164 - RELATIONSHIP BETWEEN AVAILABILITY OF MATERIALS AND QUALITY OF THE CLASSES OF SCHOOL PHYSICAL EDUCATION UNDER THE TEACHING AND LEARNING APPROACHES

ERIKA MILLER; BRUNA MARTINS; EDVALDO DE FARIAS.
LAFIEX - Laboratório de Fisiologia do Exercício & Medidas e Avaliação - Campus Akxe
Curso de Educação Física - Universidade Estácio de Sá, Rio de Janeiro, RJ/Brasil
kikamiller@gmail.com

INTRODUCTION

The possible relation between the availability of materials and the quality of the classes of Physical Education attracted the responsible for this research, for the fact to know that the quality assurance of the classes is indispensable in the education process learning, according to Law of Directress and Bases of Educação. Nor always the material lack justifies a work of low quality, therefore what it lacks in the professors it is the capacity to create (FREIRE, 2002).

The teacher is responsible for diverse discoveries of the students, good or not, being thus is not necessary that it has knowledge enough to transmit values, norms and forms to think and to live in society. As studies a good teacher has characteristics as domain of content, adaptation to the reality of the pupil and reflections of the teaching work (GALVÃO, 2002).

According to Kishimoto (2000) the lack of material resources, the bad use and organization of the material resources cause daily pay-definitive movements of the teacher, inhibiting the autonomy of the students.

It can be said, then, that it has a contradiction, since in the National Curricular Parameters it is proposal a methodology that searchs the wakening of the autonomy, cooperation, social participation and democratic affirmation of values and principles. according to Brazilian Letter of Physical Education and the World-wide Manifest of Physical Education, is indispensable material and installations appropriate, and, in adjusted amount to supply the necessity of school programs so that the objectives are not wronged.

This study had as objective to verify the relation between the materials and the quality of the classes investigating together to the teachers the importance of these resources in the assembly of the planning, in the achievement of the objectives, besides investigating the satisfaction of the respective students in relation to the classes and the used materials.

This study it is excellent for the scarcity of research of this nature, beyond the interest for the performance in the school area and still for the concrete possibility contributing with the improvement of the quality of the classes of Physical Education in relation to the material resources.

METHODOLOGY

This research correspondent to the form it is direct, because the collection of data was made directly with the involved ones in, in the case, teachers and students. According to Gil (2002), Thomas and Nelson (2002), this research can be classified in relation to the ends as descriptive and explicative. Descriptive, because quantitatively described the available materials in sufficiency degree or insufficience. Explicative, because had been investigated and were made explicited the reasons of the cause of the variation or not of the quality of the classes related to the available materials. Finally, this research in relation to the ways can be classified as bibliographical and of field. Bibliographical because for the development of the introduction and subtheme of this work, Physical Education and quality of the classes, a survey of information in literature on the subject was made. The research is of field, therefore it searched to catch information with the teachers concerning the importance of the available materials in the formularization of the objectives and the assembly of the planning, beyond the satisfaction of the students in relation to the classes and the used materials.

For this, two interviews had been elaborated, one for three professors and another one for one hundred and four students, applied in three schools of Rio De Janeiro, being two particular and municipal one, where the election criterion was to the easiness of access to these. Valley to stand out that, in a particular school was not allowed the interview with the students, on the part of the direction, which had to the possible compromising of the work of the teacher. The research involved groups of 8º and 9º year of Basic Education for finding in these age group of students whose levels of motor, cognitive and affective development, had been judged enough to answer to objectives of this e, amongst these, had been chosen those that had until interview at the very least 75% of frequency to the classes of Physical Education.

RESULTS

In relation to the gotten results, we present to follow the questions with its respective express answers in percentages, and the discussion that will be comparable with specific literature.

