214 - THE LESSONS OF PHYSICAL EDUCATION COURSE OF COMPUTING THE FEDERAL INSTITUTE OF EDUCATION, SCIENCE AND TECHNOLOGY ALAGOAS CAMPUS MACEIÓ. "AN APPROACH RECREATIONAL

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INTRODUCTION

This article aims to present a methodological approach to the development of physical education classes, taught by Professor José Roberto Alves Araújo the first and second years of the Course of Computer Integrated School of the Federal Institute for Education, Science and Technology of Alagoas - Campus Maceió. The central idea of the Integrated School is to unite the area of general education to vocational education enabling a comprehensive, supported on track: work, science and culture aiming at overall development of the individual, offering a position to continue their studies or to enter the world of work, either as an employee, entrepreneur is his own business. This type of integrated high school, and policy of the Ministry of Education (MEC), through the Department of Technical Education and Technology, has expansion plans for some regions of the state and must include several professional areas, observing the demand characteristics of each region of our state.

Looking at Physical Education classes at the Federal Institute for Education, Science and Technology of Alagoas in Maceió Campus, one can see that there are two aspects of performance of Physical Education: one focused on fun, the Physical Education class with activities perspective recreational and leisure, and another line of work and the practice of sports as shaft driver, a Physical Education esportivizante. On a novelty recreational deploy a strategy of direct participation of students in the process of redemption games and popular games. At first search and each student brings writing a popular game or game to be applied in its traditional format, such as heating in physical education classes, the first and second years of the Course of Computer Integrated School of the Federal Institute for Education, Science and Technology of Alagoas - Maceió Campus, this work must come in writing stating the rules, how to play, place and time when it was the activity, ie, the way he played or played at the site of practice. In a second stage these activities are studied by students and teachers to be developed some adaptations to make them more inclusive, and turned into another game.

The games and the games are a symbolic representation of life, and it is there that creates the habit of performing a physical activity, respect the rules and next, to live with others, to bring people together, you can create a generation guided principles of brotherhood, solidarity, cooperation, co-education with the physical education teacher and the driver of this process, in view of social values and teaching the game and play as a means of popular education.

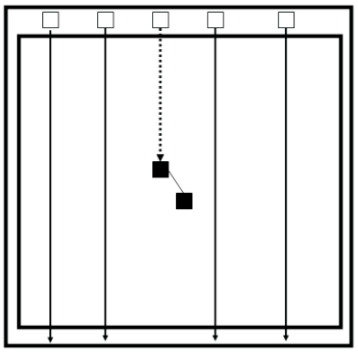
According to (Moraes, 2004) need to escape the traditional paradigm of education that is committed to the past with things that can not be forgotten, that gives greater emphasis on conformity, not the constructive side realizes the mistake, eliminate any attempts to and freedom of expression. We need more than ever, a new educational model that, in addition to work for the formation of the self, also recognizes learning as a complex process in permanent construction, which depends on the actions and reactions that you know, it depends on what happens in its embodiment, the structural changes that occur in the autopoietic organization, the mutual influences between the individual and the environment where it is inserted. A paradigm that you contribute to the integral formation of human learner, capable of bringing education to life and bring a little more life into our classrooms. In fact, we need new teaching guidelines to help us recognize that it is time for a new education, a new dialogue, new partnerships and new alliances. It is time for new challenges and new values, the birth of new cultures, the emergence of a new consciousness, opening time for new knowledge, new times to announce the beginning of this millennium. It is time to re-enchant education!

For Castro (2008), high school, meeting place of many contradictions in Brazilian education system has too many roles, one can say that is one level in permanent crisis. The major problem is the average between half to prepare students for the work and the other half to the top. Things are mixed, with greater distances between functional values and attitudes in each of the options. The school inherits all the problems of quality of primary school and add them a model in the world: there is no alternate route between schools with different profiles (European model) or the possibility of taking different paths in the same school (American model) .There is extensive debate on the solution to our school.

