99 - THE APPLICABILITY OF TEACHING STYLES ACCORDING TO MUSKA MOSSTON BY PHYSICAL EDUCATION TEACHERS OS SCHOOLS OF RIO DE JANEIRO

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INTRODUCTION

The school physical education has lots of methodological possibilities which allow the planning, the execution and the evaluation of the process teaching-learning. The methodologies and the teaching methods were studied by several authors as Hildebrant and Langing (1986). These authors believed in a free teaching model. Debates about the physical education teaching based on political and social assumptions, in COLETIVO DE AUTORES, (1992) and Taffarel (1985) suggests teaching strategies that value the creativity.

Currently in education, the teacher is elected the responsible for the formation of citizens who are critical, autonomous, creative and aware of their role in society. In this perspective, the teaching that aims only the tactical and technical fundaments, and the gain of motor repertoire, is not sufficient for such purpose. Therefore, it is necessary a conscious appropriation of methods to achieve the aims mentioned above.

For a better understanding of what is being proposed in this study, it is necessary to define the concept of method. According to Ruffoni (2004), the simpler concept of "method" is the way to achieve an objective. The teaching method is not only a set of procedures. The procedure is a detail of the method, specific forms of teacher's action used in different teaching methods.

Among the several existing methodological theories, we are going to approach the teaching styles of Muska and his Spectrum that Ruffoni (2004) describes as a theory of the relationship between the teacher and the student, the tasks that each executes, and the effects on the development of the last one. The Spectrum is formed by eleven teaching styles, which are divided into two groups. The first group is comprised by the styles A to E, which stimulate de reproduction of knowledge; and the second group is comprised by the styles F to K, which stimulate the discovery and the production of knowledge. These characteristics indicate directive forms of teaching, as in the first group; and not directive, as in the second one.

Ruffoni (2004) and Moura (2009) found results that indicate a significant ownership of directives teaching styles. This fact limit the possibilities of dialogue and the creation of critical sense by students, mainly when traditional characteristics are considered, going against the current proposals of education based on the theories of contemporary authors.

Motivated by concern for the planning, development and evaluation in physical education classes, and for the student formation as whole, it is necessary to work in procedural, attitudinal and conceptual dimensions, so that the process complies with the aims proposed by the current circumstances of education. This way, this article aims to identify which teaching styles of Muska Mosston are used by physical education teachers that teach in the second segment of elementary school in a private group in Rio de Janeiro, in the region of Meier and vicinity.

MATERIALS AND METHODS

The methodology used in this study was based on a field research with a qualitative and quantitative approach. The field research is characterized by the search for an answer about a problem (MARCONI, 2002, p.83). The descriptive research has as its main aim the description of the characteristics of a given population or phenomenon (…) and one of its most significant characteristics is the use of standardized techniques of data collection, such as validated questionnaire (GIL, 1991, p.46). It was applied a validated questionnaire as a tool for data collection (Annex I) and a List of Teaching Styles Classification (Annex II), validated and adapted from the article "The physical education at school and the teaching styles: an analyses of two schools in Rio de Janeiro - A Educação Física Escolar e os estilos de ensino: uma análise de duas escolas do Rio de Janeiro" (MOURA 2009). The List of Teaching Styles Classification is a scale that has the characteristics of teaching styles in a checklist form. The teachers signed a consent form allowing the observation of their classes by the researchers, and a questionnaire. After the institution authorization, the consent form was given to the teachers, and after that, the data collection was initiated by observation and the filling of the List of Teaching Styles Classification. The descriptive statistics, that aims to describe and summarize the data obtained in the research, was used.

Population and sample

The population consisted of twelve (12) teachers, three (3) females and nine (9) male. They work in the area of school physical education and teach in the second segment of elementary school in a private group in Rio de Janeiro, in the region of Meier and vicinity.

ANALYSIS AND DATA DISCUSSION

The development of this study was motivated by the understanding of the importance of the several teaching methodologies that guide the process teaching-learning and the appropriation of those in a conscious and appropriate way, according to the current moment we live in education.

The technique of data collection was used to collect data about the target public and to describe the characteristics of this public.

