124 - THE INFLUENCE OF HABILIDADE MOTORA IN EDUCATION - LEARNING PROCESS FOR DOCENTES THE COURSE OF LICENCIATURA IN PHYSICAL EDUCATION OF WEST PARANAENSE

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The Physical Education emerged from the real needs and the practical man, be it by a practice teaching, and during its history and has gone through several transformations, we can say that she then comes to specific needs identified during different times of their own history, which has since been originates different understandings of what it is conhece.Estas needs are applicable with respect to existing teaching approaches of classes presented by several authors such as educational trends, both in the process of teaching-learning in schools and in education Superior.

Historically it has been constituted in accordance with the applicability and function that the Physical Education exercised in each period where these trends were highlighted, including one can highlight the period where it had as main focus train individuals able to sport, where the majority the times in schools and even in the training of teachers in colleges of the Brazilian Physical education classes were intended only to the most skillful according to the notes of Castellani Son (1991).

Currently the vision of Physical Education has turned its focus to a row of multiple development of knowledge, and they understood for the development of "man" as a whole that must be added to society, and this must be given through pedagogical techniques where the teacher fetch hold a class with the participation of all, whether or not suitable for the sport, therefore, the objectives that appear in current approaches point to a direction that this man must be respected, putting individuality and the development process and training as main axes so that it can occur more effective participation in the teaching-learning process so harmonious.

The performance of the professionals who cross the spaces between the school and the academies among others, is marked by a diversity that leads to the professional to a profound questioning about what and how it should act, but we can not lose the notion that his action occurs, especially with a human being historically determined, which owns shares of cultural and social influences. Currently there are many professionals serving that still have the academic turned to a predominance of the trend Tecnicista, and these also are present in the training of future professionals of the courses for Physical Education. According Soler (2006, p.23) the reality seen in faculties of Physical Education, is very different from found in court, or other places occupied by professionals of this area. "Although there is a sports training and biologicistas, which has caused a lack of clarity about the profile which the Physical Education school should have."

It is known that in the life of man is necessary to the acquisition of some motor skills, and they do this in the daily diary in the life of the professional of Physical Education, such as run, jump and throw. For us depararmos with the training of future professionals, academics, and the coexistence daily during the academic vivenciamos few moments activities with emphasis focused educational program for a more tecnicista, realize the duality of the process of teaching, which often speaks one thing but in its actual practice is acting in a manner contrary, in this way, we know that the vision of Physical Education at the present time to allow the student a bill aimed at the practice of physical activities with a view Pedagogical.

The human being presents a tendency to automate its control in the execution of movements, from the most basic and simple to the most sophisticated. This process is built on the basis of the quantity and quality of the exercise of the various schemes engines and the attention these executions. It also that the development engine has been seen as the changes that occur in an individual from his birth until his death. For Gallahue & Ozmum (2003) is at the stage of the movement that specialized skills estabilizadoras, locomotoras and manipulative fundamental are progressively refined, combined and prepared for use in situations increasingly required.

To Shigunov and Shigunov Neto (2001, p.57) to "be an effective teaching, the teacher should take hold of different strategies of action, on the basis of the specific factors of the students, which could generate an understanding of what this distant in itself in space and time. " "We know that the learning process has been developed in three dimensions: human, socio-political and technical. So the construction of knowledge is held by a strong inter-personal relationship between the student and teacher, between student and student, and between the teacher and professor, finally, between students, teachers and direction.

Other authors as Berbel (1994), Libâneo (1992) and Pereira (1994) highlighted by Shigunov and Shigunov Neto (2001, p.59), which corroborates: the strategy is the union of the methodologies of the classroom, and the techniques of teaching that end must be organized in the classroom, to facilitate the learning of the student well, we can say that, in a word includes all activities that will be requested by the teacher and the students that will be required to supplement, initiate, organize and summarize these activities, always bearing in mind the learning process.

In initial training of the student, his trajectory is constructed from the moment they start school in early childhood education; Until its completion, which is given here in the training of teachers of Physical Education in Higher Education. In the process it is expected to acquire professional qualification, the minimum and certification, enabling thereby legally and technically for the year occupation. See is that over time the Professional Physical Education was able to overcome the figure of the teacher / pupil sergeant and / recruits widespread in the period militaristic, and the teacher / student doctor and patient that figuraram during hygienist, and also the teacher's / technical and student / athlete, characterized by period tecnicista. Although currently still find these models as reference of a mixture of three educational.

