20 - TEACHING-LEARNING PROCESS IN PHYSICAL EDUCATION: ANALYZING A CONTEXT OF LESSONS.

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INTRODUCTION

There are many studies and reflections on the training of teachers in Brazil, which have revealed the existence of models with training and guidance paradigmatic well defined.

Regarding teacher performance highlights that this should be "[...] with a critical character, which contrasts the traditional ideals, to occur any change in the educational system." Therefore, be a teacher is a complex process, involving a variety of learning experiences and (PACHECO and FLORES, 1999, p. 30).

Thus, the society has sought education in a different position because of other interests are contemporary, not the formation of more alienated people to social relations. And to meet such expectations, the school must have meaning and significance, be contextualized with the cultural reality, presenting a relationship integrative and active, offering possibilities of forming reflective people, who know their rights and fight for them and can analyze and make your own decisions. These characteristics are not in traditional approaches because of mechanization and standardization of education. So it is not acceptable that teachers still maintain the "bank" didactic said by FREIRE (1996).

Facing it appeared the following issue: Which is the theory of teaching adopted by teachers of Physical Education in teaching and learning process? Thus, our focus was to analyze the pedagogical action of Physical Education teachers from the current theory of human knowledge and observing his actions in the process, during their lessons, and linking them with the theories of education.

For data collection was drawn up a chip-based system proposed by Underwood (1978). It was built in the group of studies LaPEF-GEPEF-EMH-NFB.

We observed two teachers which has teach in the third and fourth grade elementary school in two distinct schools of the town's educational system of. Were observed forty classes, and twenty classes of each teacher, twice times a week and had a duration of four months in the year 2007.

PRESENTATION, DISCUSSION AND ANALYSIS OF RESULTS

Analyzing the data collected and presented in the table (01), you could say was that characterized the pedagogical actions of teachers observed 1 and 2, yet retain characteristics of the model of liberal education belonging to traditional pedagogy, classified by Libaneo (1985), or the traditional approach, mentioned by Mizukami, (1986), who despite appearing in the literature with different names have the same assumptions, analysis and conclusion to the action of teachers. It can be observed that statement, because of the high rate of unilateral Teacher Initiative (inductive).

Thus, the teachers observed, not promoted to pupils situations of reflection, abstraction and understanding of what they were teaching. The teachers, almost all the time, had ready answers to their students and they, just perform the actions required traction.

As Mizukami (1986), in the traditional theory, the relationship between the teacher and the student is in a hierarchical structure, and educating the receiver of the transmission of knowledge pre-established by experts, and implemented by teachers, which has the task transmitting knowledge clearly and accurately.

As a result, the professionals who fit the traditional theory, do not promote opportunities for a significant share of students. This situation can be observed in connection with illustrative almost three times more the number of teachers initiatives inductive than the reflexive.

Therefore, little appears the act of critical reflection, both by the teacher as the students. And in most of the participation of students (response) was not consistent argument, and more for (induction), because they just repeated what the teacher mentioned, or ended sentences already said, the words or completed, or were trying to guess the gestures shown by the teacher. The students were induced to respond what the teachers want to hear, not to think about, or reach their own conclusions.

However, in some situations during the lesson, appeared in the actions of teachers, principles of other trends, which can be inferred result of participation in processes of continuing education in which they are involved, which is the process of teaching and learning different from traditional forms . Beginning to show signs of overshooting and changes in their attitudes and postures of teaching in front of students, being more flexible and open to dialogue. It can be noted in Table 01, which were few, before any questions, sometimes when you refuse to talk with their students, namely the (teacher response), is presented without consideration for 90 times and is lower than that Receptive with 145 appearances.

When analyzing the Reflective Teacher Initiative, it was observed in the actions of a few teacher, directiveness . This fact is worrying and indicative, as were few opportunities in which students were able to locate itself, questioning and reflecting on the actions that place. And how many authors have written in his works, among them MORIN, (2001), not just to information, we have to help with that students make them useful, given the increased awareness and knowledge becomes a gift for their reality .