First, in interviews the carried through with one hundred and four students had been: in the question of nº 1, when the students had been called to affirm its satisfaction in relation to the classes of Physical Education with respective reasons, we got 36.5% (38) affirming to like them classes, while 63.5% (66) affirming not to like them classes. The main reasons presented for that they had answered of positive form had been to the practised modality to be pleasant and for being a moment of spontaneity and entertainment. To that they had answered of negative form, the main presented reasons had been the structure, the physical space and the material resources of bad quality.

With relation to the question of nº 2, where the students had been questioned on what more they like in the classes of Physical Education, the main reply were the professor, the moment of spontaneity and the modalities practised during these classes. However, the disgust for the practical for some students is standed out. With relation to the question of nº the 3, where the students had been questioned on what less they like in the classes of Physical Education, main answers had been the unpleasantness for the practised modalities and the physical space.

In the question of nº 4, when the students had been called to affirm if they consider the place of the classes adjusted, we got 96.2% (100) that they had considered the inadequate place to the practice and 3.8% (4) that they consider the adequate place to the classes. The main presented reasons for that they had answered of negative form had been to the absence of covering and material resources, and the bad conservation of the resources. To that they had answered of positive form, the main presented reasons did not have significant answers, or either, all had been null.

In the question of nº 5, when the students had been called to affirm if they like material them that the professor uses in the classes of Physical Education, with the respective reasons got 30.7% (32) likes material them, 65.3% (68) do not like material them and 3,8 (4) had annulled the question. The main presented reasons for that they had answered of positive form had been good quality of resources and the attributed value they, or either, they are essential to the class. To that they had answered of negative form the main presented reasons was the insufficience, and not to have material for the classes.

Correspondent to the answers gotten in the interviews carried through with three professors we had: in the question of nº 1, when the professors had been called to affirm if they take in consideration the materials in the formularization of the objectives of a

class, with respective reasons, 100% (3) affirming that yes. The main presented reasons had been to the necessity to adjust it the classes the available materials and the importance of the same ones to mount the planning. These affirmations confirm what it is described in the Brazilian Letter of Physical Education, as also, in the World-wide Manifest of Physical Education, that affirm to be indispensable the material resources so that the objectives are not wronged.

In the question of nº 2, when the professors had been called to affirm if the objectives of the classes search to reach the cognitive aspect when formulating, with respective reasons, got 100% (3) affirming to search to reach this aspect. The main presented reasons had been relationated to the importance of this aspect in the contribution in the integral development of the students, in the acquisition of knowledge, as also, it assists in its self-knowledge.

In the question of nº 3, when the professors had been called to affirm if the objectives of the classes search to reach the affective aspect when formulating, with respective reasons, got 100% (3) affirming to search to reach this aspect. The presented reasons had been to stimulate the formation of a team spirit and cooperation in the students, for being essential to work this aspect and being important for the formation of the citizenship of them.

In the question of nº 4, when the professors had been called to affirm if the objectives of the classes search to reach the psycomotor aspect when formulating, with respective reasons, got 100% (3) affirming to search to reach this aspect. The main reasons had been not to wound the biological individuality, to stimulate the development of the corporal conscience in the students and for the fact of being essential for the classes of Physical Education.

In accordance with the answers of the questions of numbers 2, 3 and 4 where the teachers affirm to search to reach the cognitive, affective and psycomotor aspects confirm the importance of the Physical Education in the global development of the individuals cited by the general objectives tracings in the NCP's, as also, for Betti and Zuliani (2002).

In the question of number 5, when the teachers had been called to affirm if in its opinion the materials influence in the quality of the classes of Physical Education, we got 100% (3) affirming that yes. The presented reasons had been that the material resources function as form of motivation for the classes, help to reach the considered objectives, as well as, cite the importance to have these in good amount and quality. This evidences the importance of the materials for the quality of the classes in agreement says the researchers of all country, according to Kishimoto (2000).