Apparently one of the reasons this happens is that even these professionals take a posture of repetition of the process of teaching that the very experienced as a student of basic education or higher (GALLARDO, 2000). Soler (2006). Highlights that the Physical Education through the ages, worked for the maintenance of values of a particular social class that preaches, among other things, the enhancement of individualism, taking into account only the motor skills and selecting people as capable or non-able. And the teacher as an educator should not only coach of skills, but a wake of skills, as working with skills is easy, it is difficult to provide skills to those who do not have.

According Darido (2003) and Rangel & Darido (2005) the educational objectives and proposals of Physical Education were changing was during this last century, and all of these trends to some extent, are still present and influence the current training of professionals and also of teaching practices. In Physical Education, as well as other components curriculum, there is only one

way to think and plan the discipline in the school.

The Collective of Authors (1992) the pedagogical practice comes through a social need concrete, and the Physical Education as a pedagogical practice, so the teaching practices such as Physical Education were designed and put into action, since corresponded to the interests the social class hegemonic then historic.

Currently, coexist in the area of Physical Education several concepts, all having in common the attempt to break the mechanistic model, esportivista and traditional. Having main examples with the humanist, phenomenological, psychomotor, cultural, developmental, health renewed, interacionista - constructionist, critical-superadoura, among others (RANGEL & DARIDO, 2005). Another key point in the issue of teaching practices is highlighted by the authors is that in practice, the educational prospects that are established not appear so pure, but with particular characteristics, merge aspects of more than one line teaching. That is, it is unlikely follow a single line teaching.

The influence of sports in the school system is so great that it is then not the sport of the school, but the sport in school. Corroborando with this idea, complements the thinking of Montagner (1993, p.26) says that "... the sport is not a priori education. We must make it a means of education. " For Santana (2006) the task of the teacher of physical education is to treat teaching to the sport so that we can move in the direction of educating and emancipate people, so we see that we can do what we want to do sports, and not characterizing the Physical Education at the school as an extension of the institution sports, where these systems sports, are summarized at the beginning of athletic performance, competition, comparison of performance and records, rigid regulations, success in the sport as synonymous with victory rationalization of resources and techniques .

This research objectives identify with the teachers of the courses of Degree in Physical Education of the West of Parana, if there is any influence of motor skills in the teaching-learning process of their discipline in the training of these scholars. When concerning ourselves as the motor skills of the students may influence whether or not the teacher activity, we also discuss the training they should have to serve academic future. Because according to Rangel-Betti & Betti (1996, p. 10) "vocational training in Physical Education has always been a crucial point of concern including being subject to articles and debates." By this understanding we must seek enter the division that the Physical Education teima to make the curriculum and the sports theory, which often still perceive enable priorities for the technique of motion-Rangel Betti & Betti (1996, p.10) have this division as follows: the current-traditional sports where emphasizes the "disciplines practices emphasizing the gestural motor," which is based on the "implementation and demonstration on the part of the academic, technical skills and physical abilities" and may use as an example the "proven practice" where the academic performance must obtain a physical-technical minimum. In this type of education there is a separation between theory and practice. Or in theory where all content is presented in the classroom whatever it. This model which had its start at the end of the decade of 60 and had their consolidation in the decade of 70. For Rangel-Betti & Betti (1996, p.11) "this esportivização continues until today, because this design still prevails in many courses, especially in private institutions"

Our research was characterized descriptive with a qualitative approach, which Gil (2002, p.42), has as central concern "identify the factors that determine or contributing to the occurrence, and is the method that most deepens the understanding of reality because explains the reason the why of things, due to this is the type most complex and delicate. " The population used were teachers of the institutions of higher education courses in the Physical Education Degree in the West Region of Parana, and sample 09 teachers from 04 colleges / universities, chosen propositalmente, was necessary because teachers are representatives of the individual disciplines of sports or the sports collectives, and also teachers in the area of School Physical Education and Leisure, of both genders, with the only limitation is teaching the course of Degree in Physical Education.