At other times of observation, shows that teachers permit students to choose the activity and they wanted to do and can be found in Table 01 as Teachers Spontaneous initiatives, leaving the classroom without purpose and the situation of "education" did not appear. The frequency of spontaneous initiatives of the teachers could be found in some unusual moments, when for some reason the place to practice did not exist to conduct their classes. Thus, the teacher gave a lesson inside of classroom, completely changing the content of lessons, always promoting 'games room', therefore, not continued with the matter studied in class earlier, referring to the idea that the classes were true "rest time" , Which in our way of understanding a school discipline, harms not only the student but the area itself and the development of the process, because at times when they intend to teach something, felt a denial on the part of students, because they wanted to continue with the same "freedom" that until then had. And in response to this action, many students do not know the meaning to be conducting such activity, and a very common attitude on the part of them was saying: "I do not want to play more [...]". Or sometimes, even before the teacher explain what would be done by viewing the game anticipating the actions, they are denying adiantavam to perform the proposed activities, emphasizing the (initiative discente) Anticipating negative, as can be seen in Table 01.

As the students did not understand the meaning and significance to the classroom and participate in the activity, they do not feel motivated and the teacher's argument was authoritarian, to say that "you will play, because I'm telling, and in my class has to obey. " You can infer that the teacher reacts that way by not planned in advance that reality to their classes (planning), the

random subjects. Further evidence is inferred that the teacher was worried about the "different games", which used some resources that are already ready and offered to "books."

In some moments you can show that had Initiatives Teachers reflective, (see Table 01), even if it is markedly less than unilaterally. But such attitudes did not have continuity, which left weakened this procedure, then the teacher led the class and directing exemplifying what students should undertake (attachment to the activity). Thus, the initiative discente was restricted to the start of the lesson, because it is more common there some kind of dialogue between them, regarding the matter raised.

The children asked often by activities without any link with the content studied, in which only held a lesson if their demands were met. Probably, this happened, because they do not believe that the discipline of Physical Education composes, educational and didactically, the curriculum, with a specific and important knowledge for their training.

In the feature (student answer) the anticipation spontaneous, reflected in the constant demands of students in other activities, even before being proposed by the teacher, most likely, believing this time at school as a time of leisure and leakage of energy. And without major challenges, most of the time, the teacher complied with the requests. The spontaneous moments of anticipation were not so, because the teacher had already established what would be done in that classroom show whether favorable or contrary position, the shares were imposed, without further explanation.

We can still, to observe the table 01, that (answer discente) reflexive anticipation of the students showed up when the teacher had questions about something specific. At that point the students showed great participation.

Table 01: demonstrative of the events observed

Procedures		Teacher 1	Teacher 2	Total
Teacher Initiative	Unilateral	225	149	374
	Reflexive	43	105	148
	spontaneous	16	12	28
Student Answer	Negative	26	39	65
	Reflected	50	80	130
	Without argument	239	120	359
Student Initiative	Negative anticipating	29	44	73
	reflexive anticipating	32	42	74
	spontaneous anticipating	56	129	185
Teacher answer	Without consideration	26	64	90
	Receptive	59	86	145

FINAL CONSIDERATIONS

The Brazilian researchers, the area of Physical Education, have been pointing to since the 80's of last century, the need for discipline in school to become legitimate. Legitimate to have its own object to be taught, which is moving around culturally constructed, but not any study, but one that promotes an understanding of that student in his act up, which is language, speech and communication with itself and with others.

These studies show great advances, directing for the educational intervention so that it can occur true education, achieving the goals and purposes of the school. It is, initially, disturbing the situation of educational intervention found the two teachers who cooperated in our search, after so many articles, conferences, works that show the way to understand the discipline Physical Education, it means that these actions are not arriving until the teacher that is acting in school. However, this disturbance is ease because we have indicators of the willingness of teachers to overcome such procedures, which were learned in their processes of initial training. We know that these teachers are participating, voluntarily, a process of continuing education, and that among the issues examined are the teaching and learning.

