88 - PHYSICAL EDUCATION TEACHING PRACTICE IN ELEMENTARY SCHOOLS: AN INVESTIGATION IN THE FAR NORTH OF THE COUNTRY

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INITIAL CONSIDERATIONS

Physical education (PE) is currently being a target of discussion and reflection concerning objectives, contents and pedagogical conjectures of teaching and learning for the scholars of this area. This subject can be visualized in the publications and in the discussions and reflexions present in the main national events of the area, or, even in the impacts raised during the process of curricular reestruturation by which the courses of physical education passed the last years (BARBOSA-RINALDI e MARTINELI, 2003). It brings a certain concern to the researchers regarding raising and pointing out ways, stressing more and more the need for changes in the initial formation of PE.

By contextualizing the process of initial and continued formation of physical education teachers, it was noted a predominance of the paradigm in the tecno-instrumental actions (considered routines of technical intervention; individualist teachers, expropriated of knowledge). And within this epistemological conception of practice as a technical or instrumental rationality, author Pérez (1996, 2000,p. 359), distinguishes that the descoveries of the investigation about the effectiveness of the teacher must not be transferred mecanically in forms of skills of intervention, but become principles and procedures that the teachers will use by making decisions and solving problems in their daily life in the class.

This predominance provided the teachers that act in area with a reflection. Palma (2001, p 15), stress that this area of knowledge is almost exclusively fixed in technique, in knowing-how-to-do and in knowing-how-to-teach, while “learning to learn” lost space, putting in danger the profissionalism of the teacher”

Kincheloe (1997) affirms that the risk of depersonalizing the predominating paradigm would be the breaking of beliefs, conceptions, values that are present, even in a hidden way, in the way how professional formation is conceived currently, because, even for the most critic one, the unknown causes a certain fear. Since new ideas can cause changes, but they are uncertain, it is easier to do as we always did. However, it is more dangerous, because old ideas brought us to where we are and, if we don't change, they will take us to the future.

In this sense, we focus the reflection on the pedagogical practice developed by physical education teachers in the county schools of Boa Vista – RR.

METHODOLOGICAL PROCEDURES

The current research has a qualitative character. To Minayo (1998), it corroborates with this assertive, when he affirms that the qualitative approach privileges the social individuals who retain attributes that the investigator intends to know, seeking the practices developed by beginning teachers.

Minayo (2003, p. 21), highlights also that “the qualitative research focus on social sciences, with a level of reality that can´t be quantified. It works with the universe of meanings, motives, aspirations, beliefs, values and attitudes”, looking for the understanding of the relations and phenomena that can´t be quantified. In this investigatory process, the researcher was concerned about the meaning of teaching plan, its norms and procedures and its consequent materialization.

According to Stake, and corroborated by Alves (1991), it is characterized quantitative research for collecting data from a large number of cases about a small number of variables confrontating it with the qualitative research that obtain data from a small number of cases about a large number of variables. While in the qualitative research, we highlight the unique understanding and contextuality of facts and events.

The data was collected and analyzed in a qualitative way. To Meksenas (2002,p. 130): “the qualitative character of the testimony leads the researcher to deal with the conceptions of world, the values and narratives of the individuals investigated, capable of explaining aspects of their practices and past or present social interactions”.

The choice of the individuals was made in a purposeful way. Regarding the selection of individuals, Turato (200, p. 356). comments that “the purposeful sampling is for the qualitative research just like the randomic sampling is for the quantitative research”. The current study was conducted in thirty physical education teachers allocated in county schools of elementary education, with up to 2 years of profissional experience, allocated in the metropolitan region of the county of Boa Vista-RR, both sexes. For the collection of data a social interview was conducted. These interviews were fully recorded, being semi-structured with closed questions and open answers, through audio recording, that was recorded with the aid of a MP3 with memory of 2GB, brand Genius, that in the diagnostic phase had the aim of knowing better the participants of the investigatory process.

The invitation was made by the reasearcher and its consequent concordance and signature in the term of voluntary and informed consent (TCLE) were the criteria for inclusion, corresponding to Turato (2003,p. 358), like the group Concordance in participating that is defined by the interviewer as being “in according with the clauses of the term of post-information consent for the participation in research”.

In the content analysis, Bardin (2002) points out like pillars the phase of description or preparation of the material, inference or deduction and interpretation. This way, the main points of pre-analysis are a fluctuating reading (first readings of contact the texts), the choice of documents (in the case, the transcript reports), the formulation of the hypotheses and objectives (related to discipline), referentiation of the indexes and elaboration of the indicators (the frequence of appearance) and the preparation of the material. That is why, all the interviews will be recorded through the recording of audio, fully transcripted and authorized by the participants, besides the texts passed by small linguistic corrections, but not eliminating the spontaneous character of speaking.