For collecting data using semi-structured interview with non-fixed route, recorder, tape and Daily camp, where seek to provide an understanding of the teacher's speech before the issues linked with the relevance that the motor skills are in the process of teaching-learning during the lessons of their discipline. We initially a test pilot to prove the validity of the search tool in the case, the interview and the roadmap, which was intended to observe and assess whether the items addressed during the implementation of the test line with goals set by it. For the categorization was adopted a model where the answers were listed looking for this analysis of the speeches, transcribe, as told in full, seeking to maintain the maximum reliability of the speeches of the actors (PIRES, 1994).

The data analysis was, in a qualitative, through analysis of content. This analysis used in the characterization of response, which Barbin apud Dotta (2006, p.61) aims to "categorize is present, by condensation, a simplified representation of data present. Where the presentations are selected by categories. "

. When indagados with the relationship of the influence of skill like driving engine of the academic repertoire during lessons of teachers interviewed, it became clear that despite the discourse of Physical Education to be held in which the training of future teachers, the teachers must worry about the " teach "to be teacher, and not to teach the technique of gestural movement, we noticed that the speech of teachers happens to the contrary. Soller (2006) believes that the teacher as an educator should not just be coach of skills, but oportunizar to the awakening of student abilities. But in practice we see that unfortunately is not always the case, because they fail to consider the implementation of the practice at the classroom without allying with the gestural engine organized and correct, here presented as motor skills.

A large majority of teachers interviewed believes that if the academic experience already have a motor, it may in some way have a better understanding of content, and thus can better assimilate the process of teaching-learning done during lessons.

It is important to note that some of these speeches also departed from teachers in carrying out their teaching disciplines of sports both collectively as individual, where the Collective of Authors (1992) points the sport as a principle of athletic performance, competition, comparison of performance and records, regulation rigid, success in the sport as a synonym of victory rationalization of resources and techniques. These ideas appear in the speeches of our actors as: "... If the academic ingressa in the course of physical education experiences he has motor skills or it has driven large, it surely will relate better to learn the academic content ta taking it, it will have more easily in a classroom theoretical view and better understand pra the process ...".; "In my design I think it should still exist in the prior physical education, I think there is a selective not requiring a teacher athlete an athlete teacher, but at least we skills as teachers find difficulty but when the person has no training with any type of physical activity, or with some form then pass on the lessons they have more trouble then it atrapalha also in the running until the very discipline to the others that have this ability. "

But also, noticed in some of these teachers through their speeches, to seek a rapprochement between theory and practice, seeking enhance the action of the teacher where it should bother with the "know teach," so, we believe that teaching is a factor paramount in the building of the learning process, because it shows what the student learns in the relationship with the teacher and with the group. Teachers must acquire new values, new attitudes that may interfere so positive or negative, looking in practice teaching the construction of knowledge. Thus, knowledge of the teacher in public schools is a practical know, because the action originating in the daily school summarizes different types of knowledge, such as knowledge of the practice (the how), the specific knowledge of the content of education (knowledge of what teach) and the know (why do).

Identified from the foregoing the following speech: "... More will be different will be different than any class of any person is different, not because I have greater or lesser degree of motor skills in certain content, not so, but because people are different I

believe that one of the pro skills teacher the physical education at the time of giving their German classes of motor skills is the ability to teach is the ability to teach it is quite complex is much demand for knowledge, especially in the area of didactic teaching in the area, then the people who have less the skills they should be compensating them with other skills, not the motor. "

When you prioritize the concept of the practice must be careful, because the practice is not the act of teaching by teaching. For Rangel-Betti & Betti (1996, p.11), "caution should be used with the sequences teaching because it is often only a limited concept, where the scholar learns to execute the sequence and do not apply it," as it is clear in the speech of our actor above, the process engine is important, but the knowledge produced must give the academic requirements to teach. Making a connection between the responses obtained, evidenciamos two fractions differentiated that norteia the proposal teaching of Physical Education, where Taffarel (1985 p. 12) clearly identifies two concepts co-related process of Teaching-Learning used by the teacher, "one is the "decisive formal education, technical", featuring for a teaching focused on content, the dominant character competitive, and valuing the results without questioning because of how the same were reaching (PLORANCE & DRAYER cited by TAFFAREL, 1985).