In the question of number 6, when the professors had been called to affirm if the materials used in its school were enough or not, with respective reasons, we got 33.33% (1) affirming to be insufficient the available materials in its school, 33.33% (1) affirming to be absolutely insufficient and 33.33% (1) affirming to be enough. In the question of nº 7, when the professors had been called to describe the available materials in its school conform its existence sufficiency, we got the following results:

Resources	Existence		Sufficiency (Quantitatively)	
	Yes	No	Yes	No
Ball	100% (3)	0% (0)	33,33% (1)	66,66% (2)
Arch	100% (3)	0% (0)	33,33% (1)	66,66% (2)
Small portable mattress	66,66% (2)	33,33% (1)	50% (1)	50% (1)
Cone	66,66% (2)	33,33% (1)	0% (0)	100% (2)
Rope	66,66% (2)	33,33% (1)	50% (1)	50% (1)
Net	100% (3)	0% (0)	33,33% (1)	66,66% (2)
Rubber band	33,33% (1)	66,66% (2)	100% (1)	0% (0)
Alternative Resources	33,33% (1)	66,66% (2)	100% (1)	0% (0)

In the question of number 8, when the professors had been called to affirm if when elaborating the planning takes as base the available materials in the college, with respective reasons, we got 100% (3) affirming that yes. The main reason presented for them was for being essential for the assembly of the planning. In the question of nº 9, when the professors had been called to affirm if they use alternative materials in its classes and which are, got 66.66% (2) affirming to use these materials, while 33.33% (1) do not use alternative materials. Some of the used materials had been periodicals, bottles pet and bamboo.

In the question of nº 10, when the professors had been called to affirm if them considered important to vary the materials of a lesson for another one, we got 100% (3) affirming to consider important variation of these materials. The main presented reasons had been for leaving the lesson most dynamic and motivation, characterizing what Freire (2002) says, when affirms the importance of the educator to develop its creative capacity. In the question of number 11, when the professors had been called to affirm if the available physical space for the classes of Physical Education is adjusted, we got 33.33% (1) affirming to be adjusted, while 66.66% (2) do not consider adequate. The main presented reasons of positive form were the fact to have several square places where the classes of Physical Education can be carried through. The main reasons for whom that have answered of negative form had been the bad conservation of the destined physical space for the classes, the lack of covering of square place them, beyond the fact not existing square in one of the colleges, contradicting what it is described in the Brazilian Letter of Physical Education and the World-wide Manifest of Physical Education on the importance of adequate installations that supply the objectives of the classes.

CONCLUSIONS

This research presented the relation between the material resources and quality of the classes of school Physical Education under the approaches teaching and learning. In accordance with the objectives of this and the results gotten in the interviews, were concluded that the material resources intervene of significant form with the quality of the classes, but must be standed out that the structure and the physical space had a bigger attribution of importance as for to the quality of these, evidenced, mainly, in the opinion of the students.

We recommend that this research would be made with the whole Basic Education and High School. Moreover, we recommend to a research on the level of investment of the schools in the creation or maintenance of the reserved structure and the physical space for the classes of Physical Education.

REFERENCES

BETTI, M. ; ZULIANI, L. R. Educação Física Escolar: uma proposta de diretrizes pedagógicas. **Revista Mackenzie de Educação Física e esporte**. Ano 1, n. 1, 2002.

BRASIL. **Carta Brasileira de Educação Física**. Rio de Janeiro: CONFEF, 2006.

BRASIL. MINISTERIO DA EDUCAÇÃO. **Lei de Diretrizes e Bases da Educação**. 1997.

BRASIL. MINISTÉRIO DA EDUCAÇÃO. **Parâmetros Curriculares Nacionais**. 1997.

FIEP. **Manifesto Mundial da Educação Física.** 1970.

FREIRE, João Batista. **Educação de corpo inteiro: teoria e prática da educação física**. 4ª ed. São Paulo: Ed. Scipione, 2002.

GALVÃO, R. Educação física escolar: a prática do bom professor. **Revista Mackenzie de Educação Física e de esporte**, Ano 1, n.1, 2002.

