168 - DANCE TEACHING IN ELDERLY GROUPS: DIDACTIC - METHODOLOGICAL PROCESSES

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Initial considerations…

During the physical education course - UFSM there are work opportunities and experiences in several areas. One of these opportunities is offered by the Núcleo Integrado de Estudos e Apoio à Terceira Idade (NIEATI), where the students participate in several projects interacting with the elderly and having the possibility to conduct classes, to obtain new knowledge and also to experience different methodologies, realizing the difficulties and glories of each one.

Through these experiences we notice that the elderly's reality nowadays is each time more active and dynamic if compared to the old ideas and stereotypes about old age. With that, diverse life together groups appear and offer many alternatives of exercises, among them Dance.

The experience with dance to the elder population can and may to go beyond the simple "practice for practice", in other words, the emphasis on technique. Through it, it's possible to develop the self-steam, autonomy processes, critical spirit, and to offer a reflection about aging and dance teaching.

The dance teaching to the elderly has to be a fundament work, considering the corporeal culture, life history, individuality, motivations, interests, students' limits and possibilities, such as the fitting of the methodology used in the context of the work.

Due to all these issues is necessary to study which didactic and methodological resource fit better to the work with the elderly, in a way to satisfy the interests and necessities of the students; and also allow reaching the goals of this work. This way, this research is justified for our believing that through the analysis and reflection about the didactical - methodological process, may contribute to the pedagogic practice of the teachers who work dance with the elderly or are interested in working with it.

Contextualizing the thematic…

Education is present in our lives since early, intentionally or not, influencing our opinion, attitude and behavior. Teaching is a complex task; it involves many elements and aspects that may be observed. It's a continuous and reciprocal process, where teacher and learner interact all the time.

Teaching and didactic are parts of the education, being the teaching the process by which knowledge is transmitted with the aim to promote attitude and behavior changes in who learn; and the didactic is the whole of elements used to perform teaching.

Teaching is influenced by subjective aspects (learners' and teachers' interests, teachers' and institution's goals; development level, among others) and by objective aspects (material resources, methodology, developed subjects, among others). Libâneo (1994), says that through teaching may be created conditions to the gain of knowledge and also the development of learners' intellectual capacities focusing the critical understanding of social problems.

As didactic is a whole of elements used to perform teaching, it's necessary to deep a little more into the knowledge of those elements. This way we try to approach in this study elements as goals, subjects, planning, didactical language, didactical and evaluation resources, for the better understanding of the teaching process.

We believe that teaching has fundamental relevance to people, no matter the age, because through the teaching of different subjects the learner has the possibility to enlarge his/her knowledge about life, and in the case of dance, also to enlarge the knowledge of movements.

Dance is a complete exercise, a sensitive and complex experience that involves watcher's and dancer's subjectiveness. Maybe because of that it's so hard to give it a precise definition. Due to the different aspects that it approaches, it focuses diverse concepts according different authors and thought lines.

Learners' corporeal experiences may be explored by dance, respecting theirs cultural past. On this way, Soares et all (1998), says that "dance make possible the comprehension/preservation of movement cultural practices of nations….through it man recover the sense and attribute new senses to life".

On dance the technical development may happen in harmony with the expressive aspect, allowing the learner the comprehension of the meaning of dance. In a critic - overcoming, learners' knowledge may be valorized and explored, with the subjects of corporeal culture fundament on the social reality of the learners, and also making schematizations (1992).

For the elder population, dance is one of the biggest acceptation activities, maybe for working with the body and subjectiveness, besides being an inclusive physical activity. Physical exercise, in this age group, becomes so important not only because of the improvement on physical aspect, but also because of the possibility of an increase on participation of the elderly in society. In words of Dias apud Duarte (2000), the results obtained with a minimum exercise are huge and the benefits uncountable, mostly in old age".

According to Mazo (2001), among the dances stiles that can be worked with the elderly are the folkloric dance, ballroom dances and senior dances. Furthermore, also according to this author dance activities may adequate the movements to dancers' reality, create choreographies with diverse formations, explore individual movements, in couples or groups, work the movements following the music avoiding counting, develop creativity, making the elderly participate on the creation of choreographies and also to make possible the participation in different dance groups and artistic shows.

In literacy, there are different methodological proposals to dance teaching, each one with its own characteristics, goals methods, advantages and disadvantages. Then, the teacher is who may distinguish which one(s) fit better in the context.

Among the proposals we have Dance - Education presented by Nanni (1995); in her opinion, classes may be based, mostly, on the creative process searching independence and transformation of the individual, because dance envelop perception, sensation, decision, creation and knowledge issues; the learner may be seen in a whole way, valorizing his/her physical, psychological, philosophical and social aspects.