We saw this vision in the speech obtained by teachers who believes that the motor skills can influence to some extent in learning the academics, where this principle is the vision that the Physical Education is guided through sports. On departure from the speech of the teacher who believes that the motor skills brought no influence on the learning of academics, shows the different design of Physical Education, where she seeks "new values," transparecendo in a formal orientation not geared to the need for all thus the Physical Education would be a moment predominant educational and recreational

When seeking verify that the teachers consider that when students do not have a minimum level of driving skill, they may be disadvantaged in relation to their learning in class, we identified that in the view of some teachers interviewed motor skills do not affect the learning of academics. But the majority stressed that this only happens if the academic devote himself to his studies attributing a means of bridging the lack of motor skills, such as knowledge seeking extra-practical, assimilating then, which was developed in the classroom with their own limitations. We know that the quest for knowledge goes far beyond the practice, ie, are always seeking new ways to unite their knowledge with their skills. This is evidently clear in the following speech: "I believe that no, but so are people they will have to be there in certain situations they will have to seek other means before getting ta assimilate the contents to achieve if equate with any student who already has some previous experience. " But that highlight some of these teachers feel that the motor skills not influence the learning of academic, because those who do not have such ability will have to find other ways to teach, such as the verbal, perhaps using video or example of students in the school who have specific skills. Shigunov and Shigunov Neto (2001) emphasized that the information that the teacher is sending to its students, called by him as "message teacher" and the need to adjust to a number of key characteristics that must look for the solution of the problem of communication in three levels: visual, auditory and sinestésico - tactile, thus increasing the possibility of their message reaches the pre-set goals at the beginning of the activity. Apontamos as an example a speech that portrays this vision: "In some way, in teaching nowadays there other resources so that the student can ta using pra give lessons in school." Although clearly noticed traces of the period tecnicista, know where the run was what characterized the learning of academic, in this way these teachers feel that to have a good learning the student must master the technique, so your learning becomes significant. Here we present another speech that agrees with this idea, "it will have more difficulty in this area because the people is, the teacher needs to demonstrate, as in the physical education teachers need to show our students what the people wants with our class is in basketball, in volleyball, in swimming then depending on the demonstration we have to make the most correct possible ... "Finally taking into consideration that other teachers believe that it is up to the teacher seek other methods, other ways to teach and transmit the content applied to the less skilled academics leaving harmed during his speech to learning Another highlight: "No! It is the people they bring is a way to get fit before he, and not, or to make them participate and not excluded, then it will never exclude a student for lack of skill and yes, it will target some of pra details of the class or direct questioning ... "Through this we realize that the vision of teachers interviewed corresponds with a line of thought of academics who are in the final stage of their training, it is common to see in the report that some students have the skills driving the trend of using the practice as a means of information. But the same contradictorily often does the use of search for causing an extent of their knowledge. Therefore, this thinking is the production of knowledge seized in the college / university, which has as its symbol the knowledge of the teacher.

Another inquiry raised for teachers is that they consider that when they get training academics, a lack of skill or difficulty driving specifies will influence in his work, taking into account the speech of teachers, considering that through the vision of teachers that the academics who teachers will be in the future, suggest that they will suffer influences of motor skills in accordance with the way that it take in your training, or to choose to develop her work in sports training where the technique is an important factor in transmission of content skills to influence rather in its performance. One of the visions of sport, is that it coincides with a specific cultural code for the interpretation and implementation of the directions of the actions of men driving; It is a significant part of a consummation humanizaste the task of living is constituent of the art of living. This is strongly marked in the speech below: "... The issue driving it can only and will only influence the development of each motor is for the student chooses to work in an area it is very technical and it is often in these areas until the times have not so much influence. But once in technical areas such as the training of high level, and things such as how they can influence was not driving practices that the student may have a difficulty in passing ta and taught it for the students ... "

