148 - STUDENT VOICE LESSONS IN PHYSICAL EDUCATION

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PRESENTATION

The discussions in the classroom are of fundamental importance in the learning process, the student to express himself is actively participating in the construction of knowledge. Although the dialogue is important, because this is not present in physical education classes?

Thus, this study aims to verify the dialogue between student and teacher, teaching practice, during physical education classes. The present study is literature, that this second Gil (1999) "explains that the literature is developed through material already prepared, mainly books and scientific articles.»

As a subsidiary of some reflections of Peter McLaren (1977) in his book Life in Schools: an introduction to critical pedagogy in the foundations of education was of utmost importance for the understanding of factors related to school environment.

Another author who supports us is Paulo Freire (2005), in his works: Pedagogy of the oppressed, overwhelmed dealing with the relationship / Pedagogy of the oppressed and autonomy: the pedagogical knowledge needed, which displays the necessary characteristics that teachers need to achieve a quality educational practices.

In addition, we use our observations in the "ground school", a public school, characterized as an action research. This as stated by Franco (2005) action research considers the critical voice of the subject, his perspective, his sense, but not just for the record and subsequent interpretation of the researcher: the voice of the subject will be part of the fabric of the research methodology.

This not only observe the physical education classes and had the opportunity to make regencies, enriching experience for our initial training.

DIALOGUE: ANTIDOTE TO AUTHORITARIANISM.

The relationship with the student teacher's historically settled by the authoritarianism of the teacher, which gave no opportunity for students to express their previous knowledge, he was the center of knowledge, the keeper of knowledge. It is presented by design "bank" as an instrument of oppression. In this view the student is seen as a guy who knows nothing, education is a gift of those who believe they have knowledge.

The teacher in this process, "deposits" content in the mind of the students, who receive it as a form of storage, which is what is called alienation of ignorance, for there is no creativity, transformation and neither know, there exists a "culture of silence" that because the teacher is the possessor of the word, creating the condition of the student taxpayer who does not participate in the educational process. According to Freire (2005): "No one teaches anyone, no one educates himself, men educate each other, mediated by the world", this famous phrase seemed at first to have a striking effect among educators because he denounced all oppression contained in education, especially in designing bank, which in essence makes possible the continuation of the oppressedcondition.

From this perspective, we can make an analogy of Pedagogy of the Oppressed by Paulo Freire (2005) in the classroom, the teacher and students as oppressor and the oppressed, but to overcome this situation it is necessary that dialogue appears on the scene as the great promoter of education more human and even revolutionary. The educator before "owner" is the word to hear, because "the silence is not that men do, but in word, in work, in action-reflection." This is precisely what has been called the media coverage around the world, space for the construction of the deep love of the world and men. Also according to Freire (2005), the dialogue begins in search of the curriculum. To the teacher-student, dialogical, problem-solving content is not a gift or an imposition, but the return of organized, systematic and added to the people of those documents he handed in an unstructured manner. Dialogue is not a historical product, is the very historicity, it is therefore the movement of consciousness that constitutive opening to infinity, intentionally overcomes the boundaries of finitude, and ceaselessly seek to rediscover beyond himself. Express yourself by expressing world involves communicating.

THE TEACHER / STUDENT RELATIONSHIP: POSSIBILITIES OF CHANGES BY VOICE.

To try to change the educational situation we find theoretical foundations that have helped us build a new look and a renewal process in the situation we find ourselves.

We take the words as the beginning of McLaren (1997), in which teachers need to understand how the experiences produced in the various fields of everyday life produces, in turn, the different voices that students use to make sense of their worlds and, consequently, to their existence in society.

The teacher must understand that the students get to school, brings with it many opportunities and teacher experiences in dealing with these experiences should be careful to select them for carrying these multiple values, discourses and subjectivities. If there is no selectivity of experiences can happen a failure to communicate with students that may interfere with the learning. process.

According to McLaren (1997) student voice is not a reflection of the world as it is a force shaping, which plays the role of mediator forms the reality within historically constructed practices and power relations.