Other proposal is the Modern Educative Dance, introduced by Laban (1990). In the words of the author, modern dance utilizes man's big daily movements variety and "on of the goals of dance in education is to help human being, through dance to find a corporeal relation with the totality of existence…"

Claro (1998) highlighted the dance - physical education method, turned to a multidiscipline focus based on

interdisciplinarity, where he gives emphasis in his proposal, mostly, to the element body conscience, searching a bigger conscience from the dancer, his/her possibilities and limits, overcoming them. The focus of this work is to establish a connection between dance and physical education as a educational process, making possible a better quality of knowledge.

Thus we can notice that there are many work possibilities with dance for the elderly, the main point is to respect each learner's limits, searching always to incentive him/her to overcome it and to believe in his/her capacity.

To a better understanding about aging we discussed some aspects like: concepts, aging process implications and the elderly on a present context. This way we search to start a reflection about the aging process that is complex and full of peculiarities.

It's necessary that we understand that we don't get older from a day to another, we don't sleep young and wake up old; the aging process occurs since the moment that we are born and follows its way. Aging is a natural process that imposes modification in the individuals, making him/her older in a slow way, in other words, the aging process starts much before he/she be considered an old person (1989).

Each human being will get older in a particular way, single, depending on his/her genetic, life style and experiences. A person can get physically older but, at the same time to remain young on the social and psychological aspect. There are very many possibilities, but the only guarantee is that everyone gets older, sooner or later.

With this, we can understand the human aging process as one of the phases of life that involves biopschosocial aspects, with its own characteristics that may be respected and explored, plenty of limitations, but also full of new possibilities.

Brazil, considered by any as a "young country', faces nowadays the aging of population, with this each time more, the governmental and non - governmental institutions, educational institutions and general society are giving more attention to understand the interests and necessities of the elderly.

We notice this through some facts such as the creation of several physical exercises groups to the "best age"; on the field of education there already are some different projects for introduction of the elderly in the scholar environment; and on politics some politician also dispose attention to this population, as the most recent example we have the Estatuto do Idoso created in 2003.

Of course there is much to be done; there still are many barriers to the elderly such as low financial conditions, high cost of medical services, discrimination, lack of public politics that ensure their rights, among others. But the first step has been taken, the recognizing that the country isn't a "country of the young" anymore, and with this we start the search to the elderly can have a well succeeded aging, with quality of life and, above everything, with respect and dignity.

Final considerations...

We star from the supposition that a adequate teaching may start from a planning. In groups of elderly this planning may enclose aspects such: learners' goals, possible limitations caused by the aging process, learners' interests and necessities, available places and materials, among others.

Mostly in elderly groups planning has an important role, because through it we have a major security with the activities developed on classes. Through planning (knowledge about reality), the teacher may obtain the biggest number of information as possible about the learners, taking specific care in relation to health; because sometimes the elderly hide some illness, for shame or thinking that it's not important, and in some cases, small cares taken during the class may avoid major risks.

It doesn't mean that the elderly have to be treated as "fragile" or "incapable", but the teacher has the duty to offer a healthy exercise searching well being, avoiding possible risks for the learners. In the same way, choreographies and/or training are relevant, searching to use the own experience and creativity from the learners, so dance can have a major meaning to them; and stimulating the learners to show their potential through artistic shows, showing to everyone and themselves that they're still capable to create, dance and much more. It's important that the learners fill as a part of the teaching process that they act, give opinions and construct together with the teachers.

With these data we aim to collaborate to the dance practice in elderly groups, offering a notion of how dance is already being worked and motivate those who want to work in this area. This is only a step on the search for a each time more efficient pedagogical practice, that satisfy the aims, interests and desires from our learners and that make dance a part of our lives.

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DANCE TEACHING IN ELDERLY GROUPS: DIDACTIC - METHODOLOGICAL PROCESSES

Abstract

Through experiences of dance with elderly, where there were many difficulties and doubts about the didactic - methodological resources to be used, emerged the interest for this study, which aims to identify and analyze the didactic - methodological processes used for dance in elderly groups teaching in the city of Santa Maria/RS. This research is justified by our

belief that from the analysis and reflection on the didactic - methodological process, we can contribute to the pedagogic practice of the teachers who work dance to elderly, and that this study intends to point some suggestions to the most adequate methodology for this population. The study is characterized as descriptive, the subjects are the physical education teachers that work dance to elderly in this city; as research instruments we used the (direct) observation of the classes and the interview (semi structured) with the teachers. We hope to reach our goal, contributing for the pedagogic practice in a way the teachers obtain some reference about the didactic - methodological processes used for the elderly groups, and changing dance into something more then a simple practice, in something that passes through body and becomes part of history and life of the learners.

