58 - THE APPLICATION OF DANCE DISCIPLINE ON SCHOOLS CONSIDERING THE DIFFERENT CONCEPTS THAT ARE PRESENTED ON THE PEDAGOGICAL PRACTICE OF PHYSICAL EDUCATION

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1 INTRODUCTION

According Soares et al. (1992), the physical education is a pedagogical practice that "appears due to social needs that identified in different historical periods lead to different knowledge of what we realize about it" (p.50). This way, the pedagogical speech of physical education in Brazil shows the corresponding historical period.

About dance, this also reflect a historical period of human way of life. According Nanni (2003), from the primitive people until nowadays, the dance has been presented as a cultural expression and also as education for children. In despite of some authors presents the dance as content to be develop on physical education classes, as including mentioned on national curriculum parameters, in many schools it still restricted to some commemorative dates, and not well applied as it could be.

The task of the Physical Education Professional according Junior, Peres and Ribeiro (2001), is relevant during the dance classes where will be established the purposes. The analysis of the main concepts presented on physical education is relevant to lead the teacher presents the pedagogical terms that are behind the teaching activities, searching coherence between what is planned and what is realized (GASPARI, 2002).

1.1 Objective

To verify if the physical education teachers applies the dance discipline on elementary school with the different concepts of pedagogical physical education.

1.2 Justification

The dance discipline is an area with a large content that can be used on school in different ways. The teacher is the one Who Will establish the goals and which method Will be applied on his classes, this way is very important that the teacher are aware about the physical education pedagogical concepts. This research is based on the necessity to show the importance of the dance discipline teach according to its different pedagogical concepts and also to verify if those concepts are known and used by the physical education teachers during their classes, once it presents relevant importance to guide the pedagogical task of the Professional, been this way, better applied on the dance teach on schools.

2 LITERATURE REVISION

2.1 physical Education on schools : Pedagogical concepts

Azevedo & Shigunov (2005), had defined the physical education pedagogical concepts as a search on theory-practice renew, searching also to improve the specific knowledge area on physical education. It begins with the purpose to suggest what is understood as one of the physical education goals, the application of the contests according pedagogical Field and also the way to evaluate.

Nowadays there are various concepts of physical education on schools of Brazil that came from different psycho, social and philosophical theories. According Moreira (2004), none of them exist "only" on daily practice but complement each other. The main concepts nowadays are the Development concept, the critic-limit surpass concept, the critic-emancipate concept, the constructivist interaction concept, the systemic concept, the cooperative games concept, the cultural concept, the psycomotricity concept and the concept of health renew.

On the Development concept , according Darido (2003), the basic goal of physical education is the motor learn, offering experiences of determined according to the level of development of the children, with low importance to the social-cultural context. For the ones that follows the Critic surpass concept, they give special attention to the social contents, its period on life and the adjustment to the social cognitive characteristics of the students(DARIDO, 2003).

According the Critic-emancipate concept, Kunz (2003), tells that the student should be able to his participation on social, cultural and sportive fields, that means be able to know, recognize and identify meanings and life sense thought critic and reflection. They are considerate as social interaction question and also language question while treated as dialog with the world.

Psicomotricity emphasize the interaction of the cognitive, motor and emotional fields. Its theory bases are the psychology learn and develop, exposing the relevance of the integral education of the children (BRACHT, 1996). The systemic concept, according Gaspari (2002), emphasize the relevance to search new movements beyond the cognitive and experiences that came from the practice. It intent to build someone able to use, share, produce , re-produce and transform the cultural Fields of physical activities, always considering the non-exclusion and diversification of activities, associated to the free time. (DARIDO, 2003).

The constructivist interaction concept present as proposal the valorization of the student experience and his culture in which He builds his knowledge thought problems resolution and its relation with the world (DARIDO, 2003). In this case, just as on the Cultural concept, the experiences of the student should be the base of physical education. Whom follow the Cultural concept emphasize the cultural value, considering that each technique is cultural and there is no worst or Best and the difference according Darido (2003) can not be considered as inferior.

The cooperative games concept, is based on the valuation of the cooperation against competition but not deep analyzing the social and psycho field designed to the constructions of an educational schedule turned to the cooperation. It presents as starting point the game (DARIDO, 2003).

