117 - TEACHER OF PHYSICAL EDUCATION IN A REFLECTIVE PRACTICE: TEACHING A NEW LOOK

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INTRODUCTION

From the 80s, with the phase of democratization and political liberalization in the country, there was a need to discuss the context in which it was school Physical Education. Geared to the traditional model, esportivista, his teaching began to be discussed and reconsidered based on critical theories of education. From then on, there was a need to seek new proposal for teaching the subject in schools.

Thus, in the current socio context, many teachers have become the author of your own story, hence the importance of discussing the pedagogical practice, because we need to understand the true role of the teacher of Physical Education occupies in society, with a view it essential to emphasize that this class has "hands" the most precious raw material of a society that is preparing its citizens for life.

Faced with such a configuration, the present study aims at evaluating the practice of physical education professionals who work in the early grades of elementary school of the municipal school teacher Rosália Freire in São Luís-MA and specific objectives, check the practice of these professionals within the teaching and learning process and emphasize the context in reflective practice.

Field research is a qualitative and instruments used for assessment interviews were open-type and direct observations of physical education classes.

In the following items will be presented the methodology, results and conclusion of the research.

METHODOLOGY

This research was conducted in the first half of 2012, with three physical education teachers who work in public school Professore Rosalia Freire on the outskirts of Sao Luis, MA, totaling 100% (one hundred percent) of the subjects. For the research were used as data collection instruments, direct observation of lessons to learn how these professionals are developing their activities with the students of the lower grades of elementary school in PE lessons and interviews with teachers, to know their opinion on their own practice in Physical Education.

According to Lakatos (1996 apud Boni and Lent, 2005), direct observation is considered an important data collection so that the researcher can the necessary information on certain aspects of reality which he intends to comply with it, it helps the researcher identify and obtain more accuracy tests related to your goal.

The observation allowed personal contact and narrow with the subjects involved in the research, this instrument allows for more detailed results of the universe to be searched. Already open interview was important to design the elements necessary to researcher answers the questions asked as to Minayo (1993 apud Boni and Lent, 2005), the unstructured interview is used when the researcher wants to get the best possible information about a particular topic or subject.

RESULTS AND DATA ANALYSIS

The role that the teacher plays in society is extremely important because it plays a unique role to educate and train citizens. To Galvão (2002, p. 65), "[...] the teacher plays a unique role within the school, he is the liaison between the internal context (school) and external environment (society)."

The role that the teacher needs to exercise his lifetime teaching is to prepare and develop the student body in all its fullness, as a mediator and facilitator of knowledge. The teacher needs to build the knowledge necessary for student learning.

The Physical Education professional presents itself nowadays as a major protagonist in this educational process since, in the school, the teacher has a crucial role in the training of students, ie, it is the same through their knowledge and skills to facilitate student learning. According to Zabala (1998), one of the main goals of any good professional, is in increasingly be competent in their craft.

So the teacher to incorporate its true role in society is being efficient with the letter. From there, it will contribute to the reflective contemporary educational context. For Rangel et al (2005), the teacher reflection is important because through it allows the teacher to understand that teaching is a craft arising within its competence, it demonstrates that the teacher has to reflect the possibility of improving their learning and hence improve your teaching career.

However, we emphasize that the professional expertise comes from knowledge and experience, so the continuing education of teachers is critical to your professional life. According to Freire (1996), the training of teachers is the key moment so these will reflect critically on their practice. For the author it is important to think critically practice today or yesterday so that we can improve the next practice.

From then, is the continuing education of teaching the physical education teacher has the opportunity to reflect on their practice. According to Rangel et al (2005), a reflection of the teacher to practice serves as a kind of ongoing training throughout their teaching activity, ie, continuing education reappoints him to think about his own role, and can direct you if necessary, to a change in its theoretical and practical concepts.

It is important that during his teaching career, teacher of Physical Education at actually think it's true role, this implies that it needs to be constantly learning and expanding their knowledge so that your practice will be very well developed and applied for the benefit their students. Freire (1996) considers teaching an unfinished process, the teacher who makes the difference is one that is constantly reflecting, constructing and perfecting their skills.

From this principle it is necessary that it should think about their own learning, and thus consider their teacher education a lifelong process.

Regarding the formation of the three teachers surveyed, it was found that, although graduates and practice the profession for over thirty years, they do not have a continuing education. All they have only the degree of Bachelor of Physical Education through the Federal University of Maranhão. The Professor has 31 years in the profession, Professor B, 30 C and

Professor, 31 years.

Freire (1996) asserts that lifelong learning is essential for teaching life, it is time that allows teachers to reflect on their own practice. Not allowing yourself to continuous training, teachers can limit their knowledge and this can't lead to improvement in their practice.

