120 - SUPERVISED IN PHYSICAL EDUCATION: A LOOK ON THE WORK OF A TEACHER TEACHERS / PEDAGOGUE AND STUDENTS LEARNING

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INTRODUCTION

Resolution 02/2010 of 6 August 2010 Course of Physical Education, Federal University of Amapá states that supervised training is understood as a discipline in which the / a student / a place with a learning social, professional and cultural in real life and through his work under the supervision of faculty of education institutions, during which will be expanded, revised and applied the knowledge acquired and constructed in the training process in the degree course in Physical Education.

According Junior Faria et al (1987), Teaching Practice, also regarded as Supervised, "is a dynamic process of learning that takes place through practice constant corresponding to the activities offered by the professional qualification specifies, in real situations, controlled and supervised by teachers of the course.

This article's main objective is to describe / analyze the pedagogical practice of a teacher educator working in physical education in elementary education from 1st to 4th year of supervised internship during the systematic observation.

METHODOLOGY COURSE

The method used was descriptive procedure that according to Hart and Bervian (2002, p.62) point descriptive study as possible "description of the characteristics of the properties or relations in the group or the reality in which the research was conducted" .

As for the location of the research, this was done in a Public School of Municipal Schools, located in the neighborhood of Muca, located in the southern part of Macapa, capital of Amapá State, during physical education classes in elementary school.

Join although this study was to target a teacher of the school and headcount monitoring of physical education classes, took a class from the 4th year, in the afternoon, and in total 25 students / as, 13 boys and 12 girls. We observed 11 lessons in total 4horas/aula, a total workload of 44horas/aula assisted.

For research and analysis in this study we used the following instruments: observation, field notes, structured interviews with the teacher and photographic record. For greater methodological rigor of the interviews we chose to discourse analysis which according Orlandi (2002, p. 15):

> Analysis of discourse conceives language as necessary mediation between man and the natural and social reality. This mediation, which is the speech makes possible both the permanence and continuity as the displacement and transformation of man and the reality in which he lives.

The teacher signed the consent form, in order to ensure that there would be no harm to their physical and moral integrity, just analyzing their pedagogical practice, but not in order to judge, but describe its pedagogical systematization, as well as their professional aspirations and realities.

RESULTS AND DISCUSSION

The interview with the teacher was to end, knowing about various elements of the pedagogical teaching of physical education in school, as well as experience in teaching, the behavior of / the students / the, relationship between them / as and among other issues.

At school there is a teacher first searched / a Physical Education, while the other teachers left with the task of using the methodological tools and content of Physical Education to try to "help" in training / the students / the.

The first question for the professor was targeted with satisfaction at being in the teaching and could be important if a plausible, the teacher reported:

> So when I see myself as an educator, I think a whole paperwork coordination guidance and I like that, what I dislike is the teacher who does not meet targets, sometimes have to wait for the coordination, but the work of teaching I I learned to like a lot here at school because I have worked one year with maternal, but the series I most identified myself with that.

It is noticed that the teacher prefers exercising job teaching in the classroom than getting as educational coordinator or supervisor and the teacher puts it closer to the reality of the education process / the students / the same and it is easier and work in elementary school.

Asked about a possible change of profession the same answer:

> The point is not to change profession, that word is strong, I walked into the pedagogy [...] with a parachute because it is what I love, but I have a lot of skill, I do well, I develop well, not I like to be more of a teacher, I like to make a difference, I like to highlight to where I, but what I really like is dentistry.

The teacher recognizes that the profession is not "love", but it has a certain ease in working in the school environment, in addition to seeking the highlight in his actions as a teacher and this is important for students / them because although I like other profession, it does not show it to the students / as fulfilling its role, in fact as an educator.

For Lima [2008?] O teacher who develops his comprometidamente the profession realizes where, how and when you need to modify the methodological references, because better than any other school social actor approaches his student and can perform readings that allow you to reorient their practice.

Another aspect to be resized is the teaching work in the area of Physical Education from 1st to 4th year in high school that is restricted only in Recreation. And because there is no adequate space for physical education classes, the teacher used an inadequate space at the front of the classroom.

The Recreation is a methodological contribution and / or content for physical education in school. However, the fundamental physical education from 1st to 4th year, who plays the role of "teacher of Physical Education" is the educator, this fact leads to the idea that current legislation recommends that prerogative.

There was also a high incidence of children running around the school, boys playing football during recreation, girls playing hopscotch, jump on elastic, but without proper guidance that the / a teacher / a Physical Education knows pass on to their students / the. With this may be the lack of learning various aspects guiding the practice of games and sports in school.