Following the same line of reasoning, but giving this thought to the lessons of Physical Education when the teacher is teaching a sports mode, the motor ability of the teacher will help in the learning of the students, because according to Soler (2006) is seeing the professor perform the activity that the student presents a degree of difficulty or fear, as part of the teacher creates safety to their students, or even, some students view need to understand the task to be accomplished. "... The child learns more looking at someone doing it, and ate is much reflects in some teachers, and one that does not have that ability it will have difficulty, one of the things I always talk Pros students the least you have to do is learn is the technical gesture not necessarily that you a exímio player mode that you will teach the student, but the gesture technical you have to master if not the times becomes almost impossible you teach someone. "

But through another vision by Cantin (1996) "the sport should be seen as a requirement that the Physical Education is not reduced to simple mechanical exercises, which the sport is not framed by only goals of competition, efficiency and performance, but both are offering the experience of the global dimensions of the man. " Thus, one should stick to the physical education which uses the sport at the school, has the task to increase the quantity and quality of the activities of the students, aiming to expand the driving capacity of children. We still can work the sport, but with a different look, in addition to the technical, taking into account the individuality, and the limitations of the group in which the activities being developed. Therefore, Torres & Gaya (2001) emphasized that sport in the school has (or should have) a significant teaching; Its structure and organization must be assumed the training and development of children and young people. "... They work they do children work in groups, no, no discrimination of those who have fewer skills, and those who do not like, in practice the classroom, it is trying to ensure that they encourage all children to pursue education physics of the way in which conivente, not looking into the physical education class to the training of athletes, but we all are able to practice that lesson and learn mode and determined that they can use them until now

lives on a daily not having only competition ... "

A minority of teachers believes that the lack of motor skills of these scholars to complete your graduation not exert influence on their profession, as they can develop their work smoothly is not taking large motor skills, which emphasizes that the most important is the way that the contents are worked, using different methods, it is more important than a demonstration of gestural motor highly technical-correct. Noticed that the words below: "You must have knowledge of motor skills, such knowledge is not necessarily need to be in terms of depth knowledge procedural say, or know how, learn execute to perfection all motor skills, he must have knowledge the motor skills in concept, in terms of procedures in order to teach know ... "" Not because I come together some, some stages as supervisor of stage then we observed the following: that the same student who has difficulty in class he to achieve and can stimulate their students as teacher to play any task, or have the motor skills, motor skills have developed ... " "... Even a child who has never been sportsman who never played that never had a better motor control or more developed, more established itself can develop this skill or develop the skill and physical ability in their students, I see no problem. "

We know that the Physical Education this guided by different content, but is common in schools noted that the main focus addressed by the professionals is the sport where the influence of the school system is of such magnitude that we have then, not the sport of the school, but the sport in school. Assuming that courses Degree in Physical Education should train professionals able to develop a "pedagogical practice," predominando to teach their students the importance of physical activity in daily life the same, and yet, take lessons for Physical Education activities focused on the integration of both motor development, the cognitive and affective, enabling thus increasing the motor repertoire of children, we can make some considerations from the understanding of the importance of motor skills for teachers:

For most teachers there is a significant relationship that will influence the question of academics already have a specific motor skill, as evidenced in the vision of teachers that the learning of academic staff is interconnected between theoretical and practical learning.

Thus the influence of the gestural motor learning in the preparation of future professional has two relationships for these teachers: the first is that the student who has a broad development engine can leave favored in his learning, especially as it relates to the practice, because those who have a greater degree of motor skills have also a greater participation during the classes, so from the perspective of teachers they can capture the contents work in a faster, then combined with the experience already gained in the period of training they can take advantage front of others that do not have a more developed motor skills. The second suggests that in return the academics who does not present a degree motor broad in some cases, the teachers believe that feels even retracted, often not attending class practices, or in some cases are excluded from lessons by the colleagues. These things occur mainly in classes of sports, where some teachers still have evidence of an approach tecnicista presented in the speeches of them.

As for whether there is a positive or negative influence from possessing or not specific motor skill, the teachers on the teaching-learning process understands that this process must respond to an exchange of experiences or even of knowledge between teacher and student, student and teacher and student and student, identifying that the motor skills to the influence of academic learning in a positive way, presenting a problem accentuated those who do not have this skill. In reply about driving skills will influence the performance of these professional scholars, teachers emphasized that they do not have an ability considered more efficient, will be disadvantaged when exercising a job or develop a technical sport in his classroom, where is still the predominant from a technical view, where learning can only occur through practical demonstration effective. Knowing that the main focus of the Course of Degree in Physical Education is the training of qualified professionals to develop their work in school, providing a practical education policy focused pra basic principles of society and of the group, matching them with the reality of the environment and the clientele, developing an apprenticeship with the contents guided by PCN's.