The analysis of the age of the group of respondents (Figure 1) showed that 17% are up to 25 years, 25% are older than 40 (forty) years and 58% are between 26 (twenty six) and 40 (forty years).

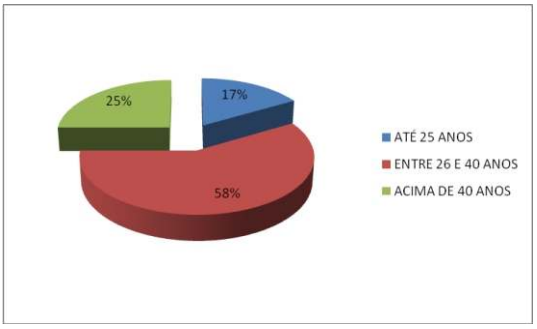


Figure 1 Age range of respondents

Regarding the time they graduated at university (Figure 2), it was found that 75% of respondents graduated between two (2) and ten (10) years ago, and 25% graduated between 11 (eleven) and 23 (twenty three) years ago.

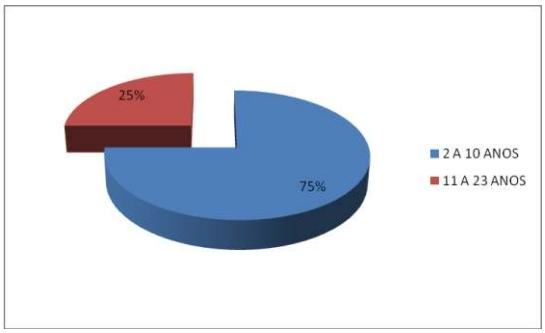


Figure 2 Length of time respondents have diploma

Regarding the academic qualification (Figure 3), 59% of the teachers have only graduation, 33% have specialization, and 8% have master's degree.

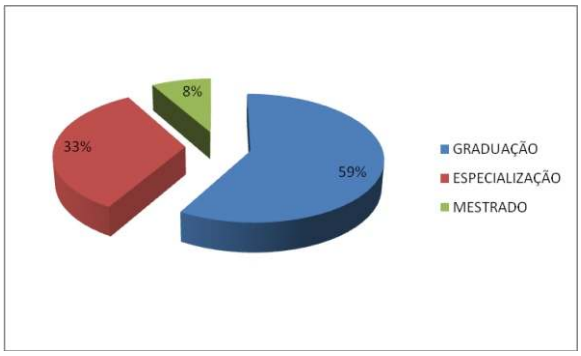


Figure 3 Academic qualification

About the time of pedagogical practice experience, 75% have between two (2) and ten (10) years of teaching practice, while 17% have between eleven (11) and twenty (20) years and only 8% have between 21 (twenty-one) and 23 (twenty three) years (Figure 4).

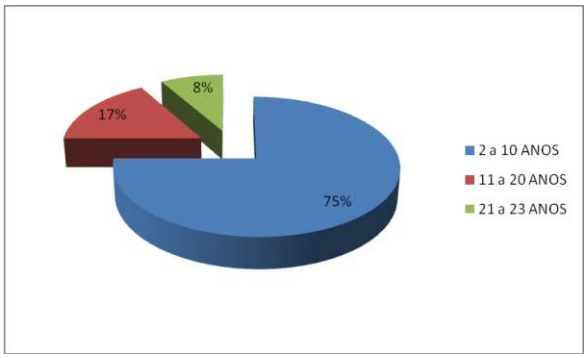


Figure 4 Time of pedagogical practice experience

When teachers were asked if they knew or not the teaching styles of Muska Mosston, 50% of teachers said they knew and the other 50% said they did not know (Figure 5).

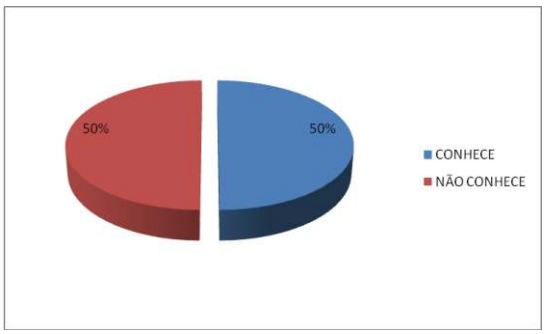


Figure 5 Teacher's knowledge about the teaching styles

When teachers were asked about what teaching styles most identify with them, the following results were found: command style – 26%, practice-task style – 21%, reciprocal style – 10%, inclusion style – 11%, oriented discovery style and divergent style (problem solution) – 16% each one (Figure 6).