For the treatment of data, the technique of thematic or categorial analysis will be utilized and, according to Bardin (2002), is based on operations of dismemberment of the text in units, that is, find out the different cores of sense that constitute the

communication, and posteriorly, make its reagroupment in classes or categories. Besides, the documental analysis was also present, to make easier the handling of information, since, according to the author as well, it is a technique aiming to represent the content of a different document from its original format, agilizing consultations.

This way, it was observed that the interlocution between the knowledge acquired during the graduation and the practical use of them. Besides, the documental analysis has also served to facilitate the handling of information, with the analysis of content in the method of categorization, relating the interviews to the municipal norms in vigor.

RESULTS AND DISCUSSIONS

Before the objectives raised, we seek, with the intervention of field, to answer them in a systematic way. In this section, the specific objectives elected will be analysed in the light of the specialized literature and the data collected.

Identifying the teorical-practical construction of physical education teachers in schools

To find a possible answer to this specific objective the following questions were selected: 5,8,8.2, 8.3 e 8.4 of the interview.

The question 5 wonders if exists in school some type of plan and the way it occurs. It was answered the following way, to 1/3 of the interviewed it is made in a monthly and weekly way, to 16,67% at the pedagogical meetings, 13.33% fortnightly, 10% daily. In relation to these results, it was noted that there is a concern of teachers on the construction of the plan, because they try to develop it on behalf of its importance in the contribution of their classes.

And according to Limoeiro (1977), the teory allows us to get out of the plan of immediate, of the inconsequent espontaneism, what allows us to understand the conjuntural and structural conditionings involving us. This way the practice becomes possible along with the theory.

So, from a few reports of interviews, it is observed that the class plan is based on the curriculum of the county.

This way, it was selected the recording of the interviewd 27 which says:

Yes, weekly and semestrally, there is a meeting where the thematic of the school is debated, weekly meetings, but the plan is individual, the plan is based on the curriculum of the county. All that you will do has to be in the plan, the overseer surveils the classes to make sure that it is put in practice. I take the plan to SMEC (municipal secretariat of education and culture), there they analyze if everything is right.

The question 8 checks the place where the plan is executed, being answered the following way: of the 30 interviewed 30% said that their classes are planned according to the weekly plan, 23.33% through the course plan and annual, 13.33% through researches, 6,67% from the objective of the county, 6.67% in the curriculum, 3.33% at home, 3.33% return, 6.67% monthly plan, 3.33% semestral plan and 3.33% planned from the pedagogical meeting.

According to the interviewed number 23:

I make a plan of what i intend to work on and send to SMEC (municipal secretariat of education and culture), I believe that in the plan of all teachers of the county, SMEC makes a semestral cronogram. There are contents every month, every month there is a different theme, then I make a class plan, that is, weekly.

It was asked in this same question if there is the participation of others PE teachers in the plan. From the 30 interviewed 80% answered that there is collaboration without a deeper discussion about the theme and 20% said that no. Other teachers don't participate in this construction the following way, according to the interviewed 12:

No. By the way it is already something very polemic, because we look for some help, some interation or shift of experience or even explaining that we can work together in their activities in the classroom, like mathematics, in the activities, there is a great deal of activity that we even use, because we know that they are using it in the classroom, but not because there was this … this consensus, we plan, but not because of this consensus, how are we going to work together? No way.

Other questioning was regarding the participation of the pedagogical coordinator in the plan. It was observed that 76.67% reported that there is participation. From this data, we seek to discuss the influence of the pedagogical orientator (in a passive way, like a burocrat; in an active way, in aid of the teacher and who doesn't participate) in the face of the pedagogical practice of the interviewed. Interviewed number 16:

Partially is … green light got it? Teacher, here are your classes, make your plans, I give the approval, but today in the public system in the educational means is, it is lacking in a certain way to us of the area of physical education people with a deeper knowledge, you got it? Not that…the way that exists already at SMEC a procedure of teacher supervision, assiduity, ponctuality, if the class is creative, if the class is motivating regarding the teacher and the student, but in the sense of the teacher being questioned, this profissional that is being questioned, that is, the coordinator of the school must have ample knowledge of the area, because oftenly what happens, for being basic education the first segment or first cycle, whatever, we have around a large number of pedagogue and the psychopedagogue, so what happens, the psycopedagogue and the pedagogue think that physical education is just psychomotricity and, actually it is not, then there is a conflict.