Initially identified that the training of teachers interviewed in the region west of Parana has a character tecnicista, where all informants had a training in public universities. Through analysis of the content of the speeches could be identified that teachers pointed demonstrate recognition of a more globalized education with the key focus the student and the concern with the teaching-learning process, but in a moment realized that the same does not soltaram the principles that guided his training as scholars, who came from the training more tecnicista. Based on this thinking we realize that the academic these teachers also becomes very present, even though all information that everyone has access because it was in his academic they built the theoretical foundations for the construction of their academic do, and even if some pass them or have passed by a (re) significance of values of Physical Education, also becomes the basis latent training supported in technicality that was part of the training of physical education more specifically in the years 70 and the early 80 under Castelani (1991, p.104), where "explains that the trend tecnicista wanted to qualify the training, based on parameters set in the technical-vocational training."

Thus we believe that the motor skills to contribute to the formation of these scholars with form and content with not predominant factor to their training, we realize that some of these teachers still have a wrong vision of the future training of these professionals, but this learning is incorporated individually it can not and should not be the factor fundante the teaching-learning process in the academic.

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THE INFLUENCE OF HABILIDADE MOTORA IN EDUCATION - LEARNING PROCESS FOR DOCENTES THE COURSE OF LICENCIATURA IN PHYSICAL EDUCATION OF WEST PARANAENSE

ABSTRACT

Currently there are many professionals serving that still have the academic turned to a predominance of the trend Tecnicista, and these also are present in the training of future professionals of the courses for Physical Education. Thus, the present work with teachers to identify objectives of the courses of Degree in Physical Education of the West of Parana, if there is any influence of motor skills in the teaching-learning process of their discipline in the training of these scholars. The search has descriptive nature, with the population of teachers Institutions of Higher Education of the courses of Degree in Physical Education in the Region west of Parana. The results pointed found that the teachers believe that academic owners of motor skills have greater possibilities of learning in their training and may also become better professionals, pointing still a vision within the trend tecnicista, showing traces of their training these teachers that was characterized as technique. Thus, this training has a character in the training of new professionals for these teachers. Thus we believe that the motor skills to contribute to the formation of these scholars with form and content with not predominant factor to their training, we realize that some of these teachers still have a wrong vision of the future training of these professionals, but this learning is incorporated individually it can not and should not be the factor fundante the teaching-learning process in the academic.

KEY WORDS: motor skill; Faculty; Case teaching-learning.

L'INFLUENCE DE HABILIDADE MOTORA DANS L'ÉDUCATION, PROCESSUS D'APPRENTISSAGE POUR DOCENTES COURS DE LICENCIADO EN ÉDUCATION PHYSIQUE DE L'OUEST PARANAENSE

RESUMÉ

Actuellement, il ya beaucoup de professionnels qui ont encore de servir les milieux universitaires se sont tournés vers une prédominance de la tendance Tecnicista, et ce sont également présents dans la formation des futurs professionnels de la cours de l'éducation physique. Ainsi, le travail actuel avec les enseignants à identifier les objectifs des cours de Licence en éducation physique de l'Ouest du Parana, s'il ya une influence des capacités motrices dans le processus d'enseignement et d'apprentissage de leur discipline dans la formation de ces spécialistes. La recherche a caractère descriptif, avec la population des enseignants des établissements d'enseignement supérieur de la Licence en cours d'éducation physique dans la région de l'ouest du Parana. Les résultats ont fait constaté que les enseignants universitaires estiment que les propriétaires de la motricité ont davantage de possibilités d'apprentissage dans leur formation et peut-être aussi de mieux les professionnels, soulignant encore une vision dans la tendance tecnicista, montrant des traces de leur formation, ces enseignants qui se caractérisait que la technique . Ainsi, cette formation a un caractère dans la formation des professionnels pour ces nouveaux enseignants. Ainsi, nous pensons que les capacités motrices de contribuer à la formation de ces chercheurs forme et le contenu avec facteur prédominant pas à leur formation, nous nous rendons compte que certains de ces enseignants ont encore une mauvaise vision de l'avenir, la formation de ces professionnels, mais cet apprentissage Est incorporé individuellement il ne peut pas et ne doit pas être le facteur fundante processus d'enseignement / apprentissage dans le milieu universitaire.