GIL, A. C. **Como Elaborar Projetos de Pesquisa**. São Paulo: Ed. Atlas, 2002.

KISHIMOTO, T. M. Salas de aulas nas escolas infantis e o uso de brinquedos e materiais pedagógicos. **Reunião anual**

da associação nacional de pós-graduação e pesquisa em educação, caxambu: associação nacional de Pós-graduação e Pesquisa em Educação, ano 23, 2000.
THOMAS, J. R.; NELSON, J. K. **Métodos de Pesquisa em Atividade Física**. Porto Alegre: Artmed, 2002.

RELATION BETWEEN THE AVAILABILITY OF MATERIALS AND QUALITY OF THE CLASSES OF SCHOOL PHYSICAL EDUCATION UNDER THE TEACHING AND LEARNING APPROACHES

ABSTRACT:
The research verified the relation between the available material resources and the quality of the classes of School Physical Education under the learning approaches teaching, in relation to the planning and achievement of the objectives, besides investigating the satisfaction of the respective students in relation to the classes and the used materials. The professors and inserted students in 8th and 9th had been made interviews with year of basic education particular and public schools in Rio de Janeiro. The criteria of choice of the citizens of the research had been the easiness of access of the researchers, the permission of the directions of the schools for the development of the research and, in the case of the students, a minimum of 75% of frequency the classes of Physical Education. The research had as resulted the students affirming not to be satisfied with the classes had, because, mainly, the structure, to the physical space and the material resources, as well as, they had affirmed not to like material used them due to little availability and the bad quality of these, how much the professors affirm to consider the resources important to trace the objectives, for one better adequacy, as also, essential for elaboration planning. And with this, can be concluded that as much in the perception of the professors how much of the students, the material resources exert influence decisive in the quality of the classes, even so the structure and the physical space of the classes to have more citations as justification about the not satisfied of the classes of Physical Education, according to opinion of the students.
KEY WORDS: Material resources, Quality of the Classes, School Physical Education.

RAPPORT ENTRE LA DISPONIBILITÉ DES MATÉRIAUX ET LA QUALITÉ DES CLASSES DE L'ÉDUCATION PHYSIQUE D'ÉCOLE SOUS L'ENSEIGNEMENT ET LES APPROCHES D'ÉTUDE

RESUME:
La recherche a vérifié la relation entre les ressources matériels disponibles et la qualité des leçons d'Éducation Physique Scolaire sous les approches enseignant et élève, concernant la planification et la réalisation des objectifs, outre deenquêter la satisfaction des respectifs élèves concernant les leçons et aux matériels utilisés. Ont été faites des entrevues avec des enseignants et des élèves insérés dans la 8ème et 9ème année de Ensino Fondamental dans des écoles publiques municipales et particulières à Rio de Janeiro. Les critères de choix des sujets de la recherche ont été la facilité d'accès des chercheurs, l'autorisation des directions des écoles pour le développement de la recherche et, dans le cas les élèves, d'un minimum de 75% de fréquence les leçons d'Éducation Physique. La recherche a eu comme en résultant les élèves en affirmant ne pas être satisfaite avec les leçons dû, principalement, la structure, à l'espace physique et aux ressources matérielles, ainsi que, ils ont affirmé ne pas aimer les matériels utilisés dû à peu de disponibilité et la très mauvaise qualité de ceux-ci, combien les enseignants ont affirmé considérer les ressources importantes pour tracer les objectifs, pour un meilleures adéquations, comme aussi, essentiel pour élaboration de la planification. Et avec cela, se peut conclure que de telle façon dans la perception des enseignants combien des élèves, les ressources matérielles exercent influence décisive dans la qualité des leçons, bien que la structure et l'espace physique des leçons avoir plus citations je mange justification combien à l'insatisfaction les leçons d'Éducation Physique, selon l'avis des élèves.
MOTS CLES: Ressources Matérielles, Qualité des Leçons, Éducation Physique Scolaire.

