125 - THE PEDAGOGICAL PRACTICE OF THE SUPERVISOR TEACHER OF STAGE

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INTRODUCTION

The pedagogical practice of a teenager is the main tool to gain and educate a student. According Araújo and Rocha (2007), she should be planned and structured, contemplating objectives, strategies of classes and evaluation, promoting with quality the process of teaching-learning.

The teacher performance of physical education assumes a dynamic different of the others, once that its object of study is the move body culture, which assumes some peculiarities in teaching-learning process (BETTI, 2005).

During graduation, specifically Practice of Formation II classes, some students related in seminars its dissatisfaction as stages, especially concerning performance of teacher of physical education, searched by academic in schools for stage.

According Soares, Lima and Quadros (2007), the curricular stage assumes elementary importance for academic performance, once that constitution of any career is connected to solid basis. In case of teaching, the construction of that basis initiates during graduation course and has one of main steps the curricular supervised stage.

Being a discipline present in Brazilian educational curriculum, the Physical Education has its content and objectives, which justify its teaching in schools:

> Como área do conhecimento, a Educação Física deve tratar das práticas corporais construídas ao longo dos tempos. Todavia, não se trata de qualquer prática ou movimento, e sim daqueles que se apresentam na forma de esporte, ginástica, jogos, brincadeiras, dança, movimentos expressivos, dentre outros. Essas vivências, seus conceitos, sentidos e significados são conteúdos legítimos a serem problematizados em todos os níveis da educação básica (CBC, 2005, p.16).

There are some critics about work of professor of physical education. In this conception, Elenor Kunz warn us about organization and intentionality of Physical Education classes, which in majority part of times is commanded without objectives and contents that do not follow a coherent development:

> A organização de um 'programa mínimo' para a Educação Física deverá, pelo menos, conseguir pôr fim à nossa 'bagunça interna' enquanto disciplina/atividade escolar, ou seja, o fato de não termos um programa de conteúdos numa hierarquia de complexidade, nem objetivos claramente definidos para cada série de ensino. O professor decide, de acordo com alguns fatores, entre eles o seu bom ou mau humor, o que ensinar (KUNZ,1994, p.143).

In this perspective, Martins (2009, p. 6) relates some representations that professor of physical education has in school:

> Iniciando pela disciplina, a representação é como a disciplina da diversão ligada diretamente ao jogo, como forma de promoção da saúde e apresentação das práticas esportivas e as demais práticas da cultura corporal (....). Mas, para outro grupo é representada como disciplina do “rola bola” ou popularmente “rachão do cansaço físico (...). Já o professor é representado como o protagonista maior do conhecimento corporal e suas práticas, como o amigo entre professores da escola, aquele que se pode tocar e abraçar pode-se colocar essa idéia para um determinado grupo. Já para outro grupo é representado como o descompromissado, que não participa das reuniões de pais e mestres, aquele que não participam das reuniões de pais e mestres, aquele que não participa do planejamento da escola, o professor que não faz planejamento dos conteúdos a serem abordados, o que “dá a bola” e não se preocupa como os alunos.

In this context of critics is important to list topics that subsidize the pedagogical work of teacher, making it clear through literature the pedagogical and methodological conceptions that should be observed by teacher of Physical Education for that curricular component wins educative treatment and becomes an educational tool that promotes the integral formation of student.

Allowing Betti (2005), the pedagogical practice should be defined as communicative dynamic with intentionality and values that connect professor and student about culture body of movement, in case of Physical Education.

To realize this study becomes indispensable to know that reality, since the reached results can provide a basis to subsidize interventions and make educational policies that improve formation of academics of physical education and pedagogical practice of teachers who act in public schools of basic education from the cities of Montes Claros and Januária.

So, the objective of this study was to investigate the pedagogical practice of teacher supervisor of stage about the objectives, contents and planning of classes through perception of academics.

MATERIALS AND METHODS

This study presents descriptive characteristics with quantitative and qualitative approach and of exploratory nature.

The population consisted in 50 students enrolled and frequents in 8th period of Physical Education – Graduation, from the “Universidade Estadual de Montes Claros – Unimontes”, presents in daytime and evening in campuses from Montes Claros and Januária. The selection was made through survey in institution of students characterized previously, respecting inclusion and exclusion criteria.

The sample was composed by 40 academics of physical education who made the matter Practice of Formation and

Supervised Curricular Stage III in public network of teaching. To define the number of people participant of study were adopted orientations for random, stratified and proportional sample.

As instrument, was used a questionnaire structured by authors of this research. This study was realized based in resolution 196/96 of "Comissão Nacional de Ética em Pesquisa – CONEP", of "Conselho Nacional de Saúde – CNS". After the signature of the Term of Free and Cleared Consent in Research by Physical Education students began collecting data.