Consider the story of the teacher about how she deals with recreation classes for students of 4th year:

> When I'm in recreational activity, here we do not call Physical Education, I always try to provide two things: movement, I need them to move, they are very excited, I send them out to unload everything they have. [...] Another thing I like a lot of group activities, even rivalry, competing for them, I like the competition.

It is felt that Physical Education is restricted only for Recreation, whose goal is to enhance the culture of child's play, however, playing competitive if not done in a way educational, not achieve the objectives for training / educating the / as.

For Ferreira (2000) although competition in school can bring motivational characteristics, as regards the teaching of motor skills, it should only be submitted after / the students / possess the body field on the motion, otherwise it could dampen in the learning process.

The teacher also reports that it was a challenge to teach physical education at school because during his training had only a discipline called Recreation and Games.

> "I spent all semester reading about games watching videos of circus soleil. Then I wondered: What am I going to apply to them? '

According AWAD (2011, p. 23) the teacher to use recreation as a contributing element in the educational process, should not give up the pleasure inherent in practical activities.

The training of teacher not glimpsed the essence of recreation and its importance it has for the / a student / a, not experienced methodological and organizational aspects of content during the planning of the curriculum of school discipline, compromising the learning / students of / as.

On the relationship with the teacher / the students / as it claimed to have a good loving relationship with the students, for her to master the class, the / the students / the respect it, but the relationship between / the students / the is quite different, see:

> "They are very disrespectful [...] undisciplined, their problem is not with me. They do activities, most bullies, they are smarter, then I just do not know they charge. '

Indiscipline school is still a premise to be broken by any teacher / a any area of knowledge in school settings. There can be no authoritarianism on the part of / the teacher, but also there can be no neglect of the family regarding the knowledge acquired within and outside the school environment

According to Oliveira (2009) although there is a need, is a very complex task for the / a teacher / a pinpoint why indiscipline and where it originated. One hypothesis to be mentioned is the confrontation between the positions presented by the teacher / aea family, on the one hand an authoritative teacher and the other a family of freedom to your child / ae vice versa or both with the same charges.

When asked about planning for Physical Education, the teacher reports that it plans to periodically classes, she rides and passes are activities for children. And when asked whether or not reproves Physical Education students said the same:

> We are in a public school, where physical education is offered by a teacher who does not feel the responsibility to do this, [...] Physical Education facing the 1st to 4th year I think there is no reproach, but when has of 5 to 8 that has that thing dancing, training, competition, I think is, I say in a way lay.

In fact the teacher in his speech said that is not scientifically capable of delivering PE lessons because it has no understanding of the culture of body movement and its specificities, and the contributions that it can provide for the training of students / them, however, you can not blame only / the teacher / the facts about these, what are flaws in the Brazilian educational system and Law Directives and Bases of Brazilian Education - LDB/9394 that allows Educator / a ministre lessons Arts and Physical Education from 1st to 5th grade.

Observation is essential to understand the phenomena educational, behavioral and postural of / the students / as, employee / s and / or teachers / as, weaknesses, qualities and functionality of school environments. During physical education classes, we observed the following recreational activities: hopscotch, tag, high-pyre, burned, soccer, running with the hula hoop, relay race about using cones and dance, yet were not passed some guidelines about the meaning of the activities, only guidance on the procedures of the games, this may be compromising student learning.

To Monteiro [2007?] Learning success is due to a pre-disposition to a motivation, an interest that is not given by the content but by the way of learning. You should know why the content proposed, but the way it is approached is also very important to the learning process.

The main features found in the activities transferred by the teacher, except the activity "catch-up" and "high-pile" was the competitiveness among children. We noticed a high rate of failure among / the students / the disagreements and even verbal abuse, this fact leads to the idea of "win at all costs", as if the victory in an activity like this to determine personality winners would have the child throughout their life.

When observing classes realizes the failures, the successes and the prerogatives of / the teacher / and the / the students / during the educational process, however, another characteristic of Recreation classes the teacher does not prove the discourse of during the same interview, saying the following statement:

> "In my classes do not have this separation, the boys play with the girls and vice versa"

When there is competition, stronger or overlap the considered weaker and with it, the less able to perform certain activities are excluded / as, which is the case of girls, in which the boys would not let them play football because they think they did not have the ability to beat them.

Studies on Gender and Physical Education has been pointing to these flaws in the teaching-learning process is not perceived by the teacher in the classroom, impairing the formation of / the students / the. To LIGHT JUNIOR (2002):

> The sport and dance, while contents of Physical Education has long adopted / adopting tools of differentiation and hierarchy of the sexes from their practices. In competitions can be seen clearly these differences from the standpoint of superiority and inferiority.

In fact, the separation of students / classes in the physical education does not contribute to an equitable and quality education, given the competitive standards employed Durantes classes only emphasize income and "sucateiam" learning on the acquisition of values the training of students / as.

