197 - TEACHING METHODS IN PHYSICAL EDUCATION: A STUDY OF PEDAGOGICAL PRACTICES IN MUNICIPAL SCHOOLS OF MARECHAL CÂNDIDO RONDON

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1. INTRODUCTION

Among educators the importance of movement in the child's formation is commonsense and professionals who will work with him/her must have a qualified formation, must know the child's characteristics well - how he/she learns, what he/she feels, which are his/her desires and needs - must respect them and plan their pedagogical practices based on these postulations. These are the practices which translated by the goals, contents, evaluation, but mainly by the teaching method applied by the teachers, will have great influence on the child's formation. The teachers' attitude in school (and also out of it) has been traditionally directive, which from our point of view is not liable to the principles of quality education. A Physical Education project with professionals was implanted for primary school (1st to 4th grades) in municipal public schools of Marechal Cândido Rondon, Paraná State in 1991. Since then a covenant between the Physical Education course of UNIOESTE and the city hall (Board of Education - Coordination of Physical Education) has been kept, for the accomplishment of orientations. Two major problems were spotted in this period: one is connected to the teaching methods adopted (ways of how to teach), and the latter, which is related to the first, has to do with accompaniment/orientation which has been put into practice. Courses and lectures were not enough to make teachers change their practices (traditional - directive). Nowadays it is known that Continuing Education is the best way to assist operating teachers. An "in loco" verification by a qualified professional, with posterior deliberations (about the methods and contents) with the teachers will result in better aid and greater effectiveness than accompaniments done at a distance, as courses, lectures, seminars and meetings. This is the intention (objective) in this research-action relating to these teachers: a) To evidence which are the methods and strategies of education that they use in the daily physical education classes of primary school (1st to 4th grades), in the municipal public schools and; b) To guide them in alternative ways of teaching based on the presuppositions of relational/constructivist model, of participative pedagogical practices and of Motor Education, considering the rules and attitudes of Continuing Education.

2. MATERIAL AND METHODS

More recent authors of the Education area, who write on Teaching/Learning Theories, like MARQUES (1992), COLL (1992), COLL & SOLÉ (1994), BECKER (1994; 2001), usually distinguish the theories in three distinct forms. Physical Education researchers, like HILDEBRANDT & LAGING (1986), HILDEBRANDT (2001), MOSSTON (1978), CANFIELD (1986) and GALLARDO (1998), have been showing us, for quite some time, alternative ways of teaching, which are different from the traditional ones. The nomenclature adopted by BECKER (1994, 2001) has been used in this study, relating to the teaching models - directive (traditional), non-directive (laissez-faire = let it do) and relational (based on constructivist ideas) - using them also as categories of analysis. Besides, another category has been created, the semi-directive one (little room for students participation), based on the ideas of HILDEBRANDT & LAGING (1986) and CANFIELD (1986), and on own experience.

The present text was elaborated from a continuous and long study initiated in 1997 only with evidence involving six teachers ((BRANDL NETO, 1998). The research was interrupted in 1998 and from 1999 to 2005, three or two teachers, each year, were followed, thus continuing the research, but now with a research-action nature. The accompaniment of the professionals had two distinct moments.

Initially, the verification, that is to say, the descriptions of the classes with no interference of the supervisor, were carried through. In this stage the activities consisting of three lessons which a teacher has applied for the 1st grade have been described, and three more classes which the same teacher has administered to the 2nd grade, totalizing six classes of each teacher. The same thing happened with other teachers. The results have been shown (in a proper demonstrative chart) and discussed with each teacher, besides being presented to all the professionals who work with 1st to 4th grades of Municipal Schools, in the form of lectures, at the end of the semesters.

The description of the lessons was accomplished in proper chart consisting of heading with the identification data (dates, time, grade, school, number of students, teacher) and spread sheet with the information of each activity (E.g.: activity 01: Name; short description; information of the trend of the way of teaching used in the activity: directive, semi- directive, non-directive, or relational). The function of the researcher-supervisor, in this research, was to be more alert to the ways of teaching used. In the end of the chart there were spaces for comments and observations.

The guidelines given to the teachers who participated in the research were accomplished prior to the second stage of verifications and followed the presuppositions of Relational Pedagogy, consisting of questioning and reflections about the verified situations.

