100 - REFLECTIONS ON THE PRACTICE OF EDUCATION IN INITIAL SERIES AND INFANTILE AGGRESSIVITY

LUCIANA TOALDO GENTILINI ÁVILA; LUIZ CARLOS RIGO.
Escola Superior de Educação Física/ Universidade Federal de Pelotas,
Pelotas, Rio Grande do Sul, Brasil
lutoaldo@msn.com

Introduction

The reflections in this article are the preliminary results of the observations and first contacts with the practice of teaching the discipline of Physical Education in a class of 1st series consisting of a twenty students (ten girls and eleven boys) School of Municipal Elementary Spring (SMES).

The SMES is located in a peripheral district of the city of Pelotas/RS/Brazil and is considered by the Municipal Department of Education in the schools in a town with one of the highest rates of disapproval, especially in the initial series. Most students come from the school classes and live in the vicinity of the institution.

Since the beginning of the period for comments from the 1st series in which as currently act trainee, I could identify some aspects concerning the characteristics of students and development of Physical Education classes that caught my attention. This fact was important to me, mainly because there were not observed during the study period the course of Physical Education.

One of the features seen during the observations of the Physical Education classes taught by the teacher was that the majority of students really like moving and freedom lesson it provides. Concomitant with this feature, noticed a great agitation and anxiety on the part of children to move to court the school at the time of exchange between the teacher of curriculum and Teacher of Physical Education. I believe it is time to go to court is one of the most pleasurable part of these school children, mainly because they can leave the classroom and do what you really like: play.

I realized this fact through the first visit and observation of the class in the nineteen days of May, two thousand and eight.

I came to school 15 minutes before starting the lesson of Physical Education. Asked the teacher to leave the curriculum and I sat at the bottom of the class. I noticed that the students were all seated, and still running the proposed activity. Some looked at me quietly, perhaps afraid to take any warning from the teacher. When the signal rang (16 hours and 30 minutes) the teacher is coldly dismissed the students and a teacher of Physical Education to into the classroom. At present the students with great joy received the teacher making requests to go immediately to the schoolyard play football and jump rope. (Note on May 19, 2008).

At the same time, I noticed that when you come to court class starts games through individual or collective, although many of the students have easily run into the movements, some exhibit aggressive behavior, verbal and physical, that hinder the development of proposed activities. On other occasions the teacher can not work with every class because some are scattered by the court.

As a result, I began to question and think that way when I take the lessons of the class, could help soften the aggressive behavior of some students to improve and expand their experience of socialization.

So, I chose to develop lessons based on some objectives and content of Critical Approach Super (Coletivo de Autores, 1992), which not only seeks to develop the physical fitness of students.

To develop my goals with the study, looked at articles that deal with the issue of concepts of childhood and Physical Education in the series started. To further link their content with the comments and the speeches made twice a week during the months of August, September and October in the year 2008, all recorded in my diary the field.

The children and their relationship with the Education and Fitness

Throughout history different understandings have been built on concepts of childhood and today, as places Rozengardt (2005, p.112), these buildings remain unfinished since childhood is a "social category" which is in permanent construction.

The theoretical considerations about the specific date of a child after the Medieval Age. Oliveira (2005, p.98) puts it in the Medieval Period there was a "feeling of childhood," because the child was not seen as a being who interacted socially. One explanation for this fact, it may be that philosophers such as Descartes and Saint Augustine, in the seventeenth century, preached that the child was not a being endowed with language and therefore could not contribute to the construction of a society (JUNIOR, 2000).

Already in the eighteenth century, Junior (2000, p.46) reports that Rousseau, Swiss philosopher, began studies on childhood and identified that this was a natural stage of life of human beings, characterized by a prolonged and represent the "innocence" .

The development of capitalism as a social order in the nineteenth century, has meant that children come to be seen as being useful in society. For Junior (2005) is now appears that a third design of childhood. She also says, based on studies of Philippi Ariès, which only in the 60s to childhood has been designed "... as something that is being assembled, created from new forms of talk and feel of adults on what to do with the kids "(JUNIOR, 2005, p.47). In short, the child starts to represent someone in the social system and the school are now being used as a place frequented for the purpose of moral education and for life in society (OLIVEIRA, 2005).

However, it is noted that in places like Oliveira (2005), the social reality in which the child lived at the time influenced the way this was handled socially. That is, bourgeois relations of childhood and childhood classes were popular in different ways in social history.

In the capitalist society of the eighteenth and nineteenth centuries the children of the bourgeoisie were sent to schools that the instructions to follow the family tradition, while children of the working classes were sent to institutions supporting, and that the second Oliveira (2005, p.101) " ... seems to have stepped up evade the social reality " still exists. That is, how the different childhoods were treated by educational institutions in previous centuries contributed to that today, most public schools that serve the popular classes, are facing some problems, mainly because the interests of the school did not meet the interests of the class concerned.