The other dance was content to be applied during PE lessons the teacher, however, was only intended for building choreography for the presentation of children in the event of final year of school. Professor for not having thorough knowledge of that dance can provide their / the students / as, adopts only this content to build small choreographies for socializing and school children participate because it is only way to earn points for the end of semester . Thus, we see the immediate need to include Physical Education Teacher in the 1st to 4th year of elementary school, it is the working professional motor skills, cognitive, socio-affective.

CONSIDERATIONS .

The move children is critical to their well-being in everyday life, but when it is done consciously, when the / a student / to know why I'm doing certain movements, their meaning, their contributions , its specifics and not mess it up without objectivity or without perspective.

Therefore, it was observed that the teacher has some difficulty as any teacher, however, we are trying to teach physical education classes without having initial training. It is noteworthy that at no time sought to criticize without contributing the work of the teacher, but elements seek to understand their pedagogical practices, being completely understandable with regard to school physical education and recreation at school, for not having the training targeted to the pedagogy of human movement or biodynamic human movement, it tries all ways to try to fill this gap in the Brazilian educational system, however, even with much effort the students' learning is distorted because no theoretical and practical for students, providing an "intellectual vacuum / motor / social-afetivo devoid of bodily practices and innovative"

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SUPERVISED IN PHYSICAL EDUCATION: A LOOK ON THE WORK OF A TEACHER TEACHERS / PEDAGOGUE AND STUDENTS LEARNING

ABSTRACT

The supervised internship is one of the first moments of closeness with the academic workplace. It is from this moment that the scholar could identify the specifics of a place, a community or a school and has a great importance during training. This article's main objective is to describe / analyze the pedagogical practice of a teacher educator working in physical education in elementary education from 1st to 4th year of supervised internship during the systematic observation. The method of descriptive procedure was used. The target audience a teacher's headcount school and monitoring of physical education classes, took from a group of 4th year, in the afternoon, and in total 25 students / as, 13 boys and 12 girls, besides using instruments such as; observation, field notes, structured interview with the teacher. For greater methodological rigor of the interviews we chose to discourse analysis. As the result of research the professor said it prefers to remain in the classroom to stand in coordinating education, their classes are geared to recreation, it claimed to have a good loving relationship with the students, plus there is a high incidence of children running by school boys playing football during recreation, girls playing hopscotch, jump on elastic, but without proper guidance that the / a teacher / a Physical Education knows pass on to their students / as. The other dance was

content to be applied during PE lessons the teacher, however, was only intended for building choreography for the presentation of children in the event of final year of school. Therefore, it was observed that the teacher has some difficulty as any teacher, however we are trying to teach physical education classes without having initial training.

KEY - WORDS: PHYSICAL EDUCATION, TRAINING, TEACHING

CONTROLES D'ÉDUCATION PHYSIQUE: UN REGARD SUR LES TRAVAUX DE PROFESSEURS A L'ENSEIGNEMENT / PEDAGOGUE ET APPRENTISSAGE DES ÉTUDIANTS

RÉSUMÉ

Le stage supervisé est l'un des premiers instants de la proximité avec le lieu de travail académique. C'est à partir de ce moment-là que le savant a pu identifier les spécificités d'un lieu, d'une communauté ou d'une école et a une grande importance au cours de la formation. Objectif principal de cet article est de décrire / analyser la pratique pédagogique d'un formateur d'enseignants travaillant dans l'éducation physique dans l'enseignement primaire du 1er au 4e année de stage supervisé lors de l'observation systématique. Le procédé de la procédure descriptive a été utilisée. Le public cible d'une école effectif enseignant et suivi des cours d'éducation physique, a pris une classe à partir de la 4e année, l'après-midi, en prenant un total de 25 élèves / que, 13 garçons et 12 filles, en plus d'utiliser des instruments tels que; notes d'observation sur le terrain, entrevue structurée, avec l'enseignant. Pour une plus grande rigueur méthodologique des entretiens que nous avons choisi de l'analyse du discours. Comme le résultat de la recherche le professeur a dit qu'il préfère rester dans la salle de classe se tenir dans l'éducation de coordination, leurs classes sont destinées à des fins récréatives; il a prétendu avoir une bonne relation d'amour avec les élèves; en plus il ya un grand l'incidence des enfants qui courent autour de l'école, les garçons qui jouent au football pendant la récréation, les filles jouent à la marelle, saut sur élastique, mais sans un bon encadrement que / l'enseignant / l'éducation physique à transmettre à leurs élèves savent / l'. L'autre danse était content d'être appliquée pendant les leçons du professeur PE, cependant, ne fut destiné à la construction chorégraphie pour la présentation des enfants en cas de dernière année de l'école. Par conséquent, il a été observé que l'enseignant a de la difficulté que n'importe quel enseignant, mais nous essayons de donner des cours d'éducation physique, sans avoir la formation initiale.