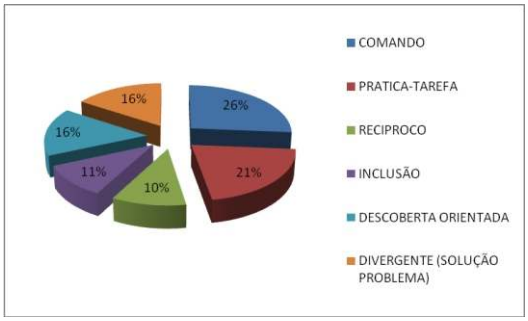


Figure 6 Teaching styles that teachers identify more

We interviewed twelve (12) teachers, nine (9) male teachers, representing a total of 75% and three (3) females, representing just 25% of respondents (Figure 7).

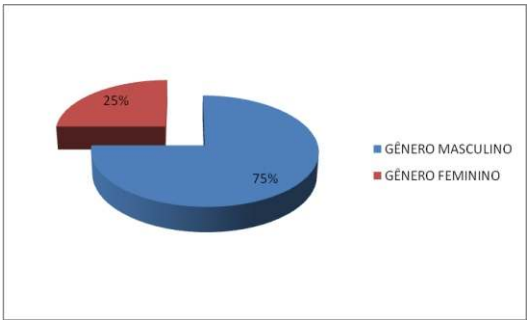


Figure 7 Gender of respondents

From the observation of classes taught by participants, it is clear that the results for the most used styles corroborate the data found in Moura (2009) and Ruffoni (2004). The most of teachers appropriate the command and task styles. Furthermore, comparing the graphs six (6) and eight (8), in relation to command and task styles, it was found that teachers who claim to know and make use of teaching styles they most identify with them do not follow what they said when observed in practice.

At the end of our research we found the following results: 50% use the command style in their classes, 34% use the task style, and a lesser percentage of those who use inclusion and oriented discovery styles, both with 8% (Figure 8).

The results of this research, with respect to the predominance of directive teaching styles, corroborate the results presented in: Ruffoni (2004) and Moura (2009), where Ruffoni indicates the devaluation of educational principles of the XXI century.

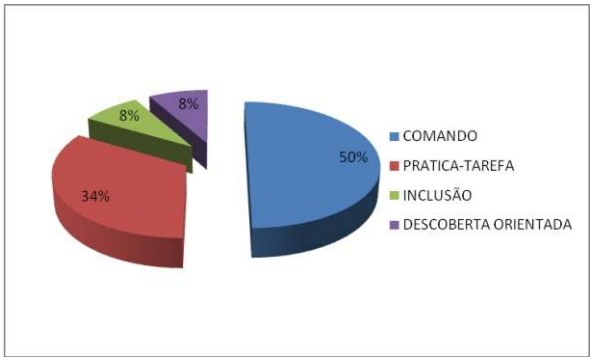


Figure 8 Teaching styles most used by respondents

CONCLUSION

According to the proposed aim of this study, we observed that the predominant result, with respect to Muska Mosston theory, was characterized by the reproduction of movements, highlighting the command and the task styles.

These styles are characterized by the formalism between teachers and students, and there is only a little dialogue between them. The teacher is at the center of the teaching-learning process, the repetition of movements is valued and it is done in a systematic form, where the student has to wait the teacher's command. These characteristics denote a directive teaching, the student does not have the possibility to create a critical sense and to exercise the creativity, encouraging passivity.

We understand that the results of this research go against the proposals of XXI century education as regards the creation of a citizen who are critical, conscious and autonomous.

From these results, we suggest more research about methodologies. The aim of this study is to encourage an aware appropriation of the several methodologies, in order to generate greater possibilities for planning, execution and evaluation in physical education classes, aiming creative possibilities that allow the teacher to prepare the class according to the current objectives of education, improving results, allowing the student to have greater participation in the process and stimulating creativity, critical thinking and autonomy.

