151 - SUPERVISED STAGE: CONSTRUCTION OF KNOWLEDGE AND PRACTICES PHYSICAL EDUCATION IN EARLY CHILDHOOD EDUCATION.

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1 INTRODUCTION

Teacher training go through processes studies, actions, investigations and reflections related to training, and specifically on the experiences during periods of supervised practice. Being in the service of research training and education contribute to further investigation, the stage was an important formative moment it takes effect.

In this sense we can question this research: what are the possibilities of producing knowledge and practices in the disciplines of Supervised Stage Physical Education in Early Childhood Education? This study aims to analyze what brings in the literature as the production of knowledge and practices in the disciplines of Supervised. We set out to examine this issue because we believe in the process of Supervised Stage as a privileged moment in the initial training to build knowledge and practices. For favors the production of knowledge from everyday practice and a arguments produced in the professional intervention of Physical Education

Studies on construction of knowledge from the intervention (PEPPER, Lima, 2004; TARDIF, 2002) have demonstrated the importance of bringing content and activities of the stage reality of everyday school life. These studies also indicate the need to train teachers research their own practice. Therefore, it is necessary to systematize and record of educational interventions developed in daily life, in this case study, Early Childhood Education.

This research is qualitative and is configured as a bibliographical study, it aims to carry out survey of the literature in the form of books, scientific journals in the area, loose and print publications, as there are exclusive studies, which use as based on literature sources (Gil, 1991).

Furthermore, this study is to provide the researcher feature direct contact with everything that was written about a subject, with the objective of handling of your information (MARCONI, Lakatos, 2007).

To this end, the documentary corpus to be analyzed in this paper refers to the following sources: articles, theses, dissertations, books and journals searched in search sites that focus on the themes: supervised training, early childhood education, and teacher training portfolio.

2 SUPERVISED STAGE: PHYSICAL EDUCATION IN EARLY CHILDHOOD EDUCATION.

The stage is considered a very important element of student education, establishing a dialogue between academic and professional world, through a (re) scientific academy of the continuous approach to social reality. It is defined as an activity theoretical knowledge, reasoning, dialogue and intervention in reality, has as an object of praxis the context of the classroom, school, education system and society where the practice is materialized (PEPPER, LIMA, 2004). Francisco and Pereira (2004) also point out that the stage appears as a fundamental process in the formation of the student, it is the way to make the transition from student to teacher, student of many years finds himself in place of a teacher.

The making of this academic teacher will materialize in the rethinking of the entire intervention, which consists in planning, implementation and evaluation. Nurture well, the pedagogical approach of the knowledge the content and activities arising from the school reality. At this

[...] The educational literature presents new trends from investigations on teacher training, an appreciation of movement of teachers with research that include the line called the education of reflective teachers (Shon, 1992; Alarcão, 1996) and training in critical and reflective perspective (NÓVOA, 1992) in which it argues that provide teachers with a means of autonomous thinking and facilitates the dynamic formation autoparticipativa .[...] (Silva et al, 2005, p.159).

The training process involves the discipline of training allows the construction of professional identity of the future, in this case, direct way of contributing to the formation of a research professor of their own practice (PEPPER, LIMA, 2004). This period of learning also enables students to develop the posture while the researcher's own practice, given that the research under the stage allows for expansion and analysis of the contexts where the stages take place, this time promoting the understanding and questioning regarding the situation on the stage (PEPPER, LIMA, 2004).

2.1 PEDAGOGY OF PROJECTS

The Education Project is the methodological framework that meets these expectations, which allows for a complex but coherent, different makings and knowledge among teachers. So it becomes a collective project for the intervention in everyday school life (SANTOS, 2005). Topic of discussion since the traditional pedagogy (SAVIANI, 1991), Pedagogy Project collided with the idea of "teacher keeper of knowledge" and was part of the movement of pedagogical renovation, the New School. And though strong, such a move was not sustained enough to change schools. Because then we go back to work with the Education Project? Because it returns so as to include the socio-historical context, characteristics, diversity and contemporary subjects to work with the group involved. According to Mello (2007, p. 126):

The Education Project seeks to work in a shared manner with the various areas of knowledge present in the school context, forming a multidisciplinary team to support education and research in order to raise the performance of professional education in management knowledge and practices . To be effective, it is essential to pay attention to the real needs of students, since it is from them that is to discuss the issue and the possible development of the collective project.