It is as if the student had not always been heard by many times, was prepared as alienated labor to follow a dominant ideology as if the student was a "deposit" of information in themselves empty.

Need for change is an active dialogue between teachers and students, in this sense comes the voice bringing cultural and historical specificities. With this, "can learn to get rid of the authoritarian control of the discourse of the middle class as a form

of self-assertion, without rejecting their own speech or the working class, nor, where the discourse of the middle class" (Maclaren,1997).

With that the voice assumes the role of mediating the relationship between professor and student, and that change begins with the teacher to have scientific knowledge.

According to McLaren (1997) is many times through the teacher's voice that the primordial nature of the schooling process is sustained or challenged. The power of the teacher's voice in shaping the teaching according to the logic of the emancipatory interest is inextricably linked not only a high degree of self-understanding, but also the possibility for teachers to meet in a collective voice as part of a social movement dedicated to reconstruct the material and ideological conditions both inside and outside of education. Thus, we must understand the concept of the teacher's voice in terms of their own values, as compared to model how to model and mediate the voices and the voice of the school students.

The teacher is part of this process as a facilitator and supporter. Along with the student transformed into a collective power, therefore intervene in social change through a process emancipatório.Chegando to overcome the school walls.

For Freire (1996) the teacher must not spare the opportunity to state his opinion on a particular fact or situation for the student because the teacher is a figure of reference, admiration, and possessing a "truth" and when the teacher does not dialogue with the student spends an insecurity.

The teacher has to know that he has the truth to do so he must have humility to say to the student who does not have the answer, but what the teacher who has this attitude? For that Freire (1997) says that during practices the teacher has to make manifest the other through an open and available to the knowledge of life and challenges.

According to Freire (1997) the guy who opens the world and the other opens his act with the dialogical relationship that is confirmed as restlessness and curiosity, as inconclusive in constant movement in history. This means that a barrier can be broken at communication through an opening from the teacher. Because it all starts in school because the school is the critical eye begins through a stimulus and a routine. Unfortunately there is no such barrier because the teacher authoritarianism is easier, he says the student follows.

Teaching is hard to think what the teacher wants to face this dilemma? First, the dominant culture in society imposes some standards and some market ideologies, and second we are going to meet there a history of education in which the student was not taught to think. Third those who tried were removed from their countries of origins.

THE PEDAGOGICAL PRACTICE: AN EXPERIMENT IN "GROUND SCHOOL"

The experiences in the teaching unit of a public school, took place in September, in the year 2010, with classes in the 2nd year (A and B) who received an intervention with the academic course of Physical Education, the5th period Degree of the University of Pernambuco.

The idea of intervening in a school emerged from an undergraduate course. This advised that there might be, first, a literature search to provide a subsidy to the understanding of teaching practice. After the study seek to articulate the knowledge covered in the classroom / university with the reality of public education.

Thus, the interventions occurred as follows: the students were divided into small groups, specifically in threes. Having conducted by a weekly group that approached the sports content, specifically basketball. The other participant observation conducted. Thus, according to Marconi et al (2006) is the real participation of the researcher with the community or group, it incorporates the group merges with it.

Regarding the choice of content, this was in line with planning the curricular component of education, in the case of Physical Education. Which provided for this unit teaching sports content.

The teaching methodology developed by the discipline in the classroom was conducted in three stages: at first a diagnosis through recovery of previous classes and explanation of the objectives of the lessons. Secondly, activities on the content, for basketball, as fundamentals, rules and functions, playful perspective. In the third stage, evaluation, through questions, opinions, participation in activities by students.

In this sense, knowledge is processed in a dialogic relationship, in which teachers and students could share experience in order to enrich the development of classes. So from this teaching methodology can establish relations with the subjects' lives, such as autonomy in decision making, cooperation and respect the rules of social coexistence, among others.

For Freire (2005), teaching requires readiness for dialogue. He said the educational process requires, first of all, recognition of the dialogue as an instrument that allows the consolidation of listening the other aiming to grasp on reality, the story of life, knowledge that educators bring to school.

