113 - THE METHODOLOGY OF TEACHING OF VOLLEYBALL OF 5th to 8th SERIES OF EDUCATION KEY IN PUBLIC SCHOOLS IN GUARAPUAVA, PR

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INTRODUCTION

The Physical Education school should concern itself with the integral formation of students, besides encouraging aspects of motor, cognitive, affective and social, a capability critical of the practices body that permeates the society along with the historic building practices body and its effect on the quality of life. Transforming so the school an environment of observation, expression and processing of principles and values, opening space for thinking beyond the school environment.

According Paes (2001), a facilitator of this process of formation and development of the full human being is the sport. Due to the many possibilities of trials, experiences and their different levels of education within the existing teaching the sport.

In the process of teaching, the school offers the most varied methods of the sport. Accordingly, we find the volleyball, which is a challenge of teaching-learning and training, for its characteristics of precision and handling complex, requiring rapid response of motor skills, cognitive and manipulation.

According Kunz (1994, p. 76), "the movements in the sport requires a share, nearly always full body of the practitioner, or of the major muscle groups."

However, because it is a sports complex there is the difficulty of this mode of learning in schools. Often because the student had not gone through a development appropriate to their basic motor skills over their development, thus highlighting difficulties in the practice of volleyball.

In the same perspective, Bojikian (2005) states, which are the foundations of volleyball specific motor skills. This involves finding the processes that promote significant improvement in the process of teaching-learning of this modality in search of a strategy methodological effective in applying a sequence of content in school.

This research, therefore, conduct a searching analysis of reflexive action teaching the classes of Physical Education especially in the sports content collective volleyball in the mode of public schools in the city of Guarapuava, PR.

OBJECTIVES

Look, the methodology of education of volleyball and her work for 5 th to 8 th series of fundamental teaching of the public schools of Guarapuava, PR.

METHODOLOGY

It was used for this research methodology called the direct observation extends, in the form of a questionnaire, because it is "a tool for collecting data, consisting of a series sorts of questions that must be answered in writing and without the presence of the interviewer. "(MARCONI; LAKATOS, 2003, p. 201).

The study sought to therefore investigate and reflect, intervention teacher and her performance within the public schools in the city of Guarapuava in the State of Paraná, during the application of the contents in the unit sports volleyball, through an open questionnaire to questions delivered to 30 teachers active in public schools in the city. We obtained a return of 08 questionnaires totaling 26.6% of return, means second Markoni; Lakatos (2003), above average, which is 25% of return when it comes to techniques for collecting data using questionnaires.

As for teachers will be referring me thus ensuring, his anonymity: teacher 1, teacher 2, teacher 3, teacher 4, teacher 5, teacher 6, teacher 7, teacher 8.

The search is confined to investigate, the questionnaires duly completed by teachers from 5th to 8th series of teaching basic public network of the city of Guarapuava, PR.

RESULTS AND DISCUSSIONS

FIRST ISSUE

As you work the drive volley of 5th to 8th series this school?

Fragment 01.

Separator the answers on topics that serve as a basis for our final discussion. The responses obtained in the first question, and worth as a starting point for analysis, refers to the use of the theoretical basis of the classes of physical education, which got the following answers:

First class history, highlighting details such as rules, the court dimensions, characteristics of the players and basic fundamentals. In the 2nd class a video expositive the history and all the reasons and systems for attack and defense. [...] (Teacher 1).

Respecting the cycles of the students. Since its history until the current volleyball [...] (teacher 2).

Brief history, videos, [...] (Teacher 3).

... 6th-start with history "base" of volleyball; 7 th characteristics and rules of the game; 8 of the history is resumed in a more complex (whole history), foundations, systems of play, rules [...] (teacher 4) (griffon vulture in the original).

Activities theoretical in the classroom. Activities of research extra-class [...] (teacher 5)

According to the Guidelines Curricular of Educator Physics for Basic Education, Paraná (2006, p. 23), "The teaching of Physical Education is more than the practice and transmission of skills and techniques, therefore, should include a critical reflection in class . "

Fragment 02.