It was realized a descriptive analysis of data with frequency and percentage to analyze the answers. The data collected were treated statistically by Software Statistical Package for the Social Science (SPSS) 18.0.

APRESENTATION AND DISCUSSION OF RESULTS

In this chapter is presented the results of each question from questionnaire, confronting the data obtained with literature and the vision of researcher. So, the questions are discussed in topic way and grouped when correlated to improve comprehension and discussion of data.

The sample was composed by 40 subjects, of which 30% (n=12) were male sex and 65% (n=26) were female sex. From the city of Montes Claros, 30.4% (n=7) were male sex and 65.2% (n=15) were female sex. From the campus of Januária (n=5), 29.4% were male sex and 64.7% (n=11) were female. Of the overall, 57.5% (n=17) were from the campus of Montes Claros and 42.5% (n=23) were from Januária.

Table 1 - Objectives proposed by teacher in each class.

Questions	Answers	N	%
Did you succeed to identify the objectives proposed by teacher in each class?	Always	06	15.0
	In majority of times	21	52.5
	Hardly	13	32.5

Only 15% succeeded to always identify the objectives proposed by teacher in each class, while 32% hardly identified the objectives. The objectives of a class are essential to have a coherent structure with educative intentionality. Kunz (1994) warn us about the organization and intentionality of Physical Education classes, which majority of times is commanded without objectives, generating an internal mess while school matter. The CBC (2005) argues that professors as mediators of teaching-learning process should be aware of their objectives and their different possibilities of reach them.

Able to identify the objectives of a lesson is the first step to realize there is a planning and coherent structure through those activities realized, which clearly is absent in physical education classes. According Zabala (1998), when there are clear objectives in a class, approaching their three dimensions: conceptual, procedural and attitudinal, the contents of the matters stop having own purposes and take mean for the student to develop necessary competencies and abilities to live and act like citizen in a complex and globalized world.

Table 2 - Contents and Planning of Physical Education classes.

Questões	Respostas	N	%
Did you get to identify the content worked by teacher during classes?	Always	13	32,5
	In majority of times	17	42,5
	Hardly	10	25,5
Which contents do you get to observe in work of professor, according with CBC (2008)?	Sports	27	67,5
	Games and Jokes	12	30,0
	Gymnastic	1	2,5
	Dance and Expressive Movements	-	-
Did you get to identify a methodological sequence between contents developed from class to another?	Always	6	15,0
	In majority of times	13	32,5
	Hardly	19	47,5
	Never	2	5,0
Did you get to identify if there was planning of classes?	Always	9	22,5
	In majority of times	14	35,0
	Hardly	13	32,5
	Never	4	10,0

Due this alternative, 42.5% succeeded to identify the content worked. But, observing another question concerning the content, it is perceived there is a predominance of sports with 67.5%. After, games and jokes had 30% and 2.5% corresponded to the gymnastic. No one investigated related the work of contents associated with dance and expressive movements.

It is necessary to break apart with this traditional model that persists until today, which, conferring Rodrigues and Darido (2006), is represented by sports, restricting other possibilities in learning like gymnastic, games, jokes, dances, fights, capoeira and those less traditional sports.

Rendering with Betti and Zuliani (2002), the physical education must to introduce and integrate the student in body culture of movement, sensitizing him to practice the game, sports, rhythmic activities, dance, gymnastics and practices of physical fitness, in benefit of quality of life.

It is alarming to know that only 2.5% discuss the contents concerning gymnastic and no one teacher worked with dance and expressive movements. The "Parâmetros Curriculares Nacionais – PCN", in federal level as curricular propose of physical education, and the CBC, in state level, make it clear the need to work the gymnastic, the dance and expressive movements, establishing the objectives and competencies to be reached by students. To restrict the student of that practice of contents is to limit the physical education, making it partially of reach the objectives and justification of presence of that curricular component in physical education.

Other datum that calls attentions is the lack of methodological sequence between contents developed from class to another. 47.5% informed that hardly had this sequence. Through of those data it is possible to perceive there is not a planning and systematization of contents worked by teachers.

The data of this research match with affirmation of researcher, because when asked about planning of classes, only 22.5% related that always was possible to identify the presence of planning of classes. One class not planned results in loss of its educative intentionality. The contents must have a sequential organization, observing a logical and coherent sequence with structure and objective of this matter, being developed gradually.

To analyze this group of questions with experiences lived in schools make it clear a physical education that prioritizes

for traditional sports, often summarizing in indoor soccer and perceptive lack of planning and structuration of this curricular component. Vasconcelos (1995, p. 35) affirms that the "planejamento de uma aula consiste na proposta de trabalho do professor para um determinado dia letivo, correspondendo ao nível de maior detalhamento e objetividade do processo ensino-aprendizagem".