MOTS - CLES: EDUCATION PHYSIQUE, DE LA FORMATION, ENSEIGNEMENT

SUPERVISIÓN DE LA EDUCACIÓN FÍSICA: UNA MIRADA SOBRE LA LABOR DE LOS MAESTROS A LOS MAESTROS / PEDAGOGO y ESTUDIANTES DE APRENDIZAJE

RESUMEN

La pasantía supervisada es uno de los primeros momentos de cercanía con el lugar de trabajo académico. Es a partir de este momento que el estudiante pueda identificar los aspectos específicos de un lugar, una comunidad o una escuela y tiene una gran importancia durante el entrenamiento. Objetivo principal de este artículo es describir / analizar la práctica pedagógica de un formador de profesores que trabajan en la educación física en la educación primaria de 1 º a 4 º año de pasantía supervisada durante la observación sistemática. El método de procedimiento descriptivo se utilizó. El público objetivo de una escuela de plantilla docente y el seguimiento de las clases de educación física, tomó una clase de 4 º año, por la tarde, teniendo un total de 25 alumnos / as, 13 niños y 12 niñas, además de utilizar instrumentos tales como; observación, notas de campo, entrevistas estructuradas con el profesor. Para mayor rigor metodológico de las entrevistas que hemos elegido para el análisis del discurso. Como resultado de la investigación que el profesor dijo que prefiere permanecer en el aula para estar de pie en la educación de coordinación, sus clases están orientadas para la recreación; que afirmaba tener una buena relación amorosa con los alumnos; además existe una gran incidencia de niños corriendo alrededor de la escuela, los niños jugando al fútbol en los recreos, niñas jugando rayuela, saltar sobre elástico, pero sin la debida orientación que / la maestro / a de educación física transmitir a sus alumnos sabe / la. El baile era otro contenido que se aplicará durante las clases de educación física del profesor, sin embargo, estaba destinado exclusivamente para la construcción de la coreografía para la presentación de los niños en caso de último año de la escuela. Por lo tanto, se observó que el profesor tiene algunas dificultades como cualquier maestro, sin embargo estamos tratando de enseñar clases de educación física sin tener la formación inicial.

PALABRAS - CLAVE: EDUCACIÓN FÍSICA, FORMACIÓN, ENSEÑANZA

ESTÁGIO SUPERVISIONADO EM EDUCAÇÃO FÍSICA: UM OLHAR ACERCA DO TRABALHO DOCENTE DE UMA PROFESSORA/PEDAGOGA E A APRENDIZAGEM DISCENTE

RESUMEN

O estagio supervisionado é um dos primeiros momentos de aproximação dos acadêmicos com o local de trabalho. É a partir deste momento que o acadêmico poderá identificar as especificidades de um local, de uma comunidade ou de uma escola e possui uma grande importância durante a formação profissional. Este artigo tem como objetivo principal descrever/analisar a pratica pedagógica de uma professora pedagoga atuando na educação física no ensino fundamental de 1º ao 4º ano,durante o estagio supervisionado de observação sistemática. O método de procedimento utilizado foi o descritivo. O público alvo uma professora do quadro efetivo da escola e o acompanhamento das aulas de Educação Física, se deu a partir de uma turma do 4º ano, no turno da tarde, tendo no total 25 alunos/as, sendo 13 meninos e 12 meninas, além de utilizar instrumentos como; observação, notas de campo, entrevista estruturada com a professora. Para maior rigor metodológico das entrevistas optou-se pela análise do discurso. Como o resultado da pesquisa a professora afirmou que prefere permanecer em aula do que ficar na coordenação pedagógica, suas aulas estão voltadas para a recreação; a mesma afirmou ter um bom relacionamento afetivo com os discentes; além de existir a grande incidência de crianças correndo pela escola, meninos brincando de futebol durante a recreação, meninas brincando amarelinha, salto sobre elástico, mas sem as devidas orientações que o/a professor/a de Educação Física sabe repassar para seus alunos/as. A dança foi outro conteúdo a ser aplicado durante as aulas de Educação Física da professora, entretanto, foi direcionada apenas para a construção de coreografias para a apresentação das crianças no evento de final de ano da escola. Portanto, foi possível observar que a docente possui certa dificuldade como qualquer professor, entretanto estamos tratando de ministrar aulas de Educação Física sem ter a formação inicial.

PALAVRAS – CHAVES: EDUCAÇÃO FÍSICA; ESTÁGIO; DOCÊNCIA