Concomitant to this educational process, the discipline of Physical Education is at school since the nineteenth century (Debértolis; Linhales; Vago, 2006) and over time, as well as the concepts of childhood, had their approaches and objectives within the school set of according to social changes.

In 1990 new ways of thinking have emerged to fitness. One of these was the new proposals of the Coletivo de Autores (1992) called a critical overcome. This, not even thinking about education in the initial series of a unique way, presents proposals for work aimed at children that take into account as a subjective and be living in a given situation, and not as a step in preparation for adult life, that is, a “to go be" (DEBÉRTOLIS; LINHALES; VAGO, 2006, p.93).

The proposal advocates overcome the critical discussion of "... theoretical and methodological issues of Physical Education, taking it as a matter dealing with school, pedagogically, issues of culture body, games, gymnastics, struggles, the acrobatics, the mime, sports and other " (Coletivo de Autores, 1992, p.18). Aiming to, by teaching the body content of culture, to enable children, especially those from lower social classes, a critical understanding of reality and so it can intervene.

Thus, by believing that this approach seeks to achieve a lesson considers the reality of students, used some goals and content it offered in order to provide an environment for learning where the student participates and interacts with the teacher and with colleagues.

Initial experience of practice teaching in 1st grade

On August 11, 2008, at 16 hours and 30 minutes, minister for my first lesson in class from 1st series of SEMS. Confess I was very anxious for the moment they take the class. Firstly because I feel that I have experience with school and later because most of the class displays aggressive behavior with his colleagues. (Daily Record of tuition in the field of the day on August 11 of 2008).

From the moment he began drafting the planning of lessons, my main concern was to develop a meaningful lesson for those children. In other words, realized from the start of the comments that students needed, as well as relevant experience motor, learning content and experience to develop the socializing between them. So, I chose to work with some goals of the game and the gym offered by the Coletivo de Autores (1992).

Picked out some of these goals the content that best suit my concerns with the class. With the game content, used to develop the socialization among students, the goals were: "game whose content involves social relations child-family, child-children, child-teacher, child-adult" and the "game whose content implies a sense of coexistence with the collective, its rules and values that they involve "(COLETIVO DE AUTORES, 1992, p.67).

Already content with the gym used to nurture the achievement goals of individual movements working for the development and knowledge of how body by the students. The goals were: "Ways gymnastics involving their own chances of jumping, balancing, rocking, spinning" (Coletivo de Autores, 1992, p.79), being applied in different situations, providing solutions to the problems raised during the motion and identifying different sensations during the activities.

Over the first class, faced frustrations, as the resistance of some students participate in the proposed activities and lots of aggression between them. In these first contacts, the proposal for a fitness overcome criticism was interesting, but suitable for practice for all students was difficult. That is, on some occasions I could not reach across class, because some were scattered at the explanation. An example of the difficulty I found to encompass the entire class in activities that I proposed, the lesson of the day occurred on August 25.

Began offering classes that students hurrying freely, exploring the spaces of the court. The activity was going well. A few minutes is enough and I propose to spend another activity, where five students were unwilling to do. I asked the reason for demotivation them, they simply replied that they would not if I wanted to do and could lead to the direction. Today I felt helpless because I did not want to stop the activity with others to ask them to take part. I then asked who feel. They sat down, but then rose and began to disturb the smooth progress of the class. (Daily Record of tuition in the field of the day on August 25, 2008, the 16 hours 30 minutes)

This fact and others who came forward during the practice, made me change many times the lesson plans. I confess that at the beginning was very difficult to be both friend and teacher of students. But early in the second month could meet the goals with the first class. By using strategies such as a student to be convened accessary of the day I realized that most of them engaged in practice, showing potential to cooperate in the preparation of activities.

One of the greatest difficulties in achieving the aims of the group ran several cancellations of classes by the school. This fact did not have class with which encounters with the class to become reduced and distant from each other, damaging my experience with the practice of teaching and also the opportunity to more bodily experiences of students in 1st grade.

Thus, the first results of the analysis of the practice, I see that my main objectives are being achieved, because a large proportion of students have shown, mainly through collective activities, increased sociability. I believe however that the reason why the results are not better, due to the fact that most of these children do not live this time of a childhood in which their interests and needs are discovered by the family and the school.

Initial considerations

After 20 minutes of the third proposed class activity in which every class participated collectively. I noticed that activity in group provided much rejoicing among pupils, which did reduce the fights and name calling and improve their socialization and cooperation, especially between boys and girls. (Daily Record of tuition in the field of the day October 1, 2008, the 16 hours and 30 minutes).

The childhood conceptions on the built throughout history gone through a process in which the child is no longer conceived as a "be" and came to mean a unique moment in the formation of the subject.