By focusing on the construction of the plan, it is noted the importance of the oriented construction of the teaching action, that, like a process, is organized and gives direction to the coherent practice with the objectives to what it is proposed. For the concretization of this teaching activity, it is observed the need of an interest of plan that are the political-pedagogical project and the curricular project, these are guiding and contribute to the coherent responsible teaching action, and antecede the plan of teaching itself. According to Ott (1984), it refers to three phases of plan. The first phase is the one of the practical principle that has as objective to satisfy the activities of class exclusively. The second one is the instrumental phase, which is related to the tecnicist trend of education, like solving the problems of lack of productivity of school education, without considering, the socio-political-economical factors. The last phase is that of the participative plan, that sought to value the collective construction through the resistance to the model of reproduction of the educational system, the participation and formation of a critical conscience from the reflection on a transforming practice.

In this sense, Freire (1997; 44), reflects on the practice and the own teorical speech, being necessary the critical reflection, this one has to be in a way so concrete to almost get mixed with practice. It is worthwhile to highlight that the plan is based on the relation between teory and its practice in a determined context, that has as objective the concretization of the principles and objectives already elaborated by the teaching institution, existent in its political-pedagogical project. However, the teacher will also have his contribution in the making of decisions and actions in this process of teaching-learning of the student, being him the interventor in the construction of the educational making.

By highlighting the importance of the participative plan, in a conception of open classes, author Cardozo (1998), considers the possibility of co-decision on the levels of plan, objectives, contents and forms of transmission and communication in teaching, he criticizes the excess of tecnicism in the area of physical education, but proposes the alternative of flexibility in the decisions and actions of pedagogical making, dedicating to the plan important considerations as the coletive construction.

Based on what was said above, we try to show how teory and practice work together and one applied to the oher

informs and forms the context of action. To Limoeiro (1977), teory allows us to get out of the immediate, the inconsequent esponteism, what allows us to understand the conjuntural and structural conditionings involving us. So, if the physical education teacher, by desconsidering the importance of appropriating the elements of theoretical understanding of the process of constituition of the individual, in their critical and criative constituintes, contributes more to inhibit than promoting the full development of the pupil.

According to Alves, Amaral e Bonfim (2011), the school and the physical education teacher (PET) have a fundamental role, making the awakening in the citizens of all possibilities of human move besides adopting a critical posture to values of a capitalist society. They also point out that changes are necessary in the conducts adopted by PET, in the approach of the content of teaching and the methodologies to better guide the students to a practice of the human move turned to the formation of the citizen.

FINAL CONSIDERATIONS

In the face of the results found, we can conclude that the theoretical-practical construction of the teachers of physical education in the schools in Boa Vista county – RR from a few reports of the interview, it was observed the their plans are based on the curriculum of the county, the way that contents are found in this curriculum, what work in the initial series of basic education, contemplating each block, periods of general contents and then the specific ones and the activities.

But, such competences don't happen in the process of the pedagogical practice, since the teaching staff presents difficulty in the participation of teachers of other disciplines of the school in the construction of the plan. By verifiying such a perspective that permeates the culture of physical education, we analyse them as a situation that doesn't favor the concretization of pedagogical proposals, since is is considered important the integrated participation of these authors in the school environment for changes to be planned and made.

As to the participation of PET and pedagogical coordinators, it is noted that there is a great collaboration on the part of the physical education teachers regarding the plan, this way, we believe that the teaching staff is working in the disarticulation of standard visions, through the framework of group, adjusting to a new vision in education.

For that to happen the data suggest that changes are needed in the conducts adopted by the agents who contribute to the formation of future citizens, since school, while a space of cultural diversity, an institution that allows and favors appropriation and usufruct of social rights and cultural assets.

Considering this understanding, it is urgent the quest for a major identity between PE, while a curricular component responsible for the formation of citizenship, that must participate in all process that involves a school dynamics, and the complex incertain historical cultural social economical contexts involving it.

So it will be possible for the PE to articulate critically a conception that can be explored and transformed along with the school agents and the other curricular components, enabling a teaching capable of increasing the arguments about the importance of insertion and integration of PE in the school culture.

For the next studies we recommend the participative construction of a pedagogical proposal in a school, in which all the social actors participate actively, since participation is a contributory factor in the formation of the citizen, in the construction of plan, execution and assessment of pedagogical activities, since it must be shared by the group in the quest for a perspective of a transforming education and not in an individualized way by the fragmentation of groups.

In this aspect, for the physical education being a space where we learn the value of participation for the formation of citizenship and for the construction of democracy, we highlight the importance of the improvement of the social relations that occur inside the school, but that transcend it too.