Teachers have in their hands the most precious raw material of a society that is forming citizens. From this, it can contribute significantly to transform any society. So it is important that the teacher through his pedagogical work is a transformer with it is essential that he participates in the organizational process of the school.

With regard to planning, this is one element that is directly related to the organizational process of the school, and the teacher is one of the main protagonists of this process, it is necessary that the same plan and organize their pedagogical work. In view of Libâneo (1990 p. 221), "[...] the planning school is a teaching task that includes both the prediction of activities in terms of organization and coordination in the face of proposed goals, when your revision and adaptation during the teaching process."

With this, the planning becomes a task of paramount importance to teaching the teacher, because through it the teacher will have a greater understanding of their work. Through the planning he might achieve the best results for the development of their practice, so for the same author, planning is an activity of reflection on the choices and actions teachers, so if the teacher does not think in that direction he should give to his work, he will be handed over to the course set by others.

Being a die reflective activity, planning is made based on conscious and organized activities, or to plan the teacher may have a broader view on their activities, thus achieving better results.

In the research it was found that teachers, even participating in the annual planning of the school, not follow, because when asked if they followed a plan to develop their classes responded:

> I am planning coordination with the school's educational, and lesson plans are made according to the needs of the students. (teacher A)
>
> I do the planning of lessons with the coordination of the school, but do not follow this plan strictly. (teacher B)
>
> I do the planning in accordance with the annual plan of the school. (teacher C)

The three teachers surveyed said they do planning classes annually with coordinating the school's educational, but comparing the speeches of the same classes with the observed realized that there was no agreement between their words and actions, since at no time observed the implementation of planned . Libâneo (1990) states that if the teacher does not think about the direction that he should give to his work, he had been delivered to the direction set by others.

Without a plan the teacher threatens to target your job anyway, and with that he can not achieve these targets for the development of their practice.

Another fact to note is the influence that the physical education teacher has in the lives of their students, this principle from its practice must be directed to a constant thinking, because "[...] the practice of teaching critical thinking to tease certainly involves dynamic movement, dialectical, between doing and thinking about knowledge. " (Freire, 1996, p. 43).

The critical practice has as its purpose the right know-how, ie, the teacher needs to articulate their knowledge intelligently and effectively on the know-how. This demonstrates that reflective practice can enable the teacher to better development of their activities. According to Rangel et al (2005), when considering the teacher as reflective practitioner, it is necessary to take into account their experience that resides in daily practice, this implies that teachers need to consider the importance of reflecting on your own learning.

From this, the teaching can occur satisfactorily, because the reflective teacher has the opportunity to build new and important strategies to intervene positively in the development of their students, or the teacher reflecting on their practice, have the possibility of building on a daily, new ways to face and define situations and thus become the researcher of their own teaching activities. According to Schön (1992 apud Rangel et al, 2005), there are three proposed able to testify to what the teacher considers the importance of every moment reflect on their practice.

> [...] The knowledge in action, reflection in action, and reflection on action. Knowledge of the action takes place just before the teacher starts his class and is a moment that reflects on the human and material resources it already has. Already a reflection in action occurs during class, the very moment that the class is going, enabling the teacher to make new decisions about the problems that arise. Immediately after class, and for some time afterwards, the teacher begins to reflect on the events of the same as made decisions, which could be different, what was missing for it to be better. (RANGEL, 2005, p. 105)

The reflective teaching proposed by Schön emerges as a new form of enhancement of knowledge. From this, the teacher can incorporate it to better target their practice.

Before analyzing the results, with respect to the reflection of practice, we can consider that all respondents value the reflection of their own practice.

So, when asked if they considered important reflection of practice, they replied that:

> Logical reflection is important to an ongoing process, with reflection we can improve even more activities. (teacher A)
>
> At all times it is important that this for reflection can improve the next activity, and grow professionally. (teacher B)
>
> It is important because we can improve through reflection classes. (teacher C)

Compared with the interview data from the observations, it was noted that there was a concern of all with respect to the development of their practice as teachers bother to almost all times with students' learning in the classroom. The three teacher's guided the students all the time who could not understand the activities, explaining again when necessary in an attempt to better understand to best develop them.

As a reflective practitioner, it is important that the teacher, in addition to thinking about your practice, think also in the context of the school to which it belongs, this is also the understanding of Rangel et al (2005).

By opting for a reflective practice, teachers may be able to construct and reconstruct knowledge for student education. To Basei (2008), Professor reflects that have the possibility to try with your students a movement to rebuild the knowledge of teaching and learning, through the elements that constitute the culture of body movement.