It is necessary to choose an overarching theme, an initial knowledge encompassing all involved to propose new questions. No one has the idea of educational progress, teachers are both educators and learners. Allows interchange between different knowledges and practices of the school context. And so higher education institutions have been inserting Physical Education in Early Childhood Education, which despite being a compulsory entry before the Law, is not legitimate in the educational context of teaching children.

2.2 EARLY CHILDHOOD EDUCATION

The Early Childhood Education is committed to the process of child development as well as their emancipation and is moving through the human body in its broadest cultural, historical and social, that physical education is present and can provide children with diverse backgrounds. Create, invent, discover, know and appreciate their bodies, relationships with others, express feelings through body language, localized in time and space, as well as develop their intellectual and affective, conscious and critical.

The movement is a dialogue between man and the world, the body speaks, creates and expresses himself through gestures rich in meaning and significance. Moving takes a form of understanding the world through action. The bodily experience, according to BAECKER (2001) apud SANTOS (2005) paves the way for the child to learn concepts and actions, developing your awareness, independence and individuality to the cognitive maturity to the perception and artistic setting of the environment and to politics, to awaken curiosity and to seek the new.

However, the child in its development process, you need an adult to mediate their learning. So teaching assistants should provide incentives to children during Children's Education, contributing to an acquisition that does not occur naturally. The child learns from the other, which produces the social group, or values, signs, signals and knowledge itself.

The Pedagogical Education of Children in the city of Vila Velha, back on the agenda some of these ideas and validates the child as subject of rights, respect to protection, housing, health, education, health, dignity, etc. .. . Their right to manifest themselves as children, their abilities, opinions and reasons in the face of social events, as well as the cultural, personal and political.

Understanding these ideas about the child as a subject of rights, being able to express what they understand about themselves and the world, puts us back to what suggests KRAMER (2007, p. 15) when he says that

Children are social and historical subjects, marked, therefore, the contradictions of societies in which they operate. [...] Children are citizens persons holding rights, which produce culture and it is produced. This view helps children understand them and also see the world from your point of view.

To envision and enable all this right child is required to qualify professionals who are interested in this culture, sharing their experiences and promoting the child an active subject in teaching and learning. The experience of play in children's lives is not detached from its design as a subject producer of culture and history, rather a childlike nature is historically and culturally produced. Play is the pleasure of discovery, is the joy, spontaneity and children are always expressing themselves as subjects brincantes.

The play in early childhood education has emerged as a cultural rich in possibilities and debates. Often the child can not express verbally, they show the play, because through them express their thoughts, feelings, desires, dreams and emotions. According Sayão, "the production of physical education and point to the specific needs of the child, as well as curricular and organizational issues that permeate the pedagogical work in early childhood education (SAYÃO, 1999.2002 apud SANTOS, 2005). Thus, the Physical Education in a historical-cultural perspective should expand the child's universe, allowing children the different forms of expression and manifestation in society.

In this context arises the need for an instrument which presents all the demand coming from the school context and all the different theoretical frameworks that support our intervention, allowing the record, the assessing the research.

3 PORTIFÓLIO: FORMATIVE INSTRUMENT

Believing in the portfolio as a tool that allows for further research in service training that is used as one of the objects of our study. Originated in the arts, the portfolio was meant to create alternative ways to evaluate creative skills as well as present an examiner or a customer with a global view of the artwork. In education, the portfolio is used as a record of pedagogical praxis "[...] and consists of different classes of documents that provide evidence of knowledge that was built, the strategies used and the disposition of those planning to continue learning " (HERNANDEZ, 1998, p. 100).

The documents are grouped portfolios varied types of expression of children and teachers and should be built throughout the process of teaching and learning and not only at the end of this process. The wealth of data is in the details of the information, on the slopes indicative of what is produced during the educational intervention. The dense and detailed records is crucial for construction of new knowledge, as it increases the possibilities of interpretation of pedagogical practices. In this sense, it becomes essential to use technological resources such as cameras and recorders, and the adoption of a diary, so that the details that occurred in class are not lost.