Key - words: teaching, dance, elderly.

L'ENSEIGNEMENT DE LA DANSE CHEZ LES AGES: PROCESSUS DIDATIQUE-METHODOLOGIQUES

RESUMEE:

A travers de l'expérience en danse avec les agés, où on trouve des difficultés et de doutes sur les resources didatiques-méthodologiques pour être apliqués, il est apparu l'interêt pour la réalisation de cet étude, qui a comme cible d'identifier et analyser les processus didatiques-méthodologiques utilisés pour l'enseignement de la danse chez les agés à la villes de Santa Maria/RS/Brésil. Cette recherche se justifie car nous croyons qu'à partir de l'analyse et de la réflexion sur le processus didatique-méthodologique, nous pouvons contribuir pour la pratique pédagogique des professeurs qui font de la danse pour les agés, et que cette recherche-ci essaye de montrer quelques sugestions pour la métodologie plus ajustée à cette groupe de personnes. L'étude se montre de manière descriptive, le sujet sont des professeurs d'Éducation Physique qui font de la danse chez les agés de cette ville; comme instrument de recherche on a utilisé l'observation (directe) des classes et des interwiews (semi-structuré) avec les professeurs. Nous croyons qu'il est possible d'arriver à notre cilbe, en faisant de la contribuition à la pratique pédagogique de façon à favoriser aux professeur l'obtention de quelques refferences sur les processus didatiques-méthodologiques portes chez les agés et en faisant de la danse quelque chose plus qu'une simple pratique, mais quelque chose qui va plus loin du physique et qui fasse partie des histoires de vie des eleves.

Mots-Clés: Enseignement, danse, agé.

LA ENSEÑANZA DE LA DANZA EN GRUPOS DE MAYORES: PROCESOS DIDÁTICO-METODOLÓGICOS

Resumen

Através de la vivencia en danza con mayores, dónde habían dificultades y dudas a respecto de los recursos didáctico - metodológicos a utilizarse, ha surgido el interés por la realización de este estudio, que objetiva identificar y analizar los procesos didáctico - metodológicos utilizados en la enseñanza de la danza en grupos de tercera edad en la ciudad de Santa Maria/RS. Esta pesquisa se justifica por creeremos que a partir de la análisis y reflexión sobre el proceso didáctico - metodológico de los profesores que trabajan la danza para los mayores, y que el presente estudio pretende apuntar algunas sugestiones para la metodología más adecuada a esta población. El estudio se caracteriza como descriptivo, las muestras son las profesoras de educación física que trabajan la danza en los grupos de mayores en esta ciudad; como instrumentos de la pesquisa utilizamos la observación (directa) y la encuesta (semi - estructurada) con las profesoras. Creemos alcanzar nuestro objetivo, contribuyendo con la practica pedagógica de manera que los profesores obtengan alguna referencia sobre los procesos didáctico - metodológicos usados en los grupos de mayores y transformando la danza en algo más que una simples práctica, en algo que transcienda el físico y haga parte de la historia y de la vida de los alumnos.

Palabras -Clave: enseñanza, danza, mayores.

O ENSINO DA DANÇA EM GRUPOS DE TERCEIRA IDADE: PROCESSOS DIDÁTICO-METODOLÓGICOS

Resumo

Através da vivência em dança com idosos, onde havia dificuldades e dúvidas sobre os recursos didático-metodológicos a serem utilizados, surgiu o interesse pela realização deste estudo, que objetiva identificar e analisar os processos didático-metodológicos utilizados para o ensino da dança em grupos de terceira idade na cidade de Santa Maria/RS. Esta pesquisa justifica-se por acreditarmos que a partir da análise e reflexão sobre o processo didático - metodológico, podemos contribuir para a prática pedagógica dos professores que trabalham a dança para idosos, e que o presente estudo pretende apontar algumas sugestões para a metodologia mais adequada a esta população. O estudo caracteriza-se como descritivo, os sujeitos são professoras de Educação Física que trabalham a dança nos grupos de idosos desta cidade; como instrumentos da pesquisa utilizamos a observação (direta) das aulas e a entrevista (semi-estruturada) com as professoras. Acreditamos alcançar nosso objetivo, contribuindo com a prática pedagógica de forma que os professores obtenham alguma referência sobre os processos didático-metodológicos usados nos grupos de idosos e transformando a dança em algo mais que uma simples prática, em algo que transcenda o físico e faça parte da história e da vida dos alunos.

Palavras Chaves: ensino, dança, idoso.