A second fragment important in the responses obtained the first question was the question about the sequence of 5th pedagogical used the 8th series of basic education:

Working in a systematized the sport volleyball. Respecting the cycles of the students [...] (teacher 2)

In the 5th series are only made pre-sports games; In the 6th series distinguish games and sports; In the 7th series has already been working with the practice more pronounced the mode; 8th series pleas systems, games, rules and the game itself. (teacher 4) (fragment of the answer)

At 5 grade - pre-sports and basic fundamentals: drawing, headline, touch, in form of recreation and small games; 7 th and 8 th series-some tactics and the game itself.

According to Soares, et al. (1992) presents us with a sequence in the form of systematic teaching of knowledge in cycles and the 4th to the 6th series, starting the cycle of systematizing of knowledge; The 7th to the 8th series is the cycle of the expansion of systematization.

By using a few strategies for classes Freire (2003) us some elements that can be worked: in the 4th series, play popular; 5th

series includes more stretching struggles, gymnastics, sports rackets with individual sports, sports on wheels; 6th series includes more opportunities for sports with ball; 7th series includes perception body, dance; and in the 8th series includes the most sports.

Fragment 03.

At issue, involving personal values, social and political, the informants expressed the following positions:

[...] Working within the reality of student and the school, with the application of values such as solidarity and respect human where the game can be through the collective. And also explain that the sport as an ideological dispute. (teacher 2)

[...] This way means that the student has best interest. (teacher 3)

[...] Where the participation and satisfaction of the child is more important ... (teacher 6)

The PCNs, we indicate a very large range of goals for the basic education, with regard to the ability affective, cognitive physics, ethics, esthetics, inter-personal relationship and social inclusion, in search of an achievement staff and also, as quest of knowledge in the exercise of citizenship. (BRAZIL, 1998).

As the Guidelines Curricular, Paraná (2006, p. 39), "The Physical Education has the social function of contributing to the students become subject capable of recognizing the very body, has autonomy over it, and buy a expressiveness body conscious. "

SECOND ISSUE

You find difficulties in applying this method? What problems? In any particular series?

Fragment 01.

In this first fragment found the reasons that cause this problem in the implementation of volleyball in school, and what the strategies that teachers have to solve these problems.

[...] In the 7th and 8th you can check a little motivation and interest in class, and that there be an improvement in the planning of lessons. (Teacher 3)

[...] Let's say in the 7th series, when we started the practice of the mode, the difficulties appear in the achievement of some foundations, specifically. Some students are a little uncoordinated and with little concept of time-space, and that the difficulty learning. But with activities differentiated this difficulty is resolved, respecting the individuals. (Teacher 4)

[...] As proposed activity students play with a little resistance, but not cease to participate. (Teacher 5)

[...] The number of students per class is too large. Aliened to this picture the lack of involvement of students in the development of the activities proposed and the heterogeneity, which for many of them the Physical Education is just to "kick ball." (Teacher 6)

As for the motivation and commitment to the participation of practices proposed by the teacher. The PCNs, we bring the Physical Education as a school discipline rich in diversity of content and how to approach, and it is possible to the use of various techniques and resources for learning.

The document PCNs in positioning, Brazil (1998, p. 83) "Through the perception of the diversity of styles, the different times of assimilation of knowledge, also different levels of motivation, the student can build a more inclusive approach than selectively during your own learning, as forward to learning from the other and the group. "

Affirming the issue of diversity of content as a way of working in the school is using the elements articulators, in the Guidelines Paraná (2006, p. 29) "The many possibilities for interaction broaden the perception of differentiated way to interpret the situation and intensify the curiosity , the interest and involvement of those involved in the various games. "

THIRD ISSUE

There are spaces available for materials and the development of the teaching-learning of the unit?