Thus, the physical education teacher, as reflective practitioner must encourage students to pursue their own knowledge from the teachings of games, dancing, fights, gymnastics and sports. With that, he will be providing various bodily practices that requires discipline.

Regarding shall Physical Education, teachers interviewed consider extremely important for elementary education because it involves movement, freedom and bodily socialization, as follows:

> It provides student development, and its interaction with all movement, socialization, cognition. (teacher A)
> Physical Education course helps the student holistically, stimulates the movement of students, enables students to understand their own bodies through freedom of movement. (teacher B)
> The PE generally interfere in the life of the student, allowing them a greater freedom body. (teacher C)

Compared the results of interviews with the observations, it was noted that teachers A, B and C actually know the value of discipline for student learning because the lessons observed in the classrooms of 1st 2nd, 3rd, 4th and 5th year teachers emphasized through dialogue on practical and theoretical classes that Physical Education is crucial to health, to improve balance and coordination body for improved socialization among them, there was also the practical lessons that students are stimulated by teachers to improve their motor and cognitive performances.

Professor of Physical Education, to adopt reflective practice to develop their practice, it may be more likely to meet the actual needs of students. For Rangel et al (2005, p.106), "[...] adopt the methodology as reflective practice and professional attitude implies always be reflecting on our actions, individual and collective, also implies a social responsibility, and school contexts where professional make the difference. "

Thus reflective practice can become an element of extreme importance to direct any action in a positive way with the practice and teaching Professor has great possibilities to develop their pedagogical work with greater improvement.

CONCLUSION

The Physical Education has as main mediator of knowledge of body culture, teacher of Physical Education. Therefore in order to develop this work focused on the importance of discussing the practice of these professionals within a socio educational reflective.

We noticed that all three working teachers, despite the lack of ongoing training and little or no relationship between the planned and conducted, develop their practice effectively benefiting the students, because they are meeting most of the needs of her students in class Physical Education because they were concerned with the development and learning of students in the next class and tried to improve it in some way.

Physical Education in the category it was also found that teachers actually know the importance of physical education for the overall development of students in school and contributes to this awareness that classes are not empty of content and educational objectives.

In short, the path of a reflective teaching practice is gradually covered by teachers and was notorious in the practice of teachers observe that there are many reasons to have hope. Thus, it is believed that reflection only have to improve the quality of teaching these professionals, so teachers will benefit those who are part of the education process, which is the student.

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TEACHER OF PHYSICAL EDUCATION IN A REFLECTIVE PRACTICE: TEACHING A NEW LOOK

ABSTRACT

The pedagogical practice is a diverse art that for decades has been directing the Physical Education professionals to build their own "garb" methodology, because the practice of a teacher can be influenced by several factors, such are their experiences and social experiences , professionals and intellectuals. Faced with this reality, the present study aims at evaluating the practice of physical education professionals who work in the early grades of elementary school of the municipal school teacher Rosália Freire in São Luís-MA and specific objectives, check the practice of these professionals within the teaching and learning process and emphasize the context in reflective practice. Field research is a qualitative and instruments used for assessment interviews were open-type and direct observations of physical education classes. Data analysis permeated the categories: Continuing education for teachers; school planning, reflection on own practice and concept of Physical Education. It was found that the teachers surveyed have just graduate and that despite the elaborate annual plan, not all follow. However, they seek to develop their practice within a theoretical context and practical reflective, thus believe that contribute to the development of physical, motor, cognitive and affective partner of his students. We conclude that the path of a well-developed pedagogical practice has been gradually covered by the teachers of this research, therefore, it is believed that the reflection of teaching practice can contribute to a better quality of teachers' pedagogical action.

KEYWORDS: Physical Education. of Physical Education. Reflective Practice.

PROFESSEUR D'ÉDUCATION PHYSIQUE DANS UNE PRATIQUE RÉFLEXIVE: ENSEIGNER UN NOUVEAU REGARDER

RÉSUMÉ

La pratique pédagogique est un art diversifié qui pendant des décennies a été de diriger les professionnels de l'éducation physique pour construire leur propre "habit" méthodologie, parce que la pratique d'un enseignant peut être influencée par plusieurs facteurs, tels sont leurs expériences et leurs expériences sociales , les professionnels et les intellectuels. Face à cette réalité, la présente étude vise à évaluer la pratique des professionnels de l'éducation physique qui travaillent dans les premières années de l'école élémentaire de l'école municipale Rosalia enseignant Freire à São Luís-MA et des objectifs précis, vérifiez la pratique de ces professionnels dans le processus d'enseignement et d'apprentissage et de souligner le contexte dans une pratique réflexive. Recherche sur le terrain est un test qualitatif et les instruments utilisés pour les entretiens d'évaluation sont des observations de type ouvert et direct de cours d'éducation physique. L'analyse des données a imprégné les catégories: Formation continue pour les enseignants, la planification scolaire, la réflexion sur la pratique propre et le concept de l'éducation physique. Il a été constaté que les enseignants interrogés ont juste diplômé et que, malgré le plan élaboré chaque année, pas tous suivre. Cependant, ils cherchent à développer leur pratique dans un contexte théorique et pratique réflexive, pensons donc que contribuer au développement physique, moteur, cognitif et affectif partenaire de ses élèves. Nous concluons que le chemin d'une pratique bien développée pédagogique a été progressivement recouverte par les enseignants de cette recherche, par conséquent, il est estimé que le reflet de la pratique pédagogique peut contribuer à une meilleure qualité de l'action pédagogique des enseignants.

