36 - SOCIALIZATION AND CONSTRUCTION KNOWLEDGE THROUGH TARGETED PRACTICE OF PHYSICAL EDUCATION

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INTRODUCTION

The Federal Constitution of 1988 brought fundamentals that guide Brazil , in order to form a more fraternal and harmonious . (Moraes , 2001 , p.22)

These fundamentals are expected and most striking in sections II and III of Article 1 of the Constitution Brazilian and they are: Citizenship and the dignity of the human person , whose concepts are well described.

> ... to citizenship is a status and presents itself as both object and a fundamental right of the people , the dignity of the human person : unit grants fundamental rights and guarantees , being inherent in human personalities . " (Moraes , 2011 , p . 24)

Faced with this affirmative constitutional , the full exercise of these fundamentals is a state obligation , just by providing education , whether in elementary and / or middle should have the syllabus , the concern of managers with the training of students that gives rise a better Brazil .

In large cities, urban traffic has no traffic lights that provide access to people with hearing and visual impairment to communicate , given that in the process of dialogical relations , the sign has a meaning for whom it interacts, about understanding of (Possari , 2002) , in which " understands why the interaction process by which interlocutors " interact and ensue the effects of meaning . " (Franco , 2007)

This reality is experienced by all of society and the students studying in the school environment disciplines , mostly without the knowledge of interconnect and sometimes in spite of him jumping the eyes learned in the classroom, does not apply the knowledge and the idea of authors is to teach physical education classes , performing motor interventions that enable and stimulate the motor coordination and promote health , social responsibility , not for nothing , the Paralympics earn as much power in the world .

In our country , the traffic associated with the use of alcohol and / or other substances , is a major cause of disability , but despite these statistics , what you see is hardening through fines or penalties increase to be applied to offenders , not solving the problem , in fact a multi and interdisciplinary educational intervention would be more effective .

Given this scenario , and considering how important the sport is the emergence of opportunities for people with physical disabilities (ambulation , auditory , or visual) , and aware that the Professional Education Physical exercise interventions in the areas of health , sport, education and social , and enunciates the Law 9696 of 1 September 1988 , for this article , it was established that the last unit of the 2012 school year , the College of PM of Pernambuco, 50 % (fifty) percent of education classes physics of the 4th unit of 05 (five) classes , and three (03) of high school and two (02) elementary school they would attend this guided practice , whose goal was to contextualize the financial reality of the students .

Teaching requires the recognition of being conditioned . Because people like to be unfinished know I'm a con but be conscious of the incompleteness know I can go beyond it. This is a profound difference between being conditioned and being determined. (Freire , 2007, P.53).

The proposal is the search for sense of awareness and responsibility to the other, passing , even if it is momentary , as the experience of being disabled , for such specific physical exercises were taught to optimize muscle conditioned reflexes , leading into account even reversing plexus , behold, the right brain controls the left side of the engine body and vice versa located in the cerebellum (MACHADO , 1983 , p.25) .

The physical exercise continuous and specific led the students to optimize other senses , such as orientation , tactile , auditory, and motor also , but the main objective was the ability to grasp that today people with physical disabilities , as the construction of knowledge through a different situation , because if knowledge is to be used in different situations , needs to be taught in different ways (SPIRO et Al 1987) .

The methodology of the experiment was carried out after completion of the IV unit, students volunteers (athletes and non-athletes) were invited to participate in the evaluation of the contents seized a total random universe of 28 (twenty eight) students , reinforcing the contents taught and audio - visual records , and after answering a questionnaire , said they had posted their experiences on social networks directly from their applications , so this is an exploratory research , descriptive and aims to analyze the systemic seizure of the contents, seizure and sharing.

STATEMENT OF PROFESSIONAL PHYSICAL EDUCATION

Although an ancient activity , regulation of the Profession of Physical Education , gave only to the late twentieth century , precisely with the enactment of Law 9696 of 1 September 1988 , sanctioned by the then President Fernando Henrique Cardoso .