Fragment 01

We will explain here the issues and opinions of teachers with regard to this issue:

Yes, there is a ball for each student, but enough to do a good job. (Teacher 1)

Yes (Teacher 2)

Yes The quantity of material released by the school helps the development of the activities implemented. We can count on balls, nets and addition of a gymnasium in optimal conditions. (Teacher 3)

Yes In our college the material available for the classes, both theoretical as practice is of excellent quality and in large quantity. In addition to a good library, access the Internet, magazines and newspapers, the material practical involves balls, cones, a court covered and open another, networks and other materials in general use in class. (Teacher 4).

Basically this provision to the material necessary, the amount may not be the ideal but nothing impossible that the achievement of a development of the mode in question. (Teacher 5)

Both the material and the physical space is precarious, which has radically interfering in the quality of work being carried out, not when you have 2 or 3 classes sharing the same space and material. (Teacher 6)

It has materials, the only ones that exist gather in: 1 table tennis; 1 ball of futsal (furada); 1 ball, volleyball; 2 games of chess. (Teacher 7).

No. There are 2 balls, and only volleyball. (Teacher 8).

We noted in the responses of the teachers, that there is a great difference in standard of quality with respect to teaching materials, taking into account their maintenance, quantity and variety. We also noticed a significant difference in the structure of matter environments suitable for practice of physical activities and recreation, such as the blocks sports covered and not covered.

The major difference found between the public schools of Guarapuava is worrying, because theoretically should not exist because all people have the right to education of quality.

FINAL DISCUSSION

In general see a wide variety of methodologies that are used by teachers in the public schools of the city of Guarapuava, PR, some being grounded in the literature, other documents Official in the Ministry of Education and Curricular Guidelines for Physical Education for Basic Education and other only appropriate to the reality of their students and the school.

As discussed earlier, there is a big difference between the public schools of Guarapuava, both in infrastructure when the didactic material, and the teacher need to use common sense to achieve its objectives in the formation of a citizen creative, critical and participatory in society, adopted in attitudes of respect, able to enjoy the most varied manifestations body.

The teacher of physical education at the present time is a very large range of subsidies that guide their actions inside and outside the school, directing his speech in various aspects of school life.

FINAL CONSIDERATIONS

According to the results presented and discussed in place can about some relevant points of this research, such as the use of methodologies ambassadors in literature available, even noticed some answers in the adaptation of the teacher in his approach, adapting its reality.

In most cases we found a sequence in the educational performance of teachers to justify a methodology geared to the process of teaching-learning of the content, purpose of this survey, which showed a sequence of logical evolution of the construction of the systematic thinking of the simplest to the most complex.

On the issue of the difficulties that teachers found in the application of the proposed activities, we emphasize the issue of diversity and the very large number of students within a classroom. One way to solve this problem would be related to the methodology of work consistent and reasoned theory, for example, by the Principle of Inclusion, thus avoiding the selection of the most suitable body to the practices, bringing an appropriation of the individual and collective knowledge .

With respect to the material and the spaces available, each school receives an allocation for the purchase of materials permanent and consumption. It is up to each school administration of the allocation of this money, and for purchase of new equipment or the maintenance of them.

In short, through the analysis and discussion of the questionnaires delivered by teachers of the public schools of the city of Guarapuava, saw the disinterest or even the motivation of the teacher to seek new ways and methods that help in the implementation of their classes, which may be the facilitate the appropriation of knowledge on the part of students. Here fall further study in search of the reasons that bring this motivation to work in their performance at school, deviled this poll.

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THE METHODOLOGY OF TEACHING OF VOLLEYBALL OF 5th to 8th SERIES OF EDUCATION KEY IN PUBLIC SCHOOLS IN GUARAPUAVA, PR

ABSTRACT

The main objective of this research is the reflexive analysis of the current intervention in the classroom teaching of Physical Education, more specifically, the content sports collectives in the mode volleyball, 5th to 8th series in the public schools of the city of Guarapuava, PR. In view that the Physical Education quest adequately meet the needs driven, psychological, social and cultural rights of children and adolescents, it is important to the methodologies and goals of the Physical Education according to needs that is the very process of evolution of human beings to throughout its development. So, this search will be examined by means of questionnaires given to teachers of the public schools in this city, where the contents volleyball is being worked at the school in a way that meets a sequence of developments appropriate to the age and the heterogeneity of classes, in this mode under school.