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PHYSICAL EDUCATION TEACHING PRACTICE IN ELEMENTARY SCHOOLS: AN INVESTIGATION IN THE FAR NORTH OF THE COUNTRY

The aim of the study was to know the pedagogical practice developped by novice physical education teachers in the teaching system of schools in Boa Vista county – RR, Brazil. Thirty both-sex teachers, with up to two years of experience were interviewed. The data of the interview was analyzed trough the content analysis, in the method of categorization (BARDIN, 2002). According to the results, the teaching plan executed by the teacher is based on the country curriculum, but, in the pedagogical practice, there is a great difficulty in the materialization. Other problems affect this practice, like the participation of teachers of other disciplines in the construction and execution of this plan. It is concluded que changes are needed in the conducts adopted by these social actors, besides a bigger approximation of the teaching institutions with the necessary practice of the beginners, since the aim of the formal teaching is to form the critical autonomous citizen, facing the challenges of living in society.

KEY WORDS: school physical education, pedagogical practice, initial formation of teachers.

LA PRATIQUEDE L'ENSEIGNEMENT DEL'ÉDUCATION PHYSIQUEDANS LES ÉCOLES ÉLÉMENTAIRES: UNE RECHERCHE DANS L'ÊXTRÊME NORD DO BRÉSIL

L'objectif de cette étude a été connaître les pratiques pédagogiques développées par les enseignants débutants de l'éducation physique dans les écoles du réseau municipal de Boa Vista - RR, au Brésil. Trente enseignants des deux sexes, avec un maximum de deux ans d'expérience ont été interrogés. Les données des entrevues ont été traitées par analyse de contenu, la méthode de catégorisation (Bardin, 2002).Selon les résultats, la planification de l'enseignement fait en cursus enseignant est basée sur la proposition municipale, mais dans la pratique pédagogique, il est très difficile dans son application. D'autres problèmes affectent cette pratique, comme la participation des enseignants d'autres matières dans la construction et la réalisation de ce plan. On a conclu que des changements sont nécessaires dans les approches adoptées par ces acteurs sociaux, et un rapprochement plus poussé des institutions de formation avec les besoins pratiques des enseignants, puisque l'objectif de l'éducation formelle est la formation du citoyen, critique et autonome devant les défis de la vie en société.

MOTS-CLÉS: Éducation physique scolaire, Pratique pédagogique, la formation initiale des enseignants.

LA PRÁCTICA DOCENTE DE LA EDUCACIÓN FÍSICA EN LAS ESCUELAS DE ENSEÑAZA FUNDAMENTAL: UNA INVESTIGACIÓN EN EL EXTREMO NORTE DEL BRASIL

El objetivo del estudio fue conocer la práctica pedagógica desarollada por los profesores iniciantes de Educación Física en las escuelas de la RedMunicipal de Enseñanza de Boa Vista - RR, Brasil. Trenta profesores, de ambos los sexos, con hasta dos años de experiencia fueron entrevistados. Los datos de la entrevista fueron tratadosatravés de la análisis de contenido, en el método de la categorización (BARDIN, 1977). De acuerdo con los resultados, el planeamiento de enseñanza realizado por el docente es basado en la propuesta curricular del município, pero, en la práctica pedagógica, hay una gran dificuldad en la su materialización. Otros problemas afectan esta práctica, como la participación de profesores de otras disciplinas en la construcción y consecución de este planeamiento. Se concluye que son necesárias modificaciones en las conductasadoptadas por estos actores sociales, ademas de una mayor aproximación de las instituiciones formadoras con las necesidades prácticas de los docentes, ya que el objetivo de la enseñanza formal es con la formación de los ciudadanos, críctico e autonomo, perante los desafios de se viver en sociedad.

PALABRAS LLAVES: Educación Física escolar, Práctica pedagógica, Formación inicial de profesores.

A PRÁTICA DOCENTE DA EDUCAÇÃO FÍSICA NAS ESCOLAS DE ENSINO FUNDAMENTAL: UMA INVESTIGAÇÃO NO EXTREMO NORTE DO BRASIL

O objetivo do estudo foi conhecer a prática pedagógica desenvolvida por professores iniciantes de Educação Física nas escolas da Rede Municipal de Ensino de Boa Vista - RR, Brasil. Trinta professores, de ambos os sexos, com até dois anos de experiência foram entrevistados. Os dados da entrevista foram tratados através da Análise de Conteúdo, no método da categorização (BARDIN, 2002). De acordo com os resultados, o planejamento do ensino realizado pelo docente é baseado na proposta curricular do município, porém, na prática pedagógica, há uma grande dificuldade na sua materialização. Outros problemas afetam esta prática, como a participação de professores de outras disciplinas na construção e consecução deste planejamento. Conclui-se que são necessárias modificações nas condutas adotadas por estes atores sociais, além de uma maior aproximação das instituições formadoras com as necessidades práticas dos docentes, já que o objetivo do ensino formal é com a formação do cidadão, crítico e autônomo, perante os desafios de se viver em sociedade.

PALAVRAS CHAVES: Educação física escolar, Prática pedagógica, Formação inicial de professores.