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THE APPLICABILITY OF TEACHING STYLES ACCORDING TO MUSKA MOSSTON BY PHYSICAL EDUCATION TEACHERS OS SCHOOLS OF RIO DE JANEIRO

ABSTRACT

The physical education at school is a matter of intense debates as regards the practical application of all methodology theories that exists in the area. This research aims to analyze the methodology processes that are developed in the physical education classes, identifying the teaching styles by Muska Mosston (1986) used by teachers in the private schools. A descriptive and qualitative methodology was applied, and the sample consisted in 12 teachers, of both sexes, of elementary school. These professionals work in private schools located in Rio de Janeiro city, in Méier and nearby. In the results presented, the command style predominated with 50% in the classes of the teachers observed. The task style represented 34%. The oriented discovery and the inclusion styles, 8% each one. The command style has as its main characteristics the technicality, the traditional methodology trend, and the evaluation prioritizes the motor domain, and there is also a lower frequency of dialogue between the teacher and the student. The student active participation in the teaching-learning process has been valued now-a-days because this participation stimulates the formation of a citizen who is conscious, critical, creative and autonomous. This way, it is necessary to avoid the use of teaching methodologies as the styles command and task. Given these considerations, considering the teacher importance in the citizen formation according to the proposals of (PCN, 1997), the research indicates the necessity of a reassessment of the theoretical references, resorting to others teaching methodologies, aimed the improvement in the preparation of physical education classes following the current trends in education.

KEYWORDS: Teaching styles, Physical education at school, Teaching methodology.

L'APPLICABILITÉ DE L'ENSEIGNEMENT DES STYLES SELON MUSKA MOSSTON PAR LES PROFESSEUR D'ÉDUCATION PHYSIQUE DES ÉCOLES DE RIO DE JANEIRO

RESUMÉ

L'éducation physique dans l'école est thème d'intenses débats concernant a l'application pratique de toutes les théories méthodologiques existants dans le sujet. Cet étude vise à analyser les processus méthodologiques développés danscours d'éducation physique, identifier les styles d'enseignement de Muska Mosston (1986) qui sont utilisés dans les écoles privées. La méthodologie utilizée est qualitative et descriptive, où l'échantillon a été composée pour 12 professionnels des deux sexes, qui agissent dans le second segment de l'école élémentaire. Ces professionels sont tirées d'une gamme de professeurs dans 9 (neuf) écoles privées de l'éducation, situées à Rio de Janeiro, grand Méier et adjacents. Dans les résultats étant donné la prédominance de la commande avec 50% de style d'Enseignement adhésion des professeurs observés, suivi par style Tâche avec 34%, et 8% de Découverte Dirigée et Inclusion. Le style Commande a comme principales caractéristiques la technicité, la tendance méthodologique traditionnelle, étant sa évaluation axée uniquement pour le domaine “moteur”, mais également une fréquence inférieure du dialogue entre l'enseignant et l'étudiant. Actuellement dans le processus de apprentissage, la participation active de l'étudiant a été de plus en plus valeurizée, que viens de stimuler la formation d'un citoyen conscient, creative, critique, et autonome. Cependant, nous devons éviter la propriété excessive des méthodologies politiques d'éducation tels que la commande et la tâche styles d'enseignement. Sur ces considérations, afin que nous pouvons contribuer à la formation du citoyen, comme les propositions figurant dans le (PCN, 1997), l'étude souligne la nécessité d'une nouvelle cotisation dans notre référence théorique, en s'appropriant les divers aspects d'amélioration de la préparation des leçons méthodologiques d'enseignement Éducation physique suivant les tendances actuelles en matière d'éducation.

MOTS CLÉS: styles, éducation physique, méthodologie de l'apprentissage.