KEY-WORDS: Physical education school; Volleyball; Dimensions of content.

LA MÉTHODOLOGIE DE L'ENSEIGNEMENT DU VOLLEY-BALL DE LA 5ÈME À 8ÈME SÉRIE CLÉ DE L'ÉDUCATION DANS LES ÉCOLES PUBLIQUES EN GUARAPUAVA, PR

RÉSUMÉ

L'objectif principal de cette recherche est l'analyse réflexive de l'intervention dans les classes de l'enseignement de l'éducation physique, plus précisément, le contenu des sports collectifs dans le mode de volleyball, 5e à 8e série dans les écoles publiques de la ville de Guarapuava, PR. Compte tenu que l'éducation physique quête répondre adéquatement aux besoins de charité, psychologiques, sociaux et culturels des enfants et des adolescents, il est important de les méthodes et les objectifs de l'éducation physique en fonction des besoins qui est le processus même de l'évolution de l'être humain à Tout au long de son développement. Donc, cette recherche seront examinés par le biais de questionnaires donnés aux enseignants des écoles publiques dans cette ville, où le contenu est en cours de volley-ball travaillé à l'école d'une façon qui répond à une séquence de développements appropriés à l'âge et à l'hétérogénéité des classes , Dans ce mode sous l'école.

MOTS-CLÉS: éducation physique scolaire; Volley-ball; Dimensions de contenu.

LA METODOLOGÍA DE LA ENSEÑANZA DEL VOLEIBOL DE LA 5 ª A 8 ª SERIE CLAVE DE LA EDUCACIÓN EN LAS ESCUELAS PÚBLICAS EN GUARAPUAVA, PR

RESUMEN

El principal objetivo de esta investigación es el análisis reflexivo de la actual intervención en el aula de enseñanza de la Educación Física, más concretamente, el contenido de deportes colectivos en la modalidad de voleibol, 5 ª a 8 ª serie en las escuelas públicas de la ciudad de Guarapuava, PR. En vista de que la Educación Física búsqueda de manera adecuada a las necesidades impulsadas, psicológicos, sociales y culturales de los niños, niñas y adolescentes, es importante que las metodologías y los objetivos de la Educación Física en función de las necesidades que es el proceso de evolución de los seres humanos a Lo largo de su desarrollo. Por lo tanto, esta investigación será examinada por medio de cuestionarios a los maestros de las escuelas públicas en esta ciudad, donde el contenido de voleibol se está trabajando en la escuela de una manera que responda a una secuencia de acontecimientos adaptados a la edad y la heterogeneidad de las clases , En este modo en virtud de la escuela.

PALABRAS CLAVE: La educación física escolar; Voleibol; Dimensiones de contenido.

A METODOLOGIA DO ENSINO DO VOLEIBOL DE 5ª A 8ª SÉRIE DO ENSINO FUNDAMENTAL EM ESCOLAS PÚBLICAS DE GUARAPUAVA, PR

RESUMO

O principal objetivo dessa pesquisa será a análise reflexiva da atual intervenção docente nas aulas de Educação Física, mais especificamente, no conteúdo esportes coletivos na modalidade voleibol, de 5ª à 8ª séries nas escolas públicas da cidade de Guarapuava, PR. Tendo em vista que a Educação Física busca atender adequadamente às necessidades motoras, psicológicas, sociais e culturais da criança e do adolescente, é importante estabelecer as metodologias e objetivos da Educação Física em função das necessidades que advém do próprio processo de evolução do ser humano ao longo de seu desenvolvimento. Portanto, nessa pesquisa será analisado por meio de questionários entregues aos professores das escolas públicas dessa cidade, se o conteúdo voleibol está sendo trabalhado na escola de maneira que atenda uma seqüência de evolução adequada à faixa etária e a heterogeneidade das turmas, no trabalho desta modalidade no âmbito escolar.

PALAVRAS CHAVE: educação Física Escolar; Voleibol; Dimensões do Conteúdo.