Oliveira (2005) articulates that sports in school are a reproductive activity that dominates classes, reaching complacency, but not a participation of students in classes. Still according the same, it favors a great competitive spirit, prioritizing the most skilled and excluding the less skilled, having as consequence the individualism and the exclusion, which results in way to stop the development of collective values and still contribute to resistance to works with others contents of physical education.

CONCLUSION

A considerable percentage of teachers of physical education has not developed a pedagogical practice supported in methodological principles and modern conceptions of the same. Through those results obtained, we can affirm that this part of teachers do not plan their classes and do not work all contents proposed for physical education, being many times limited in sports. This behavior of teachers results in methodological incoherence in development of contents of physical education, becoming a simple matter devoid of educative intentionality and without relevant contributions for academic who stage and formation of the students.

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Sala 108 - 1° piso

THE PEDAGOGICAL PRACTICE OF THE SUPERVISOR TEACHER OF STAGE

ABSTRACT

Introduction: pedagogical practice of teacher must be planned and structured, contemplating objectives, contents and methodologies to promote qualitatively the process of teaching-learning. During classes of Practice of Formation II, the students related dissatisfaction with stages, especially those relating to pedagogical practice of teacher supervisor of stage. Objective: to investigate the pedagogical practice of teacher supervisor of stage about objectives, contents and class planning through perceptions of students. Methodology: this study presents descriptive characteristics with qualitative and quantitative approach. The population constituted in 50 academics from 8th period of Physical Education – degree – of Universidade Estadual de Montes Claros – Unimontes. The sample was composed by 40 academics. The instrument used was a structured questionnaire by authors from this research. The data collected were treated statistically by Software Statistical Package for the Social Science – SPSS – 18.0. Results: only 15% were capable to identify always the objectives proposed by teacher in each class, while 32% hardly identified the objectives. 42.5% succeeded to identify the content worked, with the predominating presence of sport with 67.5%; games and jokes were 30%; 2.5% identified the gymnastic; and no one related the work with Dance and Expressive Movements. Other datum that calls attention is the lack of methodological sequence between the contents developed from class to other, being that 47.5% related that hardly had this sequence and only 22.5% related that always was possible to identify the presence of planning of classes. Conclusion: a considerable percentage of professors of physical education has not developed a pedagogical practice supported in methodological principles and current conceptions of the same. The teachers do not plan their classes and do not work all contents proposed for physical education, limiting themselves to the sport.

KEYWORDS: Pedagogical practice. Supervisor professor. Stage.

LA PRATIQUE DE L'ENSEIGNEMENT DU SUPERVISEUR DE LA FORMATION

RÉSUMÉ

Introduction: la pratique pédagogique d'un enseignant doit être planifiée et structurée, couvrant les objectifs, les contenus et les méthodes visant à promouvoir la qualité de l'enseignement-apprentissage. Pendant les cours de formation pratique II, les chercheurs ont signalé leur insatisfaction à l'égard des étapes, notamment celles relatives à la pratique pédagogique des enseignants stage superviseur. Objectif: Étudier pédagogique de l'enseignant responsable du stage pratique sur les objectifs, le contenu et les horaires des classes à travers la perception des universitaires. Méthodologie: Cette étude présente les caractéristiques descriptives de l'approche quantitative et qualitative. La population était composée de 50 étudiants

de l'éducation physique - 8e période Degré - Université d'État de Montes Claros. L'échantillon était composé de 40 universitaires. L'instrument utilisé est un questionnaire structuré par les auteurs de cette recherche. Les données recueillies ont été analysées statistiquement par le logiciel statistique pour les sciences sociales 18.0. Résultats: Seulement 15% pourraient permettre d'identifier où les objectifs proposés par l'enseignant dans chaque classe, tandis que 32% rarement identifié des objectifs. 42,5% ont été en mesure d'identifier le contenu a travaillé, avec la prédominance du sport avec 67,5%, les jeux et les jeux étaient de 30,0%, 2,5% gymnastique identifiés, et aucun n'a indiqué de travailler avec la danse expressive et mouvement. Un autre fait qui ressort est le manque d'une séquence méthodologique entre les contenus développés d'une classe à l'autre, alors que 47,5% ont déclaré qu'il n'y avait guère que la séquence et seulement 22,5 signalé qu'il était toujours possible d'identifier la présence de la planification classes. Conclusion: Un pourcentage considérable de professeurs d'éducation physique a développé une pratique pédagogique dans soutenus principes méthodologiques et les conceptions actuelles de celui-ci. Les enseignants ne planifient pas leurs leçons et ne fonctionnent pas tout le contenu proposé pour l'éducation physique, se limitant à ce sport. Ainsi, l'éducation physique est considérée comme une simple discipline d'enseignement dépourvu d'intentionnalité.