LA APLICABILIDAD DE LA ENSEÑANZA DE ESTILOS SEGÙN MUSKA MOSSTON POR LOS MAESTROS DE LAS ESCUELAS DE RIO DE JANEIRO

RESUMEN

La Educación Física escolar es blanco de intensas discusiones acerca de la aplicación práctica de todas las teorías metodológicas en el área. El presente estudio tiene como objetivo analizar los procesos metodológicos desarrollados en Clases de Educación Física, la identificación de estilos de enseñanza segundo Muska Mosston (1986) que son utilizadas por los maestros de las escuelas privadas. La metodología fue cualitativa y descriptiva de la naturaleza, donde la muestra fue compuesta por 12 profesionales de ambos sexos, que trabajan en el segundo seguimento de la enseñanza básica(escuela primaria). Estos se extraen de una serie de profesores hacinados en nueve (9) escuelas privadas de educación, ubicadas en la ciudad de Río de Janeiro, en el Grande Meier y alrededores. En los resultados presentados se ocurrió predominantemente la enseñanza de estilo comando com 50% de adhesión por los professores observados, que son seguidos por los de estilos de tarea con34% y descubierta orientada e inclusión con adhesión de 8%. El estilo comando tiene como características principales, la tecnicidad, la tendencia metodológica tradicional, con su evaluación centrada sólo para el dominio motor, también existe una menor frecuencia de diálogo entre el profesor y el estudiante. Actualmente en el proceso de enseñanza y aprendizaje la participación activa de los estudiantes ha sido cada vez más valorada mediante la estimulación de la formación de un ciudadano consciente, crítico, creativo y por tanto independiente y debe evitar la apropiación excesiva de metodologias directivas educativas, tales como estilos de enseñanza comando y tarea. Frente a estas consideraciones, de modo que puedan contribuir a la formación de tal ciudadano, como las propuestas contenidas en el (PCN, 1997), el estudio pone de manifiesto la necesidad de una revalorización de nuestras referencias teóricas, apropiándose de las distintas líneas metodológicas de la enseñanza destinadas a mejorar la preparación de las lecciones de las clases de educación física siguiendo las tendencias actuales en la educación.

PALABRAS CLAVE: estilos de enseñanza, la educación física escolar, metodologia de enseñanza.

A APLICABILIDADE DOS ESTILOS DE ENSINO SEGUNDO MUSKA MOSSTON PELOS PROFESSORES DE EDUCAÇÃO FÍSICA DAS ESCOLAS DO RIO DE JANEIRO

RESUMO

A Educação Física escolar é alvo de intensos debates no que diz respeito à aplicação prática de todas as teorias metodológicas existentes na área. O presente estudo tem como objetivo analisar os processos metodológicos desenvolvidos nas aulas de Educação Física, identificando quais os estilos de ensino segundo Muska Mosston (1986) são usados por professores nas escolas da rede privada. A metodologia empregada foi de natureza descritiva e qualitativa, a amostra foi composta por 12 profissionais de ambos os sexos, que atuam no segundo seguimento do Ensino Fundamental. Estes foram extraídos de uma gama de professores lotados em 9 (nove) escolas da rede privada de ensino, localizadas na cidade do Rio de Janeiro, na região do Grande Méier e adjacências. Nos resultados apresentados ocorreu a predominância do estilo de ensino comando com 50% de adesão pelos professores observados, sendo seguidos pelos estilos tarefa com 34% e descoberta orientada e inclusão ambos com 8% de adesão. O estilo comando tem como características principais o tecnicismo, a tendência metodológica tradicional, sendo sua avaliação voltada apenas para o domínio motor, há também uma menor frequência de diálogo entre o professor e o aluno. Atualmente no processo de ensino-aprendizagem, a participação ativa do aluno tem sido cada vez mais valorizada, estimulando a formação de um cidadão consciente, crítico, criativo e autônomo e para tanto é preciso evitar a apropriação excessiva das metodologias diretivas de ensino tais como os estilos de ensino, comando e tarefa. Diante dessas considerações, o estudo aponta a necessidade de uma reavaliação em nossos referencias teóricos para que possamos contribuir na formação desse cidadão, conforme as propostas contidas nos Parâmetros Curriculares Nacionais (PCN) 1997, lançando mão das diversas vertentes metodológicas de ensino como forma de alcançar o aprimoramento na elaboração das aulas de Educação física de acordo as tendências atuais da educação.

PALAVRAS-CHAVES: Estilos de ensino, Educação Física Escolar, Metodologia de ensino.