From this comes the voice that will articulate the relationship between teacher and student, so that in fact the life stories of the students step into the school life as a fundamental factor that will interfere with the learning process during class.

Thus, we add to McLaren (1977) that the voice is an important pedagogical concept, because the teachers alert to the fact that all discourse is historically situated and culturally mediated, and some of its meaning derives from the interaction with others.

Thus it is crucial that educators consider the question of how the social world is experienced, mediated and produced by students. A failure at this point not only to prevent teachers from entering into the emotions and interests that constitute the uniqueness of the voice of the students, but also hinder the creation of their own learning time.
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FINAL

In light of studies and experience in teaching practice, we conclude that the dialogue is important to reduce conflicts of values, ideological discourses and subjects of cultural diversity.

Can facilitate the exchange of knowledge between teacher and student when the teacher allows students to participate in class and express their opinions, so that finally the construction of knowledge is collective. The content should be linked to life so that there is a real meaning to what you learn in class. This work was very important to our training process, therefore, allowed us to understand the importance of having a different view in relation to the main subject of our educational practice: the student.

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STUDENT VOICE LESSONS IN PHYSICAL EDUCATION

SUMMARY

(Introduction) The dialogue in the classroom are essential in the teaching and learning to ensure that students have a voice in the classroom, the teacher needs to understand that the students get to school, brings with it many opportunities and experiences in dealing with these teacher experiences should be careful to select them for these carry multiple values, discourses and subjectivities. However, we still see that the teacher / student relationship is centered on the teacher which is considered the center of learning, students have no right to talk in class, to express their opinions to be part of the construction of knowledge. Given this, this research aims to verify the dialogue between student and teacher in physical education classes in public school. The work was guided by one central question: Why dialogue is not present in physical education classes? (Methodology) In order to answer this question, we based on a survey of qualitative approach, with which we subsidize the observation of physical education classes with students of 2nd year (high school) in a public school, but also conducted a survey literature, in which collected and analyzed references (books and articles) about the voice of the student. (Conclusion) We conclude that the dialogue is very important during the process of teaching and learning because the classes that will actually take place there must be knowledge exchange. Thus, the search brought contributions to our training process, therefore, allowed us to understand the importance of having a different view in relation to the main subject of our educational practice: the student

KEY WORDS: Dialogue, Physical Education, School

LEÇONS VOIX DE L'ÉLÈVE EN ÉDUCATION PHYSIQUE

SOMMAIRE

(Introduction) Le dialogue dans la classe sont essentielles dans l'enseignement et l'apprentissage pour s'assurer que les étudiants aient une voix dans la salle de classe, l'enseignant doit comprendre que les étudiants arrivent à l'école, apporte avec elle de nombreuses possibilités et des expériences dans le traitement de ces enseignante expériences devraient être prudents pour les sélectionner pour ces transporter plusieurs valeurs, des discours et des subjectivités. Cependant, nous voyons encore que la relation enseignant / élève est centré sur l'enseignant qui est considéré comme le centre de l'apprentissage, les étudiants n'ont pas le droit de parler en classe, à exprimer leurs opinions à faire partie de la construction des savoirs. Compte tenu de cela, cette recherche vise à vérifier le dialogue entre élèves et enseignants dans les classes d'éducation physique à l'école publique. Le travail a été guidé par une question centrale: pourquoi le dialogue n'est pas présente dans les cours d'éducation physique? (Méthodologie) Afin de répondre à cette question, nous avons basé sur une enquête d'approche qualitative, avec lequel nous subventionnons l'observation des cours d'éducation physique avec des étudiants de 2ème année (secondaire) dans une école publique, mais aussi mené une enquête la littérature, dans laquelle recueillies et analysées références (livres et articles) sur la voix de l'étudiant. (Conclusion) Nous concluons que le dialogue est très important pendant le processus d'enseignement et d'apprentissage parce que les classes qui auront effectivement lieu il doit y avoir échange de connaissances. Ainsi, la recherche des contributions apportées à notre processus de formation, par conséquent, nous a permis de comprendre l'importance d'avoir une vision différente par rapport à l'objet principal de notre pratique pédagogique: l'élève.