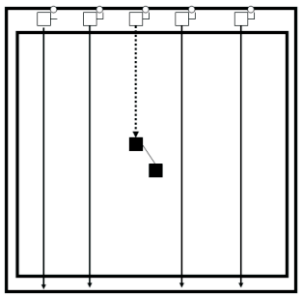
We present four examples of this practice with the first and second time this strategy perspective Recreational:

1 - Example. The Lord of the Street, in Maceió-AL (elsewhere: Mother of the Street)

Description: The Game "main street" traditional place as follows: the teacher chooses one student to be the "main street", all other students are before the court sideline by jumping on one foot (sidewalk) and may walk or run with both feet, just inside the court (street). The goal is to try to move from side to side of court (street), without the "main street" feel it. The student who is touched by the "main street", it helps to get the other and so on. The game ends when all students have been touched.



The Owner of the Street Ball (adaptation): Description: "Lord of the Cul-Ball" - The game takes place just as the game mentioned above, the difference is that each student except the "main street" will be with a ball, and that will be hitting the ball (dribbling) . If the "main street" catch (touch) a player, it leaves the ball outside the court and helps the "main street" to catch (touch) the others. Change: is the "Lord of the Street Ball" - it happens the same way as the previous games, the difference is that the "main street" that will be hitting the ball (dribbling) the whole time while trying to catch the other players that will be no ball if the "main street" to touch a player, it picks up a ball and hitting the ball (dribbling) helps the "main street" to get the other players and so on. The game ends when all players have been touched.



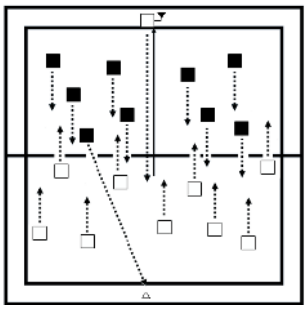
In this activity we will give emphasis to decision making (choosing the right moment to

cross the street) and adapting the ball (which is knowledge and familiarity with the implement of the game "the ball" discovering the same field, their trajectories, speeds, relationship space and time, handle, handling the ball and so on.). And the first steps to learn the foundation Dribble (handball, basketball).

2 - Example.

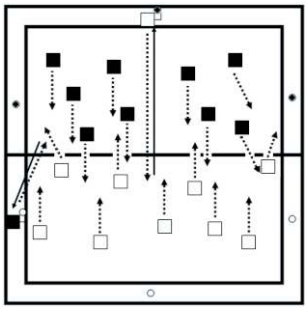
Steals Flag in Maceió - AL (elsewhere: Pique Flag, Flag Bar):

Description: OA court will be divided into two parts by an axis and with a local bounded to the flag (eg the area of Handball can be called heaven, custard, or Picnic), students will be divided into two teams, and possible with equal number of members, posted on either side of the court. The goal is to get the "flag" (flag, sandals, ball) and bring opponents to their side of the court without being touched. When a member is touched without the flag should be stopped (standing, squatting or sitting) and can only rejoin the game when a member of your team can touch it. When a player in possession is touched, it will be stopped and returns the ball to where it was (in the sky, the manja, no pic). The player who reaches the site of the "flag" an adversary (in the sky, the manja, no pic), can not be touched, can only be played when it enters the playing court the opponent. Marks the point the team that can pass the flag of the court is contrary to their side of the court first.



Steals Flag with 3 flags and passes (adaptation):

Description: The game takes place in a similar way to steal the flag (Pic-Flag, Flag Bar) traditional, the difference is to be placed 3 "flags" (balls) on each side of the opponent's court, eg a "flag" in fund (within the area of handball) and two in the side-arms (hoops) after the limits of the court. The court is divided in two by a central line, students will be divided into two teams, and if possible with equal number of members, stationed on either side of the court. The goal is to get the "flags" (balls) and bring opponents to their side of the court without being touched. When a member is touched it should be stopped (standing, squatting or sitting) and can only rejoin the game when a member of your team can touch it. When a player in possession is touched, it will be stopped and returns the ball to where it was (in the sky, the manja, no pic). The player who reaches the site of the "flag" an adversary (in the sky, the manja, no pic), can not be touched, can only be played when it enters the playing court the opponent. Marks the point the team that can pass the flags of the court is contrary to their first block. It is mandatory to exchange three passes before returning with the flag of the opponent to his. Variation: play with your feet.