Sarmento (2003) indicates that the portfolios projective group the texts of pedagogical action, such as the Pedagogical Political Project of the school, the course plan, lesson plans etc.., And systematize the material that is the product of this action, as the designs of children, iconographic school records, evaluations, reports and so on. Shores and Grace (2001) point out that the production of this instrument is no freedom to choose the documents that will make up the portfolio and that the lack of creativity is the only aspect that may inhibit the construction of significant records, susceptible to a wide possibility of interpretations of educational activities.

The Portfolio is considered a set of records, information about work, or in process of accomplishment, being considered not only as the assessment procedure, but as an organizing axis of the pedagogical work because of the importance that is replaced during the whole process.

For both within education, the portfolio has several possibilities, one of which is its construction by the student, and in this case this procedure as a collection of his productions, which show evidence of their learning (VILLAS BOAS, 2004).

In this sense, Murphy cited Villas Boas, 2005, point out that the portfolio is important to evaluate the critical thinking skills, to articulate and solve complex problems, work collaboratively to conduct research, develop projects and the students formulate their own goals for learning.

Importantly, the portfolio is an assessment procedure that allows students to participate in the formulation of the goals of their learning and evaluate their process, so they are active participants of the evaluation (VILLAS BOAS, 2004).

To Spandel and Arter, cited by Villas Boas, 2004, comprise the portfolio refers to a purposeful collection of student work that tells the story of their efforts, progress or performance in a given area, and this collection should include the participation student in the selection of its contents, the basic guidelines for the selection, the criteria for judging merit and evidence of self-reflection by the student.

According to Arter e Spandel, apud Villas Boas, 2004, claim that portfolios allow the teacher to understand the construction of the student's work in context, because that is when he inserts his ideas, his creativity, his way of writing, at last , this procedure allows to obtain a greater knowledge about the student.

It is necessary to mention that these learning procedures provide students with the opportunity to record continuously, experiences and significant achievements for them, made in a certain period of time, showing its progress through various

productions (VILLAS BOAS, 2004).

It is noteworthy that each portfolio is a unique creation, because the students themselves select the products that include inserts and reflections on the development of their learning, and the use of it has the potential to make explicit the links between curriculum, assessment and work teaching (VILLAS BOAS, 2004).

Educators refer to all the time about the need to train students and reflective portfolio construction promotes the development of some very important skills such as reflection, self evaluation, critical analysis and creativity.

The portfolio is an assessment procedures which are better able to promote the development of the skills listed above, so that teachers and students can and want to build knowledge, not just play it, because one has to innovate, dare to expose, take risks and put into action in addition to other cognitive abilities (VILLAS BOAS, 2004).

In higher education the portfolio has been widely used since the teachers allow complete freedom to build the same, being composed by the construction of dialogue between the actual portfolio as an evaluation tool and the organization of educational work. So, therefore there is no "right" way to produce a portfolio, so it has its great value, either through the creativity and freedom of expression, the student is understood and does understand (VILLAS BOAS, 2004).

While pedagogical documentation, portfolios can be stored and reviewed at any time. However, more than an instrument of memory school, they are documents that new interpretations and reconstructions, favoring the expansion of knowledge. Therefore, its construction must be incorporated into daily school practices.

4 FINAL CONSIDERATIONS

The stage is considered a very important element in student education, because it establishes a dialogue between academic and professional world, thus building the identity of the professional future. Moreover, it is a privileged moment, because it allows the construction of knowledge and practices and establish a research professor of the practice itself.

Early childhood education in the state in physical education is needed to legitimize them, to believe to do so, in pedagogy projects, as a methodological framework that breaks with the logic and discipline enables this area of knowledge dialogue with the knowledge that others do and achieve make up the school curriculum for children, offering a specific contribution related to the culture of the movement for child learning and child development.

In this context arises the need for a tool - the portfolio - comprising all the demand coming from the school reality and all the different theoretical frameworks that support our intervention, allowing the record, the assessing the research.

The portfolio is a material that enriches the education of teachers of physical education as the intervention is effective and is registered by grouping various documents relating to the actors that make up the educational context. The applicability and usefulness of the portfolio show the freedom to develop the reflective capacity, expansion of conceptual foundations, the mean re-learning, ie, the construction of knowledge and practices.