MOTS-CLÉS: Pratique pédagogique. Superviseur de professeur. Scène.

LA PRÁCTICA DE LA ENSEÑANZA DE SUPERVISOR DE FORMACIÓN DEL PROFESORADO

RESUMEN

Introducción: la práctica pedagógica de un profesor debe ser planificado y estructurado, que abarca los objetivos, contenidos y métodos para promover la calidad del proceso de enseñanza-aprendizaje. Durante las clases de Formación Práctica II, los estudiosos han informado de su insatisfacción con las etapas, especialmente las relacionadas con el supervisor de práctica docente de prácticas docentes. Objetivos: Investigar el profesor supervisor de pasantía práctica pedagógica acerca de los objetivos, contenidos y horarios de clases a través de la percepción de los académicos. Metodología: Este estudio presenta las características descriptivas con enfoque cuantitativo y cualitativo. La población estuvo conformada por 50 estudiantes de Educación Física octavo período - Universidad Estatal de Montes Claros - Grado. La muestra estaba compuesta por 40 académicos. El instrumento utilizado fue un cuestionario estructurado por los autores de esta investigación. Los datos obtenidos fueron analizados estadísticamente mediante el paquete de software estadístico para Ciencias Sociales 18.0. Resultados: Sólo el 15% pudo identificar donde las metas propuestas por el profesor en cada aula, mientras que el 32% rara vez se identifica metas. 42,5% fueron capaces de identificar el contenido trabajado, con el predominio de los deportes con un 67,5%, los juegos y los juegos eran el 30,0%, 2,5% gimnasia identificados, y ninguno informó de trabajo con la Danza y Movimiento Expresivo. Otro dato que llama la atención es la falta de una secuencia metodológica entre los contenidos desarrollados de una clase a otra, mientras que el 47,5% informó que no había prácticamente esa secuencia y sólo el 22,5 informó de que siempre es posible identificar la presencia de la planificación clases. Conclusión: Un porcentaje considerable de profesores de educación física se ha desarrollado una práctica pedagógica en principios metodológicos sostenidos y concepciones actuales de la misma. Los maestros no planean sus lecciones y no trabajan todo el contenido propuesto para la educación física, limitándose al deporte. Por lo tanto, la educación física es vista como una mera disciplina educativa carece de intencionalidad.

PALABRAS CLAVE: Práctica pedagógica. Supervisor profesor. Escenario.

A PRÁTICA PEDAGÓGICA DO PROFESSOR SUPERVISOR DE ESTÁGIO

RESUMO

Introdução: a prática pedagógica de um professor deve ser planejada e estruturada, contemplando objetivos, conteúdos e metodologias para promover com qualidade o processo de ensino-aprendizagem. Durante as aulas de Prática de Formação II, os acadêmicos relataram a sua insatisfação com os estágios, especialmente os que dizem respeito à prática pedagógica do professor supervisor de estágio. Objetivo: investigar a prática pedagógica do professor supervisor de estágio quanto aos objetivos, conteúdos e planejamentos das aulas através da percepção dos acadêmicos. Metodologia: este estudo apresenta características descritivas com abordagem quanti-qualitativa. A população consistiu em 50 acadêmicos do 8º período de Educação Fisica – Licenciatura – da Universidade Estadual de Montes Claros. A amostra foi composta por 40 acadêmicos. O instrumento utilizado foi um questionário estruturado pelos autores desta pesquisa. Os dados coletados foram tratados estatisticamente pelo Software Statistical Package for the Social Science 18.0. Resultados: apenas 15% conseguiram identificar sempre os objetivos propostos pelo professor em cada aula, enquanto 32% dificilmente identificaram os objetivos. 42,5% conseguiram identificar o conteúdo trabalhado, com a presença predominante do esporte com 67,5%; jogos e brincadeiras foram 30,0%; 2,5% identificaram a ginástica; e nenhum relatou o trabalho com Dança e Movimentos Expressivos. Outro dado que chama a atenção é a falta de uma sequência metodológica entre os conteúdos desenvolvidos de uma aula para outra, sendo que 47,5% relataram que dificilmente havia essa sequência e somente 22,5 relataram que sempre foi possível identificar a presença do planejamento das aulas. Conclusão: uma porcentagem considerável de professores de educação física não tem desenvolvido uma prática pedagógica sustentada nos princípios metodológicos e nas atuais concepções da mesma. Os docentes não planejam as suas aulas e não trabalham todos os conteúdos propostos para a educação física, limitando-se ao esporte. Assim, a educação fisica é vista como uma mera disciplina destituída de intencionalidade educativa.

PALAVRAS-CHAVE: Prática pedagógica. Professor supervisor. Estágio.