MOTS CLÉS: dialogue, l'éducation physique, École

CLASES DE VOZ DEL ESTUDIANTE EN EDUCACIÓN FÍSICA

RESUMEN

(Introducción) El diálogo en el aula son esenciales en la enseñanza y el aprendizaje para asegurar que los estudiantes tengan una voz en el aula, el maestro tiene que entender que los estudiantes lleguen a la escuela, trae consigo muchas oportunidades y experiencias en relación con estos maestros experiencias deben ser cuidadosos para seleccionar a estos realizar múltiples valores, discursos y subjetividades. Sin embargo, todavía vemos que la relación profesor / alumno se centra en el profesor que se considera el centro de aprendizaje, los estudiantes no tienen derecho a hablar en clase, para expresar sus opiniones para formar parte de la construcción del conocimiento. Dado lo anterior, esta investigación tiene como objetivo verificar el diálogo entre estudiante y profesor en las clases de educación física en las escuelas públicas. El trabajo se basó en una pregunta central: ¿Por qué el diálogo no está presente en las clases de educación física? (Metodología) Para responder a esta pregunta, sobre la base de un estudio de abordaje cualitativo, con el que subsidiar a la observación de clases de educación física con los alumnos de 2 º año (secundaria) en una escuela pública, pero también llevó a cabo una encuesta la literatura, en la que recogieron y analizaron las referencias (libros y artículos) sobre la voz de los estudiantes. (Conclusión) Llegamos a la conclusión de que el diálogo es muy importante durante el proceso de enseñanza y aprendizaje, porque las clases que realmente se llevará a cabo debe haber intercambio de conocimientos. Por lo tanto, la búsqueda de las contribuciones aportadas a nuestro proceso de formación, por lo tanto, nos permitió entender la importancia de tener una visión diferente en relación con el tema principal de nuestra práctica educativa: el estudiante.

PALABRAS CLAVE: Diálogo, Educación Física, Escolar.

A VOZ DO ALUNO NAS AULAS DE EDUCAÇÃO FÍSICA

RESUMO

(Introdução) O diálogo nas aulas são essências no processo de ensino aprendizagem e para garantir que o aluno tenha voz nas aulas, o professor precisa entender que o aluno ao chegar à escola, ele traz consigo várias possibilidades de vivências e o professor ao lidar com essas experiências deve ter o cuidado de selecioná-las por estas procederem de diversos valores, discursos e subjetividades. No entanto, ainda percebemos que a relação professor/ aluno está centrada no professor o qual se considera o centro do saber, os alunos não tem o direito de dialogar nas aulas, de expressarem as suas opiniões de

fazerem parte da construção do saber. Diante disto, esta pesquisa tem por objetivo verificar o diálogo entre aluno e professor nas aulas de educação física numa escola pública. O trabalho norteou-se por uma indagação central: Por que o diálogo não se faz presente nas aulas de Educação Física? (Metodologia) A fim de responder a esta indagação tomamos por base uma pesquisa de abordagem qualitativa, com a qual nos subsidiamos da observação de aulas de educação física com alunos do 2º ano (ensino médio) de uma escola pública, como também realizamos uma pesquisa bibliográfica, com a qual levantamos e analisamos as referências (livros e artigo) referentes à voz do aluno. (Conclusão) Concluímos que, o diálogo é muito importante durante o processo de ensino-aprendizagem, pois, as aulas para que de fato aconteçam deve haver trocas de saberes. Com isso, a pesquisa trouxe contribuições para o nosso processo de formação, pois, nos possibilitou compreender a importância de termos um olhar diferenciado em relação ao principal sujeito da nossa pratica pedagógica: o aluno

PALAVRAS CHAVES: Diálogo, Educação Física, Escola