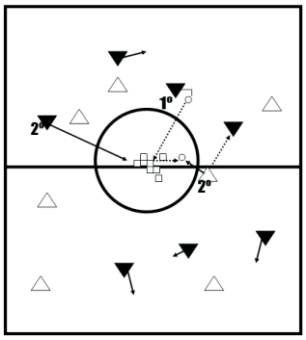


We use a strategy game very dynamic and well known, and made some major changes to the game of handball in Steals Flag beyond the traditional movements and deselection of players, are observed decision-making and speed of reasoning to defend and attack in hours without rushing timely actions and make unnecessary movements. Introduced the passes and receptions to enhance these fundamentals of the game of handball, and stimulate the thinking of team play by the players. These

attitudes are of paramount importance to achieve the goals of the game is the scoring in this game adaptation of popular (and goals in the game of handball).

3 - Example. Seven Stones, in Maceió-AL:

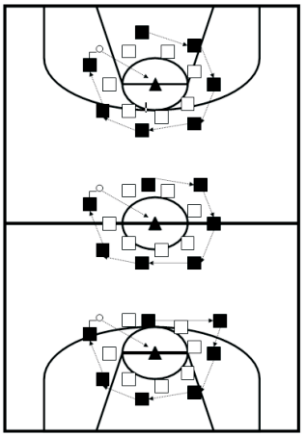
Description: Divide the class into two groups, each group at one end of the court. Place the 7 stones (in rectangular shape and one above the other) in the middle of the court, the group A will play the ball and shoot the stones, if drop at least one stone would have to run around the court and Group B will intended to catch the ball and burn the players in Group A before he can put the stones in place (on top of another). Who is burned stands there waiting to be rescued by a teammate (being played). Mark the point the team that put the stones in place or the team that burn all foes.



Works hand-eye coordination, manipulative skills, stabilization, sporting and social.

Ball in the Tower (adaptation)

Description: A court will be in 3 rounds, using the center circle and the circle formed by the "bottles" of basketball. Students will be divided into two teams of the same amount of members, for each circle. In the middle of each circle is placed a cone that represents the "castle". The goal of the game is, exchanging various types of passes with his companions try to overthrow the cone. Will not be allowed any participant to enter the circle. The activity lasts about 15 minutes. When the team that is defending retrieve the ball, it is to attack and that was attacking team is defending. Variations: The activity can start with the hand and then with the foot and using balls of different modalities.

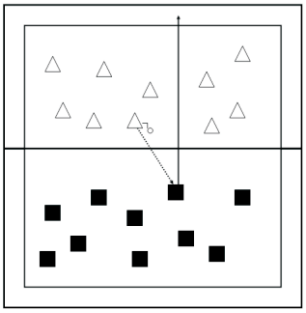


Develops motor skills, manipulative skills stabilization (Seven Stones), aiming, passing, receiving, dribbling and shooting.

4 - Example.

The Game Burned in Maceió-AL (elsewhere: Burn, Shot):

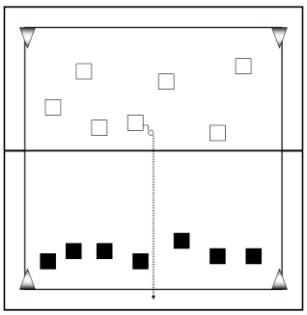
Description: Students will be divided into two teams, the playing field is a rectangle 20 x 10 meters, dividing the field in half, each team will be posted on one side of the field, we can use the volleyball court (18x9 meters) . The goal is to hit the ball with players of opposing teams that run to close to the bottom line, the ball can be thrown to the center line, the player who is hit will be considered "burned" and will move with the ball to the end of the opponent's court, after the bottom line of it. After burning the player continues playing the game controlling the ball with his companions or burning opponents who are running to close to the axis, the burner can throw the ball to the bottom line. Wins the game the team that burn all the players the other team.



Burned with a goal (adaptation):

Description: Students will be divided into two teams, the playing field is a rectangle about 20 x 10 meters, dividing the

field in half, put two large cones to the beacons at the intersection of the lateral lines with the bottom line (a goal in each field), each team will be posted on one side of the field, players can go anywhere in your field. We can use the tennis Volleyball (18x9 meters). The goal of the game is to score the goal of the opposing team, the ball can only be thrown to the center line, the goal is only valid if the ball crosses the touchline, and the height of the cone (goal), all goalkeepers and players are pitchers. Wins the game the team that scores the most goals in a specified time or if it is established that the match is completed in a given score, the size of the beam (beacon) may vary depending on the number of players. Variation: play with your feet.c



Burned with Gol, introduced the beacons for marking of points needed to determine a winner in the game. This new format of the game more motivated and certainly attracts more participants, with a goal other than to burn the opponent (many are afraid to take a lump sum) the game becomes more participatory and inclusive. In this approach the game with Goal Burned we can observe the players will defend the goal and attack the opposing team with a group-think and division of labor, the emergence of a few passes, important requirements for their development and understanding of other forms of multiplayer games that will participate.

