributions to professional training. It was concluded that the teacher plays a fundamental role in the effectiveness of the strategies used in his class. To plan their practice closely intertwined with theory allows graduates of the area a greater contact with the reality of the spaces of professional performance.

Words-keys: Open teaching, Athletics, Professional training.

RÉSUMÉ

Le contexte de la formation académique des professionnels de l'éducation physique à l'heure actuelle doit problématiser de plus en plus leurs méthodologies face aux changements sociaux et par conséquent au marché d'action de l'enseignant de ce domaine de connaissances. L'enquête sur les conceptions ouvertes de l'enseignement à l'université suggère un regard réflexif sur le niveau qualitatif de la performance des universitaires et des enseignants dans leurs actions quotidiennes en classe. Les conceptions ouvertes incluent dans la planification un aspect qui permet aux étudiants de choisir, avec l'enseignant, une possibilité dans la limite du degré d'ouverture proposé dans le cours d'éducation physique (KUNZ, 2003). L'objectif de cette recherche était d'analyser la méthodologie développée dans la discipline de la recherche et de la pratique éducative de l'athlétisme dans l'enseignement supérieur. Il s'agit d'une étude qualitative de caractère exploratoire, élaborée dans le cadre d'un diplôme de premier cycle en éducation physique de l'Université privée de São Luís - Ma. Trente-six étudiants universitaires y ont participé et, en tant qu'instrument de collecte de données, un questionnaire pilote a été utilisé puis appliqué ultérieurement. un questionnaire final plus détaillé devant les objectifs. Les résultats ont été liés à la description de la méthodologie appliquée à la discipline, à l'esprit ludique en tant que moyen de transmission de la connaissance de l'athlétisme à l'école et à ses contributions à la formation professionnelle. Il a été conclu que l'enseignant joue un rôle fondamental dans l'efficacité des stratégies utilisées dans sa classe. Pour planifier leur pratique étroitement liée à la théorie permet aux diplômés de la région un plus grand contact avec la réalité des espaces de performance professionnelle.

Mots-Clés: Apprentissage ouvert, Athlétisme, Formation professionnelle.

RESUMEN

El contexto de la formación académica de los profesionales de Educación Física en la actualidad necesita cada vez más problematizar sus metodologías ante los cambios sociales y consecuentemente del mercado de actuación del profesor de esa área de conocimiento. La investigación de las concepciones abiertas de enseñanza en la universidad apunta hacia una mirada reflexiva sobre el nivel cualitativo del desempeño de los académicos y de los docentes en sus acciones cotidianas de aula. Las concepciones abiertas incluyen en las planificaciones una mirada que permita a los alumnos decidir, junto al profesor, una posibilidad dentro del grado de apertura que se propone en la clase de educación física (KUNZ, 2003). Se objetivó en la investigación analizar la metodología desarrollada en la disciplina de Investigación y Práctica Educativa del Atletismo en la enseñanza superior. Es un estudio cualitativo de naturaleza exploratoria, desarrollado en un curso de graduación en Educación Física licenciatura de una Universidad particular de São Luís - Ma. Participaron treinta y seis universitarios y como instrumento de recolección de datos se utilizó inicialmente un cuestionario piloto y posteriormente aplicó -se un cuestionario final más profundo ante los objetivos. Los resultados encontrados fueron relativos a la descripción de la metodología aplicada a la disciplina, a la ludicidad como medio de transmisión de conocimiento del atletismo en la escuela ya sus contribuciones a la formación profesional. Se concluyó que el profesor tiene un papel fundamental en la efectividad de las estrategias que utiliza en su clase. Planificar la práctica de estas debidamente entrelazadas a la teoría posibilita a los graduandos del área un contacto mayor con la realidad de los espacios de actuación profesional.

Palabras- claves: Enseñanza abierta, Atletismo, Formación profesional.

RESUMO

O contexto da formação acadêmica dos profissionais de Educação Física na atualidade necessita cada vez mais problematizar suas metodologias diante das mudanças sociais e consequentemente do mercado de atuação do professor dessa área de conhecimento. A investigação das concepções abertas de ensino na universidade aponta para um olhar reflexivo sobre o nível qualitativo do desempenho dos acadêmicos e dos docentes em suas ações cotidianas de sala de aula. As concepções abertas incluem nos planejamentos um olhar que permita aos alunos decidir, junto ao professor, uma possibilidade dentro do grau de abertura que é proposto na aula de educação física (KUNZ, 2003). Objetivou-se na pesquisa analisar a metodologia desenvolvida na disciplina de Pesquisa e Prática Educativa do Atletismo no ensino superior. É um estudo qualitativo de natureza exploratória, desenvolvido em um curso de graduação em Educação Física licenciatura de uma Universidade particular de São Luís - Ma. Participaram trinta e seis universitários e como instrumento de coleta de dados utilizou-se inicialmente um questionário piloto e posteriormente aplicou-se um questionário final mais aprofundado diante dos objetivos. Os resultados encontrados foram relativos à descrição da metodologia aplicada à disciplina, à ludicidade como meio de transmissão de conhecimento do atletismo na escola e à suas contribuições para a formação profissional. Concluiu-se que o professor tem papel fundamental na efetivação das estratégias que utiliza em sua aula. Planejar a prática destas debidamente entrelaçada à teoria posibilita aos graduandos da área um contato maior com a realidade dos espaços de atuação profissional.

Palavras-chave: Ensino aberto, Atletismo, Formação profissional.