According Darido (2003), the authors that work with the Renovated healthy concept tell that the physical activities developed during childhood and adolescence are very important on attitudes development and can contribute to a life style physically asset when adult. It suggest that the physical education program can turn into a way to promote health.

2.3 DANCE

On the national curriculum parameters (PCN's) of physical education, the dance discipline is included on the contents "Rhythmic and expressive activities" part of the physical cultural manifestation that presents as common characteristics the intention of expression and communication thought gestures and sound stimulation as reference to the body movement (BRASIL, 2000). According Moreira (2004), dance is a social and cultural manifestation that intent to disclose the intrinsic aspects of a society, a group, in order to educate and to integrate. It searches for the expression freedom on the constructions of gestures and body movements that

can be codified or spontaneous, depending of the intention.

2.4 PHYSICAL EDUCATION AND THE DANCE DISCIPLINE ON SCHOOLS

According to Pereira and Hunger (2006), when we consider the dance as content of physical education on schools, it should be adequate to its proposals, sharing knowledge, value and not as a isolated Field that has as goal the graduation in dance. On the point of view of Nanni (2003), when we talk about dance on school its necessary to consider the expressive goals and instruction ones. Its necessary to specify which performance its intent to the students reach and it depends of each situation that is developed the dance just as is needed to verify in which condition it teaches and under which criteria to later know how to evaluate the student according to the content that was proposed, which style is been applied when teaching the content and to which public it is defined to.

3 METHODOLOGY

The study was composed by teachers 21 graduated in Physical Education that teaches for elementary education on public and private schools of Belo Horizonte that applies dance as content during their classes. O instrumento utilizado foi um questionário formulado e aplicado pelas pesquisadoras. The data was analyzed thought descriptive statistic. They were analyzed on the Microsoft Excel 2003 and presented thought graphics. The results were exposed thought absolute frequency and percentage.

4 RESULTS AND QUESTIONS TO BE DISCUSSED

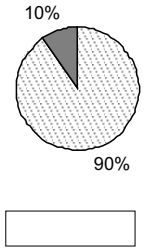
The first question to the teachers was about their academic relation with dance discipline and 100% answered that they had any discipline related to dance during the Physical Education course. Among those disciplines they mentioned Rhythm Gymnastic, folklore dance, Movement and Rhythm and General Gymnastic. We can see that all those different disciplines present as content the rhythm, movements and music, the necessary bases to relate a discipline with dance.

Gariba (2005), tells that the Physical Education schools should present on its curriculums studies theory- practice and pedagogical-didactics about dance, once this one represents a option in this area. Nanni (2003), tells that the disciplines related to the dance on universities should integrate with the other Fields of knowledge, promoting this way the inter and multi discipline activity. Its necessary that the teacher has the knowledge about the contents that will be applied but also creativity to reach them thought different strategies.

About the dance style presented on the classes, the ones that most appears are the folklore dance, “forró” (typical from Brazil) and the circle dances. A utilização das danças folclóricas na escola seria uma forma de preservar a tradição e conservar a “identidade brasileira”. The circle dances and de “cirandas” (typical from Brazil), according Brasil (1997), are a very good reference for rhythmic activities. The utilization of “forró” (typical from Brazil) is due to its Constant presence on the media. According Marques (2005), the popular dances as the media dances presents on their structure concepts that should be discussed and manifested thought body language if we search for a change thought pedagogical practices.

When questioned about their knowledge about pedagogical concepts on Physical Education, 100% of the teachers answered that they were aware about them and 90% were applying the proposals of that concepts when teaching dance on schools. 10% were not using the concepts (graphic 1).