CONCLUSION

With the evaluation of this methodology, perspective Recreational, deployed as a strategy for physical education in first and second years of the Course of Computer Integrated School of the Federal Institute for Education, Science and Technology of Alagoas - Maceió Campus, we conclude that games and popular games can contribute to comprehensive education, they offer several ways to solve problems in decision making and developing new ways from a primitive form.

The games and popular games can be a symbolic representation of life, and through them, you can create the habit of physical activity, respect the rules, the next, the socializing, bringing people together. Thus form a generation guided by principles of brotherhood, solidarity, cooperation, co-education, and with physical education as the linchpin of this process, the perspective of social values and teaching the game and play as a means of popular education.

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THE LESSONS OF PHYSICAL EDUCATION COURSE OF COMPUTING THE FEDERAL INSTITUTE OF EDUCATION, SCIENCE AND TECHNOLOGY ALAGOAS - CAMPUS MACEIÓ. "AN APPROACH RECREATIONAL»

ABSTRACT

This article aims to present a methodological approach to the development of physical education classes, taught by Professor José Roberto Alves Araújo the first and second years of the Course of Computer Integrated School of the Federal Institute for Education, Science and Technology of Alagoas - Campus Maceió. The central idea of the Integrated School is to unite the area of general education to vocational education enabling a comprehensive, supported on track: work, science and culture aiming at overall development of the individual, offering a position to continue their studies or to enter the world of work, either as an employee, entrepreneur is his own business. With the evaluation of this methodology, perspective Recreational, deployed as a strategy for physical education in first and second years of the Course of Computer Integrated School of the Federal Institute for Education, Science and Technology of Alagoas - Maceió Campus, we conclude that games and popular games can contribute to comprehensive education, they offer several ways to solve problems in decision making and developing new ways from a primitive form. The games and popular games can be a symbolic representation of life, and through them, you can create the habit of physical activity, respect the rules, the next, the socializing, bringing people together. Thus form a generation guided by principles of brotherhood, solidarity, cooperation, co-education, and with physical education as the linchpin of this process, the perspective of social values and teaching the game and play as a means of popular education.

KEYWORDS: Physical Education, Games and Playful Fun.

LES LEÇONS DE L'EDUCATION INSTITUT PHYSIQUE DES COURS DE CALCUL DE L'INSTITUT FÉDÉRAL DE L'EDUCATION, LA SCIENCE ET LA TECHNOLOGIE ALAGOAS - CAMPUS MACEIO. "UNE APPROCHE DE LOISIR"

RÉSUMÉ

Cet article vise à présenter une approche méthodologique pour l'élaboration de cours d'éducation physique, enseigné par le professeur José Roberto Alves Araújo la première et la deuxième partie du cours d'informatique de l'école intégrée de l'Institut fédéral pour l'éducation, la science et la technologie d'Alagoas - Campus de Maceió . L'idée centrale de l'école intégrée est de réunir le domaine de l'enseignement général à l'enseignement professionnel permettant un règlement

global, appuyé sur la bonne voie: le travail, la science et la culture en vue du développement global de la personne, offre une position de poursuivre leurs études ou d'entrer dans le monde du travail, soit comme salarié, chef d'entreprise est sa propre entreprise. Avec l'évaluation de cette méthode, la perspective de loisirs, déployé comme une stratégie d'éducation physique dans les première et deuxième années du cours d'informatique de l'école intégrée de l'Institut fédéral pour l'éducation, la science et la technologie d'Alagoas - Maceió Campus, nous concluons que les jeux et jeux populaires peuvent contribuer à une éducation complète, ils offrent plusieurs façons de résoudre des problèmes dans la prise de décision et de développer de nouvelles façons d'une forme primitive. Les jeux et les jeux populaires peuvent être une représentation symbolique de la vie, et à travers eux, vous pouvez créer l'habitude de l'activité physique, le respect des règles, l'autre, la socialisation, rassembler les gens. Forment ainsi une génération guidées par des principes de fraternité, de solidarité, de coopération, la co-éducation, et avec l'éducation physique comme la cheville ouvrière de ce processus, le point de vue des valeurs sociales et l'enseignement du jeu et le jeu comme un moyen d'éducation populaire.