One way forward for the teacher and expand their knowledge and, consequently, find grants to deepen, and improve teaching is resignified its action involved a process of continuous training, which can discuss with other teachers in the same area of knowledge their anguish, their problems, their successes and collectively trying to resolve them and expand them. This discussion could promote collective teachers in the building of autonomous subjects and reflective, in search of resignification of their knowledge.

In examining the activities in the classroom for teachers investigated, we find that do not yet have clarity of its acts, and that every action has an educational paradigm mentor and a vision of the world behind. The teacher to deliver their lessons expressed that way of thinking and may even be unconscious. However, after this study is no longer acceptable ignorance on the part of the teacher, these procedures and explanatory theories of the same, with all its components, relevant to practice teaching.

Therefore, it is necessary that teachers have clear knowledge about which theory of education gives support theoretical basis for its educational activities, to modify, resignified the teaching, trying to promote in its students a training active, participatory, and reflective, to improve his social interaction, as a citizen in search of a more democratic society.

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TEACHING-LEARNING PROCESS IN PHYSICAL EDUCATION: ANALYZING A CONTEXT OF LESSONS.

ABSTRACT

The interaction of teachers with their students is bound to the theory of teaching employed by him. In that sense, this work is based on critical theory of education because it believes that the relationship between them should be dialogic, and that the teacher has to promote their situations so that students can reflect, uphold and express their understandings. This is a search for order through qualitative analysis of figures obtained by direct observation of the teacher's actions in the classroom of Physical Education. The objective of this estudy was to identify the theory of teaching and learning that guides the pedagogical actions of the teachers. We observed 02 teachers of Physical Education and 20 lessons in each, in a town system of education in the state of Paraná, with classes from the third and fourth series. For data collection, was drawn up an adapted form of observation study developed by Underwood (1978). There were 40 lessons with the following categories: a) teacher's initiatives - unilateral, reflexive and spontaneous; b) student's responses - negative, reflected, without argument; c) student's initiative negative anticipating, reflexive anticipation, anticipating without argument; d)teacher's responses - without consideration and receptive. Through data analysis, was characterized as the pedagogical actions of these teachers still have the predominance of the model of traditional teaching and learning. Therefore, little appears the act of critical reflection, both by the teacher as the students.

Keywords: Teacher; interaction, teaching and learning process, Physical Education.

PROCESSUS ENSEIGNEMENT-APPRENTISSAGE EN ÉDUCATION PHYSIQUE: ANALYSONS UN CONTEXTE DES COURS

ABSTRACT

l'interaction des enseignants avec leurs élèves est lié à la théorie de l'enseignement employées par lui. en ce sens, ce travail est basé sur la théorie critique de l'éducation car il estime que la relation entre eux devraient être dialogique, et que l'enseignant a de promouvoir leur situation afin que les étudiants puissent réfléchir, faire respecter et d'exprimer leur compréhension. Il s'agit d'une recherche d'ordre qualitatif par le biais de l'analyze de chiffres obtenus par l'observation directe des actions des enseignants dans la salle de classe d'éducation physique. l'objectif était d'identifier la théorie de l'enseignement et d'apprentissage qui guide les actions des enseignants de l'enseignement. nous avons observé 02 enseignants de l'éducation physique et en leçons chacune, dans un système municipal de l'éducation dans l'etat du paraná, avec des cours de la troisième et la quatrième série. pour la collecte de données, a été établi une forme adaptée de l'étude d'observation mis au point par Underwood (1978). Il y avait 40 leçons avec les catégories suivantes: a) des initiatives d'éducation - unilatéral, réflexive et spontanée b) discente réponse - négative, traduit, sans argument c) discente initiative - l'anticipation négative, réflexive anticipation, l'anticipation aucun argument d) réponse enseignant - sans examen et réceptif. par le biais de données, a été caractérisée comme l'action de ces enseignants ont encore la prédominance du modèle traditionnel d'enseignement et d'apprentissage. par conséquent, peu semble l'acte de la réflexion critique, tant par les enseignants comme les étudiants.