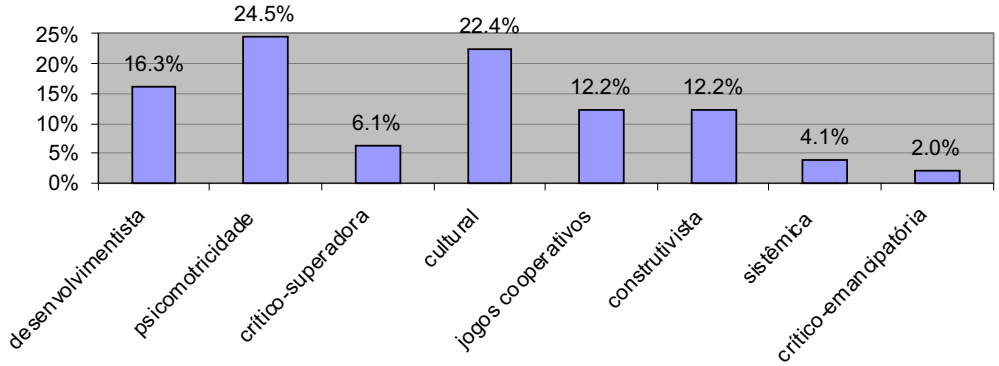
Physical Education and dance complete each other once the Physical Education requires the strategies of body language and the Dance needs the theory bases of Physical Education. According Pereira et al (2001), mentioned by Gariba (2005), to reach the goals on dance classes at school, the content developed should present a logical didactic and the procedures should concentrate on educational bases and so physical education to then lead the teacher the choice to find a right path to conclude his educational objectives. Then the theory knowledge about the pedagogical physical education concepts will lead to a better use of the movement and body language to reach the objectives related to education.



Graphic 1 - Application of pedagogical concepts proposed on physical education classes when teaching dance

(Application of pedagogical concepts proposed on physical education classes when teaching dance)

The concepts more used by the teacher are the psycomotricity with 24,5%, cultural with 22,4% and the development one with 16,3% (graphic 2).



Graphic 2 - Concepts used by the teachers while dance classes on elementary school

(Development / psycomotricity / critic surpass / cultural / cooperative games / systemic / critic-emancipate)

(Concepts used by the teachers while dance classes on elementary school)

The data presented that shows the psycomotricity concepts as the most mentioned by the teacher is exactly what was mentioned with the literature once according Gaspari (2002) and Darido (2003), the contents to be developed on schools in this concept is guided by motor characteristics with children until 12 years old, and so under the age limit of studies of those teachers.

According this concept and also according exposed by Gaspari (2002), the contents of physical education should be conducted to the improvement of psychomotor structure basis and to reach this goal count on the knowledge per steps of development. Darido (2003) says that we should valorize not only the biological but also the knowledge from psycho origin. This way, Nanni (2003) suggest the dance teaching on elementary school been supported by the neuron physiologic and psycho social steps with the principles of movements and on the phase of development of pedagogical improvements.

Another concept very mentioned is the Cultural, with 23% of the answers, what can justify the work of many teachers with folklore dance, as can also justify the work with other modalities of dance as funk and axé, once on this purpose, the repertory of the student is the starting point oh the physical education. Thought this cultural experience its possible to relate the dance with the question of his relation with the culture sprouting thought men evolution.

The concept related with development is also common mentioned by the teachers, it can also be justified by the fact to be linked to the children activities once it presents as objective the motor learning, that occur most strongly in the first years of the child. We can note that on the authors speech, the psycomotricity and development concepts are more related to the elementary teaching, and this was confirmed by this study.

It were mentioned also, but in lower frequency the critic-limit surpass concept, the cooperative games concept, constructivist interaction concepts, systemic and critic -emancipate. The health renew concept was not mentioned by the teachers, what can be justified by the level that they were working in once this concept is due to the high school.

4 CONCLUSION

Analyzing the data of this research, it was possible to conclude that 100% of the teachers that apply the dance discipline during their classes of Physical education for elementary school are aware about the pedagogic concepts of physical education, but not all of them apply the dance discipline with the different concepts, even this number is the minority, only 10% of our figures. The most mentioned were the cultural concept, the psycomotricity concept and the development concept.

This research is not enough to intervene on the various questions related to the application of dance on schools and the proposals of the pedagogic concepts on physical education. Its recommended more research concerning dance on school and the different pedagogical concepts of physical education. Those studies would increase the knowledge of the school environment members (directors, teachers, students, community among others), what would turn easy and more enjoyable the dance discipline on physical education classes.

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THE APPLICATION OF DANCE DISCIPLINE ON SCHOOLS CONSIDERING THE DIFFERENT CONCEPTS THAT ARE PRESENTED ON THE PEDAGOGICAL PRACTICE OF PHYSICAL EDUCATION

ABSTRACT

This research had the goal to verify if the physical education teachers apply the dance discipline considering the different concepts presented on the pedagogical practice of physical education. The reports were made with 21 teachers graduated in Physical Education that are teaching on elementary school and that are using the dance discipline on their classes. A questionnaire was used as an instrument to collect data, it was applied by the authors of this article. According to the results, 100% of the teachers were aware about the pedagogical concepts of physical education and the majority were using the dance discipline based on the purposes of some of those concepts such as psicomotricity**,** culture and development. We could conclude that more studies are necessary on this area in order to provide a better application of the dance discipline as pedagogical knowledge on physical education.