At another moment, after the results had been shown and discussed with the lecturers, and prior to the orientation given to them, a new accompaniment was carried through, but now, beyond the collection of the information in the chart, the result of the class was presented right after its application. At this moment alternative paths, when there was a necessity, were discussed and found as a group (supervisor and teacher). For research bases, during the second stage, six more classes of each teacher were accompanied (for comparative data). The first moment was accomplished in the 1st semester and the other on the 2nd semester.

The method of research used in this project had its steps based on the research with qualitative approach (research-action). More enlightenment on this type of performance can be found in authors like EZPELETA & ROCKWELL (1989), FRIGOTTO (1989), MARTINS (1989), SACRISTÁN & GÓMEZ (1994), ANDRÉ (1989), GAMBOA (2001), OLIVEIRA (2001), MARIN et al. (2000) and THIOLLENT (2004), cited in the bibliographical references.

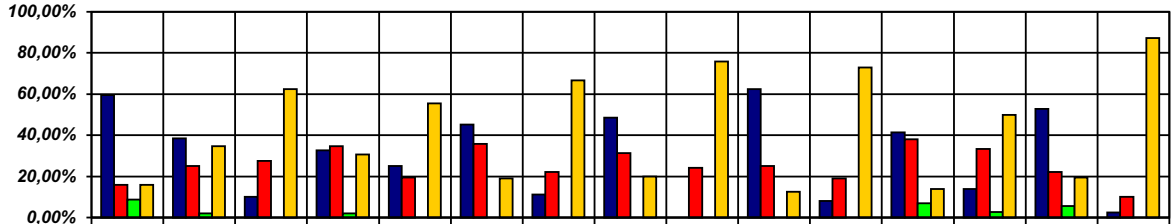
RESULTS AND DISCUSSION

Only the verification was accomplished in 1997. In the following chart the great predominance of directive attitude is noticeable, in other words, a enormous disrespect to the child, who is being treated like a passive figure, non-participative, just complying with the teachers' orders.

After this verification, lectures were administered to all Physical Education teachers in the municipal public schools.

The six teachers accompanied in the research (BRANDL NETO, 1998) were given individual counseling.

COMPARATIVE CHART OF METHODOLOGIES USED BY TEACHERS - 1997, 1st SEM. 1999, 2nd SEM. 1999, 1st SEM. 2000, 2nd SEM. 2000, 1st SEM. 2001, 2nd SEM. 2001, 1st SEM. 2002, 2nd SEM. 2002, 1st SEM. 2003, 2nd SEM. 2003, 1st SEM. 2004 and 2nd SEM. 2004, 1st SEM. 2005 and 2nd SEM. 2005.



	97	1st sem/99	2nd sem/99	1st sem/00	2nd sem/00	1st sem/01	2nd sem/01	1st sem/02	2nd sem/02	1st sem/03	2nd sem/03	1st sem/04	2nd sem/04	1st sem/05	2nd sem/05
Directive	59,52%	38,46%	10,00%	32,65%	25,00%	45,23%	11,11%	48,57%	0,00%	62,50%	8,10%	41,37%	13,88%	52,77%	2,56%
Semi-directive	15,87%	25,00%	27,50%	34,69%	19,44%	35,71%	22,22%	31,42%	24,13%	25%	19%	37,93%	33,33%	22,22%	10,00%
Non-directive	8,73%	1,92%	0,00%	2,06%	0,00%	0,00%	0,00%	0,00%	0,00%	0%	0%	6,89%	2,77%	5,55%	0,00%
Relational	15,87%	34,61%	62,50%	30,61%	55,55%	19,04%	66,66%	20,00%	75,86%	12,50%	72,90%	13,79%	50,00%	19,44%	87,17%

There was a leveling of directive, semi-directive and relational attitudes in the year 1999, in verification (1st semester), as it can be observed in the chart. However, there was a significant alteration in favor of relational attitude after counseling had been given. And this situation continued until 2005, that is to say, after counseling there was always a great increase in relational attitude.

Some situations can be observed in this period:

a) Semi-directive attitudes increased in the first stage (verification). In conversations with the teachers they normally stated that they knew the importance of Relational Pedagogy, but they did not know how to make a daily practice of it. That demonstrated the will to change, without the knowledge of how to do it, though. After the "how to do it" (counseling) they got good results. It is important to remember that this research was and has been conducted in suburban schools;

b) Non-directive pedagogy practice (let-do) has vanished little by little;

c) The increase in directive attitudes in the first stage (verification) started to happen every year. This gets us thinking! Meetings about this subject, with the majority of the teachers, are carried through every year, even if only two or three are followed. The majority of the teachers who administer classes are former students of the Physical Education Course of UNIOESTE and they have been taught on how to teach participative activities. So what makes these professionals get back to directivity so easily? This would be another study.