MOTS-CLÉS: éducation physique, jeux et ludique Fun.

LAS LECCIONES DEL CURSO DE EDUCACIÓN FÍSICA DE INFORMÁTICA DEL INSTITUTO FEDERAL DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA ALAGOAS - CAMPUS MACEIÓ. "UN ENFOQUE DE RECREO»

RESUMEN

Este artículo tiene como objetivo presentar un enfoque metodológico para el desarrollo de las clases de educación física, impartido por el profesor José Roberto Alves Araújo el primer y segundo año del Curso Integrado de la Escuela de Informática del Instituto Federal de Educación, Ciencia y Tecnología de Alagoas - Campus Maceió . La idea central de la Escuela Integrada es unir el área de la educación general a la educación profesional que permita una solución global, apoyado en el buen camino: el trabajo, la ciencia y la cultura con miras al desarrollo integral de la persona, ofreciendo la posibilidad de seguir sus estudios o para entrar en el mundo del trabajo, ya sea como empleado, empresario es su propio negocio. Con la evaluación de esta metodología, la perspectiva de recreo, desplegada como una estrategia para la educación física en los años primero y segundo del Curso Integrado de la Escuela de Informática del Instituto Federal de Educación, Ciencia y Tecnología de Alagoas - Maceió Campus, se concluye que los juegos y juegos populares pueden contribuir a la educación integral, que ofrecen varias maneras de resolver los problemas en la toma de decisiones y el desarrollo de nuevas formas de una forma primitiva. Los juegos y los juegos populares y puede ser una representación simbólica de la vida, ya través de ellos, puede crear el hábito de la actividad física, el respeto de las normas, la siguiente, la socialización, la gente que reúne. Así, forman una generación guiada por los principios de fraternidad, la solidaridad, la cooperación, la coeducación y la educación física como el eje de este proceso, la perspectiva de los valores sociales y la enseñanza del juego y jugar como un medio de educación popular.

PALABRAS CLAVE: Educación Física, Juegos y Diversión lúdica.

AS AULAS DE EDUCAÇÃO FÍSICA DO CURSO DE INFORMÁTICA DO INSTITUTO FEDERAL DE EDUCAÇÃO, CIÊNCIA E TECNOLOGIA DE ALAGOAS – CAMPUS MACEIÓ. "UMA ABORDAGEM LÚDICO-RECREATIVA"

RESUMO

O presente artigo tem como objetivo apresentar uma abordagem metodológica utilizada para o desenvolvimento das aulas de Educação Física ministradas pelo professor José Roberto Alves Araújo nos primeiros e segundos anos do Curso de Informática do Ensino Médio Integrado do Instituto Federal de Educação, Ciência e Tecnologia de Alagoas – Campus Maceió. A idéia central do Ensino Médio Integrado é unir a área de formação geral à profissionalizante possibilitando uma educação global, apoiada nos eixos: trabalho, ciência e cultura, visando o desenvolvimento integral do indivíduo, oferecendo condições de continuar seus estudos e/ou de se inserir no mundo do trabalho, seja como empregado, seja empreendedor de seu próprio negócio. Com a avaliação desta metodologia, numa perspectiva lúdico-recreativa, implantada como estratégia do ensino da Educação Física nos primeiros e segundos anos do Curso de Informática do Ensino Médio Integrado do Instituto Federal de Educação, Ciência e Tecnologia de Alagoas – Campus Maceió, concluímos que os jogos e as brincadeiras populares podem contribuir na formação integral do indivíduo, pois oferecem diversas formas na resolução de problemas, nas tomadas de decisões e na elaboração de novas maneiras a partir de uma forma primitiva. Os jogos e as brincadeiras populares podem ser uma representação simbólica da vida, e através deles, pode-se criar o hábito da prática da atividade física, do respeito às regras, ao próximo, ao convívio, aproximando as pessoas. Formaremos, assim, uma geração pautada em princípios de fraternidade, solidariedade, cooperação, co-educação e tendo a Educação Física como eixo condutor desse processo, através da perspectiva de valores sociais e pedagógicos tendo o jogo e as brincadeiras populares como um meio de educação.

PALAVRAS-CHAVE: Educação Física, Jogos e Lúdico Recreativa.

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