MOTS-CLÉS: éducation physique. Professeur d'éducation physique. Pratique réflexive.

PROFESOR DE EDUCACIÓN FÍSICA EN LA PRÁCTICA REFLEXIVA: LA ENSEÑANZA DE UNA NUEVA MIRADA

RESUMEN

La práctica pedagógica es un arte diverso que por décadas ha estado dirigiendo a los profesionales de Educación Física para construir su propio "traje" metodología, ya que la práctica de un profesor puede estar influenciada por varios factores, como son sus experiencias y vivencias sociales , los profesionales e intelectuales. Frente a esta realidad, el presente estudio tiene como objetivo evaluar la práctica de los profesionales de educación física que trabajan en los primeros grados de la escuela primaria de la escuela municipal profesor Freire Rosalia en São Luís-MA y los objetivos específicos, consulte la práctica de estos profesionales en el proceso de enseñanza y aprendizaje y hacer hincapié en el contexto en la práctica reflexiva. La investigación de campo es un cualitativa y los instrumentos utilizados para las entrevistas de evaluación fueron las observaciones de tipo abierto y directo de las clases de educación física. El análisis de datos permeado las categorías: Educación Continua para los maestros, planificación escolar, la reflexión sobre la propia práctica y el concepto de Educación Física. Se encontró que los profesores encuestados tienen apenas graduado y que a pesar del plan anual elaborado, no todos siguen. Sin embargo, tratan de desarrollar su práctica dentro de un contexto teórico y práctico reflexivo, por lo tanto creemos que contribuir al desarrollo de físico, motor, cognitivo y socio afectivo de sus estudiantes. Llegamos a la conclusión de que el camino de una práctica pedagógica bien desarrollada ha sido gradualmente cubiertos por los maestros de esta investigación, por lo tanto, se cree que la reflexión de la práctica docente puede contribuir a una mejor calidad de la acción pedagógica de los docentes.

PALABRAS CLAVE: educación física. Profesor de educación física. La práctica reflexiva.

O PROFESSOR DE EDUCAÇÃO FÍSICA EM UMA PRÁTICA REFLEXIVA: UM NOVO OLHAR PEDAGÓGICO

RESUMO

A prática pedagógica é uma arte diversificada que há décadas vem direcionando os profissionais de Educação Física a construírem a sua própria “roupagem” metodológica, pois a prática de um professor pode ser influenciada por diversos fatores, a exemplo, estão as suas vivências e experiências sociais, profissionais e intelectuais. Diante de tal realidade, a presente pesquisa tem como objetivo geral avaliar a prática dos profissionais de Educação Física que trabalham nas séries iniciais do ensino fundamental da escola municipal Professora Rosália Freire na cidade de São Luís-MA e como objetivos específicos, verificar a prática desses profissionais dentro do processo ensino e aprendizagem e enfatizar a prática no contexto reflexivo. A pesquisa de campo é de cunho qualitativo e os instrumentos utilizados para avaliação foram entrevistas do tipo aberta e observações diretas das aulas de Educação Física. A análise dos dados permeou pelas categorias: Formação continuada dos professores; planejamento escolar; reflexão sobre a própria prática e conceito sobre a disciplina Educação Física. Constatou-se que os professores pesquisados tem apenas a graduação e que apesar de elaborarem o plano anual, nem todos o seguem. Porém, eles procuram desenvolver a sua prática dentro de um contexto teórico-prático reflexivo, com isso acreditam que contribuem para o desenvolvimento das necessidades físicas, motoras, cognitivas e sócio afetiva de seus alunos. Concluímos que o caminho de uma prática pedagógica bem desenvolvida vem sendo percorrido gradualmente pelos docentes da presente pesquisa, Assim, acredita-se que a reflexão da prática docente pode contribuir com uma melhor qualidade da ação pedagógica dos professores.

PALAVRAS-CHAVE: Educação Física Escolar. Professor de Educação Física. Prática Reflexiva.