RELACIÓN ENTRE LA DISPONIBILIDAD DE MATERIALES Y LA CALIDAD DE LAS CLASES DE LA EDUCACIÓN FÍSICA DE LA ESCUELA BAJO LA ENSEÑANZA Y ACERCAMIENTOS QUE APRENDEN

RESUMEN:
La investigación verificó la relación entre los recursos materiales disponibles y la calidad de las lecciones de la educación física de la escuela bajo aprender acercamientos que enseñan, en lo referente al planeamiento y al logro de los objetivos, además de investigar la satisfacción de las pupilas respectivas en lo referente a lecciones y los materiales usados. Habían hecho los profesores y las pupilas insertadas en 8º y 9º los entrvistas con año del detalle básico y del público de la educación escuelas en Río de Janeiro. Los criterios de la opción de los ciudadanos de la investigación habían sido la sencillez del acceso de los investigadores, el permição de las direcciones de las escuelas para el desarrollo de la investigación y, en el caso de los estudiantes, un mínimo de el 75% de frequencia las lecciones de la educación física. La investigación tenía como resultado los estudiantes que afirmaban para no ser satisfecho con las lecciones tenía, porque, principalmente, la estructura, al espacio físico y a los recursos materiales, así como, habían afirmado no al material semejante los utilizaron debido a poca disponibilidad y a la mala calidad de éstos, cuánto los profesores afirman para considerar recursos importantes remontar los objetivos, para una suficiencia mejor, como también, esencial para el planeamiento de la elaboración. Y con el, puede ser concluido en las cuales tanto la opinión de los profesores cuánto de los estudiantes, los recursos materiales ejercen la influencia decisiva en la calidad de las lecciones, incluso tan de la estructura y del espacio físico de las lecciones para tener más citaciones como justificación sobre no satisfecho de las lecciones de la educación física, según la opinión de los estudiantes.
PALABRAS CLAVES: Los recursos materiales, calidad de las lecciones, enseñan la educación física.

RELAÇÃO ENTRE A DISPONIBILIDADE DE MATERIAIS E QUALIDADE DAS AULAS DE EDUCAÇÃO FÍSICA ESCOLAR SOB OS ENFOQUES DOCENTES E DISCENTES

RESUMO:
A pesquisa verificou a relação entre os recursos materiais disponíveis e a qualidade das aulas de Educação Física Escolar sob os enfoques docente e discente, em relação ao planejamento e consecução dos objetivos, além de investigar a satisfação dos respectivos alunos em relação às aulas e aos materiais utilizados. Foram feitas entrevistas com professores e alunos inseridos no 8º e 9º ano do Ensino Fundamental em escolas públicas municipais e particulares no Rio de Janeiro. Os critérios de escolha dos sujeitos da pesquisa foram a facilidade de acesso dos pesquisadores, a permissão das direções das escolas para o desenvolvimento da pesquisa e, no caso dos alunos, um mínimo de 75% de freqüência as aulas de Educação Física. A pesquisa teve como resultados os alunos afirmando não estarem satisfeitos com as aulas devido, principalmente, a estrutura, ao espaço físico e aos recursos materiais, assim como, afirmaram não gostarem dos materiais utilizados devido a pouca disponibilidade e a péssima qualidade destes, quanto os professores afirmaram considerar os recursos importantes para traçar os objetivos, para uma melhor adequação, como também, essencial para elaboração do planejamento**.** E com isso, pode-se concluir que tanto na percepção dos professores quanto dos alunos, os recursos materiais exercem influência decisiva na qualidade das aulas, embora a estrutura e o espaço físico das aulas terem mais citações como justificativa quanto à insatisfação as aulas de Educação Física, segundo a opinião dos alunos.
PALAVRAS-CHAVE: Recursos Materiais, Qualidade das Aulas, Educação Física Escolar.