MOTS CLES: moteur de compétences; Faculté; Affaire d'enseignement et d'apprentissage.

LA INFLUENCIA DE HABILIDADE MOTORA EN EL PROCESO DE ENSEÑANZA - APRENDIZAJE PARA EL CURSO DOCENTES DE LICENCIATURA EN EDUCACIÓN FÍSICA DE OESTE PARANAENSE

RESUMEN

Actualmente hay muchos profesionales que aún tienen que actúa el académico optó por un predominio de la tendencia Tecnicista, y éstas también están presentes en la formación de los futuros profesionales de los cursos de la Educación Física. Así pues, el presente trabajo con los profesores para identificar objetivos de los cursos de Licenciatura en Educación Física del Oeste de Paraná, si existe alguna influencia de las habilidades motoras en el proceso de enseñanza y aprendizaje de su disciplina en la formación de estos especialistas. La búsqueda tiene carácter descriptivo, con la población de profesores de instituciones de educación superior de los cursos de Licenciatura en Educación Física en la región oeste de Paraná. Los resultados señalaron que encuentran los profesores académicos creen que los propietarios de habilidades motoras tienen mayores posibilidades de aprendizaje y en su formación también pueden ser mejores profesionales, apuntando todavía una visión dentro de la tendencia tecnicista, que muestra las huellas de su formación que estos maestros se caracterizó como técnica . Así, esta formación tiene un carácter en la formación de nuevos profesionales para estos maestros. Por lo tanto creemos que el motor esté capacitado para contribuir a la formación de estos especialistas con la forma y el contenido con el que no domina a su formación, nos damos cuenta de que algunos de estos docentes aún tienen una visión equivocada de la futura formación de estos profesionales, pero este aprendizaje Se incorpora a título individual no puede y no debe ser el factor fundante el proceso de enseñanza y aprendizaje en el ámbito académico.

PALABRAS CLAVE: habilidades motoras; Facultad; Caso de enseñanza y aprendizaje

A INFLUÊNCIA DA HABILIDADE MOTORA NO PROCESSO ENSINO-APRENDIZAGEM PARA DOCENTES DO CURSO DE LICENCIATURA EM EDUCAÇÃO FÍSICA DO OESTE PARANAENSE

RESUMO

Atualmente existem muitos profissionais atuando que ainda possuem a formação acadêmica voltada a uma predominância da tendência Tecnicista, e estes também se fazem presentes na formação de futuros profissionais dos cursos de Educação Física. Desta forma, o presente trabalho objetivou identificar junto aos docentes dos cursos de Licenciatura em Educação Física do Oeste do Paraná, se existe alguma influência das habilidades motoras no processo ensino-aprendizagem de sua disciplina na formação destes acadêmicos. A pesquisa possui natureza descritiva, tendo como população docentes de Instituições de Ensino Superior dos cursos de Licenciatura em Educação Física da Região Oeste do Paraná. Os resultados encontrados apontaram que os docentes acreditam que acadêmicos possuidores de habilidades motoras têm possibilidades maiores de aprendizado na sua formação e também poderão se tornar melhores profissionais, apontando ainda uma visão dentro da tendência tecnicista, apresentando traços da própria formação destes docentes que se caracterizou como técnica. Desta forma, esta formação possui um caráter dentro da formação de novos profissionais para estes docentes. Deste modo acreditamos que as habilidades motoras devem contribuir para a formação destes acadêmicos com forma de conteúdo e não com fator predominante para a sua formação, percebemos que alguns destes docentes ainda apresentam uma visão equivocada da formação destes futuros profissionais, embora este aprendizado seja incorporado individualmente, ele não pode e não deve ser o fator fundante do processo ensino-aprendizagem na formação acadêmica.

PALAVRAS CHAVES: Habilidade motora; Docentes; Processo ensino-aprendizagem.