Similarly, the school's mission has changed. Previously this had lead role as transmitting knowledge and prepare students for adult life in society. Currently the educational theories emphasize the importance of school to be tuned with reality.

But in many educational environments we see situations that hinder the quality of education. Such situations can be perceived through the aggressive behavior of much of students, the school predation, the breaking and theft within the school.

These events often occur because most students have little experience of socialization outside of school and not recognize the role that it represents in society. Therefore, the role of the teacher becomes complex because more than up to stream content is the challenge of helping in the formation of the student.

I believe therefore that schools should promote an education geared to the reality of the student, promoting an environment where this, and learn, have new experiences of social interaction. For this to effect, however, it is necessary that all school subjects are prepared to deal with problems related to aggressiveness and lack of socialization in several children. These complex issues, which extrapolate the environment of the school and reflect on society. As I said Menezes (2008, p. 122) "the school does not solve all the problems of the world, but it does not solve any."

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Adress:
Rua Doutor José Ottoni Xavier, nº 56, Bairro Três Vendas, Pelotas, Rio Grande do Sul, Brasil
Telefone: 0XX53-32732957/0XX53-81230515
E-mail: lutoaldo@msn.com

REFLECTIONS ON THE PRACTICE OF EDUCATION IN INITIAL SERIES AND INFANTILE AGGRESSIVITY

Abstract
Has the first results of a study involving the analysis of conceptions of childhood and the stage of the practice of disciplines of Physical Education in a class 1st series, which belongs to a school network city of Pelotas/RS/Brazil. The goal of the study was to reflect as the use of some content and objectives of critical approach superadora advocated by book Coletivo de Autores (1992), could help to reduce aggression and improve socializing between pupils of this class, who belong to a natural reality in our society. As a preliminary conclusion of the study is can indicate that the methodology used in classes contributed to greater sociability class.
Keywords: Physical Education, Childhood and Sociability.

RÉFLEXIONS SUR LA PRATIQUE DE SÉRIE DE FORMATION EN INITIALE ET AGGRESSIVITY INFANTILE

Résumé
A les résultats premiers d'une étude impliquant l'analyse des conceptions de l'enfance et de la phase de la pratique des disciplines de l'éducation physique dans une série 1ère classe, qui appartient à une école réseau ville de Pelotas/RS/Brésil. L'objectif de l'étude était à refléter l'utilisation de certains contenus et objectifs de l'approche critique superadora préconisée par livre Coletivo de Autores (1992), pourrait contribuer à réduire les agressions et améliorer socialiser entre les élèves de cette classe, qui appartiennent à une réalité naturelle dans notre société. Comme c'est une conclusion préliminaire de l'étude peut indiquer que la méthodologie utilisée dans les classes a contribué à une plus grande sociabilité classe.
Mots-clés : l'éducation physique, l'enfance et sociabilité.

REFLEXIONES SOBRE LA PRÁCTICA DE ENSEÑANZA EN LAS SERIES INICIAIS Y LA AGRESIVIDAD INFANTIL

Resumen
Tiene los primeros resultados de un estudio con el análisis de concepciones de la infancia y la etapa de la práctica de las disciplinas de la educación física en una serie de 1 de clase, que pertenece a una escuela red ciudad de Pelotas/RS/Brasil. El objetivo del estudio era reflejan como el uso de algún contenido y la objetivos de superadora de enfoque crítico defendido por libro Coletivo de Autores (1992), podría ayudar a reducir la agresión y mejorar la socialización entre los alumnos de esta clase, que pertenecen a una realidad natural en nuestra sociedad. Como es una conclusión preliminar del estudio pueden indicar que la metodología utilizada en las clases contribuido a la mayor clase de sociabilidad.
Palabras Clave: Educación Física, La Infancia y Sociabilidad.

REFLEXÕES SOBRE A PRÁTICA DE ENSINO NAS SÉRIES INÍCIAS E A AGRESSIVIDADE INFANTIL

Resumo:
Este trabalho apresenta os primeiros resultados de um estudo que envolveu a análise das concepções de infância e o estágio da prática de ensino da disciplina de Educação Física em uma turma de 1ª série, a qual pertence a uma escola de ensino fundamental da rede municipal da cidade de Pelotas/RS. O objetivo do estudo foi o de refletir como a utilização de alguns conteúdos e objetivos da abordagem crítica superadora, defendida pelo livro Coletivo de Autores (1992), poderia contribuir para diminuir a agressividade e melhorar a socialização entre os alunos desta turma, que pertencem a uma realidade singular em nossa sociedade. Como uma conclusão preliminar do estudo é possível indicar que a metodologia utilizada nas aulas contribuiu para uma maior sociabilidade da turma.
Palavras-chave: Educação Física, Infância e Sociabilidade.