Therefore, it is essential that, from this study, further investigations about the supervised training in physical education in children and their formative instruments are made, considering the possibilities of construction of knowledge and relevant teaching tool that can make the portfolio . It is worth noting the lack of studies that focus on the child as "a subject of rights" in the teaching-learning process, insufficiently explored because of limitations in this study.

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SUPERVISED STAGE: CONSTRUCTION OF KNOWLEDGE AND PRACTICES PHYSICAL EDUCATION IN EARLY CHILDHOOD EDUCATION.

ABSTRACT

Analyzes ways of producing knowledge and practices in the disciplines of Supervised Physical Education in Early Childhood Education. The research is qualitative in nature and literature, focusing on analysis as a source of books, scientific journals in the area, loose and print publications. It is concluded that the relationship between stage establishes the academic

and professional world, constituting the identity of the same. It is essential that, from this study, further investigations about the supervised training in Physical Education as part of his childhood and formative instruments are carried out, considering the possibilities of construction of knowledge and relevant teaching tool that can make the portfolio.

KEYWORDS: Supervised Stage, Early Childhood Education; Portfolio.

STADE SUPERVISÉ: LA CONSTRUCTION DES SAVOIRS ET DES PRATIQUES D'ÉDUCATION PHYSIQUE DANS PETITE ENFANCE.

RÉSUMÉ

Examine les moyens de produire des connaissances et des pratiques dans les disciplines de l'éducation physique supervisé en éducation de la petite enfance. La recherche est de nature qualitative et de la littérature, en se concentrant sur l'analyse comme une source de livres, de revues scientifiques dans le domaine, les publications en vrac et d'impression. Il est conclu que la relation entre la scène établit le monde académique et professionnel, constituant l'identité de la même chose. Il est essentiel que, à partir de cette étude, des enquêtes complémentaires sur la formation supervisée en éducation physique en tant que partie de son enfance et des instruments de formation sont menées, en considérant les possibilités de construction de connaissances et d'outils pédagogiques pertinents qui peuvent rendre le portólio.

MOTS CLÉS: Stade Supervisé; Petite Enfance; Portfólio.

ETAPA BAJO LA SUPERVISIÓN: CONOCIMIENTOS Y PRÁCTICAS CONSTRUCCIÓN DE LA EDUCACIÓN FÍSICA EN LA EDUCACIÓN DE LA PRIMERA INFANCIA

RESUMEN

Busca formas de producir conocimientos y prácticas en las disciplinas de la Educación Física Supervisada en Educación Infantil. La investigación es de naturaleza cualitativa y la literatura, centrándose en el análisis como una fuente de libros, revistas científicas en el área, las publicaciones sueltas y de impresión. Se concluye que la relación entre la etapa se establece el mundo académico y profesional, lo que constituye la identidad de los mismos. Es esencial que, a partir de este estudio, otras investigaciones sobre el entrenamiento supervisado en la educación física como parte de su infancia y los instrumentos de formación se llevan a cabo, teniendo en cuenta las posibilidades de construcción de conocimiento y herramienta de enseñanza relevantes que pueden hacer que portfólio.

PALABRAS CLAVE: Etapa Bajo La Supervisión; La Primera Infancia; Portfólio.

ESTÁGIO SUPERVISIONADO: CONSTRUÇÃO DE SABERES E FAZERES DA EDUCAÇÃO FÍSICA NA EDUCAÇÃO INFANTIL

RESUMO

Analisa as possibilidades de produção de saberes e fazeres nas disciplinas de Estágio Supervisionado de Educação Física na Educação Infantil. A pesquisa é de caráter qualitativo e de cunho bibliográfico, focalizando como fonte de análise: livros, revistas científicas da área, publicações avulsas e imprensa escrita. Conclui-se que o estagio estabelece relação entre a formação acadêmica e o universo profissional, constituindo a identidade do mesmo. Faz-se fundamental que, a partir deste estudo, novas investigações acerca do estágio supervisionado em Educação Física no âmbito infantil e de seus instrumentos formativos sejam realizadas, haja vista as possibilidades de construção do saber e a relevante ferramenta pedagógica que pode se tornar o portfólio.

PALAVRAS CHAVES: Estágio Supervisionado; Educação Infantil; Portfólio.