4. FINAL CONSIDERATIONS

In general it is noticeable a necessity of continuous accompaniment and counseling in order to assure quality Education (Physical) which respects the human being since early. Let us not think that with little counseling (relational) we will be able to change an attitude (directive) which was incorporated during dozens of years. We noticed that we have to insist on this way of teaching until it becomes a common situation, a habit, a custom, otherwise the traditional attitude will come back strong, thus disrespecting the human being.

The teacher's attitude will also influence the child's attitude. Children educated with directive, authoritarian and uncritical attitudes will become people with these same characteristics, therefore, attitudes that will perpetuate for many generations.

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METHOD OF TEATCHING IN PHYSICAL EDUCATION: A STUDY OF PRACTICAL PEDAGOGICAL IN THE MUNICIPAL SCHOOLS OF MARECHAL CÂNDIDO RONDON

ABSTRACT: This text was elaborated from a survey-action and had as its aim to investigate the Physical Education teacher's practices pedagogies of Elementary School beginning levels, as well to guide them towards a Relational Pedagogy. The field survey consisted of two phases: in the first it was verified the teacher's attitude without the guide interference, and, in a second phase, after being guided to sharing pedagogies. The survey results were rewarding, for all the study participants had significant changes in favor of the Relational Pedagogy.

KEY-WORDS: Child, Pedagogies, Physical Education

MÉTHODES D'ENSEIGNEMENT DANS ÉDUCATION PHYSIQUE : UNE ÉTUDE DES PRATIQUES PÉDAGOGIQUES DANS LES ÉCOLES MUNICIPALES DE MARÉCHAL CÂNDIDO RONDON

RÉSUMÉ: Ce texte a été élaboré à partir d'une pesquisa-ação et a eu objectif enquêter les pratiques pédagogiques des enseignants d'Éducation Physique des séries initiales de Ensino fondamental, bien comme les guider pour la Pédagogie Relationnelle. La recherche de champ a consisté de deux phases : dans première se sont constatées les attitudes des professeurs sans intervention de l'orienteur, et, dans un secondes phases, après avoir été guidées pour pédagogies participatives. Les résultats de la recherche ont été gratifiants, donc tous les participants de l'étude ont eu des changements significatifs pour la Pédagogie Relationnelle.

MOTS CLÉ: Enfant, Pédagogies, Éducation Physique.

MÉTODOS DE ENSEÑANZA DE EDUCACIÓN FÍSICA: UN ESTUDIO DE LAS PRACTICAS PEDAGOGICAS EN LAS ESCUELAS MUNICIPALES DE MARECHAL CÂNDIDO RONDON.

Resumen

Se elaboró este texto a partir de una pesquisa-acción y tuvo por objetivo averiguar la actitud de los profesores de Educación Física de los años iniciales del "Ensino Fundamental", bien como orientarlos para una "Pedagogia Relacional". La investigación de campo constó de dos fases: en la primera se constató las actitudes de los docentes sin la intervención del orientador, y, en una segunda fase, tras haber sido orientados para pedagogías participativas. Los resultados de la pesquisa fueron gratificantes pues todos los participantes del estudio tuvieron cambios significativos a favor de la "Pedagogia Relacional".

Palabras-clave: Niño, Pedagogías, Educación Física

MÉTODOS DE ENSINO EM EDUCAÇÃO FÍSICA: UM ESTUDO DAS PRÁTICAS PEDAGÓGICAS NAS ESCOLAS MUNICIPAIS DE MARECHAL CÂNDIDO RONDON

RESUMO: Este texto foi elaborado a partir de uma pesquisa-ação e teve por objetivo investigar as práticas pedagógicas dos professores de Educação Física das séries iniciais do Ensino fundamental, bem como orientá-los para a Pedagogia Relacional. A pesquisa de campo constou de duas fases: na primeira constataram-se as atitudes dos docentes sem intervenção do orientador, e, numa segunda fase, após terem sido orientados para pedagogias participativas. Os resultados da pesquisa foram gratificantes, pois todos os participantes do estudo tiveram mudanças significativas em favor da Pedagogia Relacional.

PALAVRAS CHAVE: Criança, Pedagogias, Educação Física.