Mots-clés: enseignants; interaction, l'enseignement et d'apprentissage, de l'éducation physique.

PROCESO ENSEÑO- APRENDIZADO EN EDUCACIÓN- FÍSICA: ANALIZANDO UN CONSTESTO DE CLASES

RESUMO

La intención de los maestros con sus aprendiz está relacionada con la teoría de enseño por el empleada. En este sentido, este trabajo se basea en la teoría crítica de la educación, por entender que la relación entre ellos debe ser dialójica, y que el docente tiene que promover situaciones para que aprendices puedan reflejar, abstraer y expresar sus comprensiones. Tratase de una busca de orden de cualidad atravéz del analice de los dados cuantidad obtenidos por medio de la observación directa de las hachones docentes en clases de Educación Física. En objetivo del estudio fue identificar la teoría del enseño y aprendizaje que orienta las acciones pedagógicas de los maestros. Fueron observados 02 maestros de Educación Física siendo 20 clases de cada, en un sistema municipal de educación en el estado del Paraná, con pandillas de la tercera y cuarta clases. Para coger dados, fue elaborada una tarjeta de observación adaptada del estudio desenvolvió por Underwood (1978). Fueron observadas 40 clases con las siguientes categorías: a) iniciativas docentes unilateral, reflexiva y espontaneista; b) respuesta discente negativa, reflectaba, sin argumentación; c) iniciativa del discente anticipación negativa, anticipación reflexiva, anticipación sin argumentación; d0 respuesta del discente sin consideración y receptivo. Por medio del analice de los dados, se quedo caracterizado que las acciones pedagógicas de estés maestros todavía tienen la predominancia del modelo del enseño y aprendizaje tradicional. Por esta ración, poco se ve el acto de la reflexión crítica, por parte del aprendiz y por parte del docente.

Palabras-llave: Maestro; interacción; proceso encino y aprendizaje; Educación Física.

PROCESSO ENSINO-APRENDIZAGEM EM EDUCAÇÃO FÍSICA: ANALISANDO UM CONTEXTO DE AULAS

RESUMO

A interação dos professores com seus alunos está vinculada com a teoria de ensino por ele empregada. Nesse sentido, este trabalho se baseia na teoria crítica da educação, por entender que a relação entre eles deve ser dialógica, e que o docente tem de promover situações para que seus alunos possam refletir, abstrair e expressar suas compreensões. Trata-se de uma pesquisa de ordem qualitativa através da análise de dados quantitativos obtidos por meio de observação direta das ações docentes em sala de aulas de Educação Física. O objetivo do estudo foi identificar a teoria de ensino e aprendizagem que orienta as ações pedagógicas dos professores. Foram observados 02 professores de Educação Física sendo 20 aulas de cada, em um sistema municipal de educação no estado do Paraná, com turmas de terceira e quarta séries. Para a coleta de dados, foi elaborada uma ficha de observação adaptada do estudo desenvolvido por Underwood (1978). Foram observadas 40 aulas com as seguintes categorias: a) iniciativas docentes - unilateral, reflexiva e espontaneísta; b) resposta discente - negativa, refletida, sem argumentação; c) iniciativa discente - antecipação negativa, antecipação reflexiva, antecipação sem argumentação; d) resposta docente - sem consideração e receptivo. Através da análise dos dados, ficou caracterizado que as ações pedagógicas desses professores ainda têm a predominância do modelo de ensino e aprendizagem tradicional. Por essa razão, pouco aparece o ato da reflexão crítica, tanto por parte do docente quanto pelos discentes.

Palavras-chave: Professor; interação; processo ensino e aprendizagem, Educação Física.