KEY-WORDS: Physical education; school; Dance

L'UTILISATION DE LA DANSE À L'INTÉRIEUR DE L'ÉCOLE CONFORMÉMENT AUX DIFFÉRENTS ABORDAGES DE LA PRATIQUE PÉDAGOGIQUE DE L'ÉDUCATION PHYSIQUE

RESUMÉ

Cette enquête a eu comme objectif principal vérifier si les professeurs d'éducation physique utilisent la danse dans les écoles selon ses différentes abordages pédagogiques dans l'éducation physique. L'échantillon a été composta par 21 professeurs gradués en éducation physique qui travaillent dans l'enseñasa depuis la 1ª jusqu'à la 4ª série et qui appliquent la danse dans ses classes. Pour effectuer l'enquête a été appliqué un questionnaire de matières à seren contestées par élection, ce formulaire a été rempli avec l'instruction de de ce qui est pesquisadores. Selon les résultats obtenus 100% des professeurs tenian connaissance des abordages pédagogiques de l'éducation physique, en étant qui la majorité aplicavan danse dans ce qui est esculeas en présentant comme basis les propositions de de certaines de de celles-ci abordages. Entre elles les trois plus mentionnées ont été psicomotricidade, culturel et celle du développement. À la fin nous observons être nécessaire davantage d'études dans ce secteur entretemps conteudo pédagogique dans l'éducation physique des écoles

MOT CLÉ: Educación Física, École; Danse

LA UTIIZACIÓN DE LA DANZA EN LA ESCUELA SEGUN LAS DIFERENTES ABORDAGENS DE LA PRACTICA PEDAGOGICA DE LA EDUCACIÓN FÍSICA

RESUMEN

Esta pesquisa tuvo como objectivo principal chequear si los profesores de educación física utilizan la danza en las escuelas segun sus distintas abordajes pedagógicas en la educación física. La muestra fué composta por 21 profesores graduados en educación fisica que trabajan en la enseñasa desde la 1ª hasta la 4ª série y que aplican la danza en sus clases. Para efectuar la pesquisa fué aplicado un cuestionario de temas a seren contestados por elección, este formulario fué rellenado con la instrucción de los pesquisadores. Segun los resultados obtenidos 100% de los profesores tenian conocimiento de las abordajes pedagogicas de la educación fisica, siendo que la mayoria aplicavan danza en las esculeas presentando como basis las propuestas de algunas de estas abordajes. Entre ellas la tres más mencionadas fueron psicomotricidade, cultural y la del desarrollo. Al final observamos ser necesario más estudios en esa area mientras conteudo pedagogico en la educación fisica de las escuelas.

PALABRA-LLAVE: Educación Física, Escuela; Danza

A UTILIZAÇÃO DA DANÇA NA ESCOLA TENDO EM VISTA AS DIFERENTES ABORDAGENS DA PRÁTICA PEDAGÓGICA DA EDUCAÇÃO FÍSICA

RESUMO

Este estudo teve como objetivo principal verificar se os professores de Educação Física utilizam a dança na escola tendo em vista as diferentes abordagens pedagógicas da Educação Física Escolar. A amostra foi composta por 21 professores formados em Educação Física atuantes no ensino de 1ª a 4ª série e que já utilizavam a dança em suas aulas de Educação Física. Como instrumento de pesquisa utilizou-se um questionário composto de questões fechadas, aplicado pelos próprios pesquisadores. De acordo com os resultados obtidos 100% dos professores tinham conhecimento das abordagens pedagógicas da Educação Física, sendo que a maioria utilizava a dança na escola tendo como base as propostas de algumas destas abordagens, dentre estas as mais citadas foram a psicomotricidade, a cultural e a desenvolvimentista. Conclui-se que são necessários mais estudos nesta área, no sentido de motivar e possibilitar uma melhor utilização da dança enquanto conteúdo pedagógico da Educação Física Escolar.

PALAVRA-CHAVE: Educação Física; Escola; Dança.