This regulatory framework will optimize the practice of physical education as a bias optimizer not propitiate people live longer, but rather a consequence of this relationship Physical Education X Quality of life , when directed by a qualified professional , well established in Article 3º of the law 9696 , 1 September 1998 :

> Article 3º It is for the Professional Physical Education to coordinate, plan, schedule , supervise , stimulate , direct, organize , evaluate and execute jobs , programs , plans and projects , and to provide audit, consulting and advisory services , conduct specialized training , participate in interdisciplinary and multidisciplinary teams and prepare technical reports , scientific and educational , all in the areas of physical activity and sport

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Is it wise to note that the Lawgiver took care of and define the duties of this professional , stating that even in their interventions that can , participate in multidisciplinary teams and interdisciplinary in that respect , the philosophy of law refers to student education in case study in question , that the production of knowledge is made broadly , in any field of intervention.

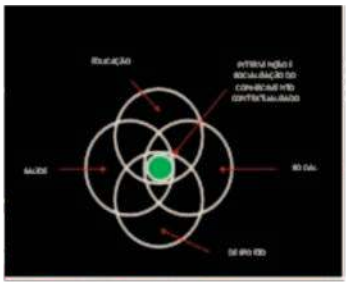


Figure 01 - Statement of Partial Intervention Professional Physical Education.

The Federal Council of Physical Education , edited the Brazilian Charter of Physical Education , whose object of Physical Education in Brazil is :

> Constitute a Quality Physical Education , without distinction of any human condition , without losing sight of the integral formation of the person , be they children, adults or the elderly , will have to be conducted by physical education professionals as a way of developing styles active life in Brazil , so you can contribute to the quality of life of the population . (STEINHILBER , 2009 , p.15)

Note that the concern is with the whole, regardless of the stage of life in which it is the human person ; physical activity constitutes the object of this perspective Physical Education , in any of the fields in Figure 01 , is the cheapest medicine to meet the foundations of citizenship and dignity of the human person . (Moraes , 2011 , p.22)

Still a systemic analysis of the Brazilian Charter of Physical Education , we also mention the references for a Quality Physical Education in the country , especially the letters a, b, c " and " :

> "a. be understood as a fundamental right and not an obligation of the Brazilian , b . Provide its beneficiaries with the development of motor skills , attitudes , values and knowledge , trying to get them to an active and voluntary participation in physical activities throughout their lives , c . practices involve formal and non - formal to achieve their goals , and . be given an ambience of joy , in which bodily practices and sports are pleasurable. (STEINHILBER , 2009 , p.16- 17)

Considering non-formal practices , one that theoretically runs the rule of exercise 1 , 2 , 3 and 4 , repeating movements without explaining its biological functionality , social and human development , the proposal was precisely reversed , ie , knowing the content taught classroom , such as Sociology , Philosophy and Biology , integrate them and seek the awakening of the existing use of technological tools for socialization of critical knowledge in a process of building new educational, training citizens.

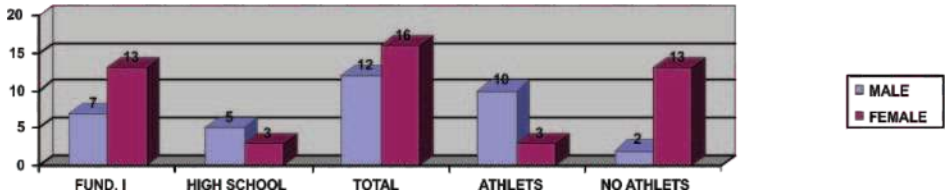
However , the reality of schools is that physical education should be with the most inconvenient times and unfortunately hinders student learning finally, is not the result of evaluation ENEM (National High School Exam), this reality needs to change after all , "education must be conceived as a lever of transformation of reality . " (WANDERLEY , 2010 , p.37)

To better understand the reasons that led us to build this way interpret the physical education is to understand some characteristics of critical awareness highlighted by Paulo Freire and popular education that involves:

> 1) Yearning deep in problem analysis . Not satisfied with appearances . Can recognize devoid of means for analyzing the problem. 2) recognizes that reality is mutable . 3) Replace situations or magical explanations for authentic principles of causality . 4) Looking scan or test findings . Is always willing to revisions . 5) When faced with a fact , is it possible to get rid of prejudices . Not only in the pickup , but also in the analysis and response . 6) Repels quietist positions . It is intensely restless . Becomes more critical as more recognizes in its stillness restlessness and vice versa . You know that is the extent that it is not what appears . The essential thing is to seem to be something , is the basis of authenticity. 7) Repels all transfer of responsibility and delegation of authority and accepts them. 8 . It inquiring , investigating , strength , shock . 9 . Loves dialogue , nourished by it. 10) Given the new, not repels old to be old, or accept the new because it is new , but accepts them as they are valid . (WANDERLEY , 2010 , p. 36 and 37)

Then follow these guidelines , 50 % of physical education classes of object classes that study , aimed to build multiple concepts to raise critical awareness of the reality that permeates and make coping with these situations to apprehend the knowledge , but the most important is how to unsettle them in charge of the responsibility and be aware that he is also responsible for the change , transform the world .

Classes followed gradually and in the end, were available 28 (twenty eight) positions for the last class participation , a percentage of 17.71 % (seventeen point five one percent) of the students , as per the chart below :

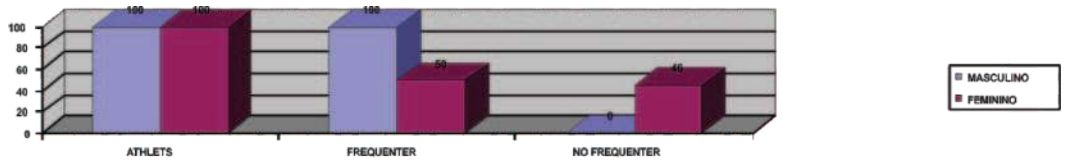


Grafic 01 - Analysis of Target . Source : the authors .

Analysis of the performance of students .

The class taught , and reinforce the content taught during the 4th Unit , served for the control group consolidated the interdisciplinarity of the subjects taught in the classroom to achieve this, we use the flexquest to perform the association of content via motor development , its everyday applicability and insight of social responsibility , to feel the difficulties that people with disabilities have , thus raising other senses (auditory , tactile , sensory and motor adaptation) .

To achieve these goals , the students after the strengthening of contents (Vygotsky , 2007) were divided into two (02) groups (male and female) , which consist of a heterogeneous group of athletes and non-athletes , and that there were those who attended regular classes and other sparsely and in relation to motor development , health-related , when encouraged to perform a short walk blindfolded , developing other senses (hearing , tactile , kinesthetic) , here are the results :



Grafic 02 - Analysis of Target . Result of the route hits . Source : Authors

As is shown , both the male and female athletes they have maximum performance , ie when all agreed the route were tested after reinforcement of content through exercises engines , the same result was repeated by students who attend classes regularly (male audience) , but the regulars , the result was not so different from the public not goer , when we consider only percentage points, but one has to take into consideration that only two (02) students are diligent classes , and one of them missed the route , but the significant result, which reflects well the reality of the female is not regulars , as only 46 % (forty-six) percent reached the goal .

Despite these results with the female presents with a longer evolution; early in the class , the result was much lower , somewhere around 20 % (twenty per cent) . Follows the photos .



Figure 02 - Sequence of positive pictures of athletes on the course blindfolded

The illustrations above show the skilled performance of students who were subjected to momentary loss of the sense of sight , however, due to its conditioning , was able to identify where to go through other stimuli (voice and kinesthetic perception , correcting movements that produced let's see the photos below.



Figure 03 - Sequence of photos of non-athletes on the course blindfolded

Social interaction with the wheelchair : the meeting of the sport with the rescue of citizenship and human .

In order to conclude the experience of multidisciplinary content once worked , a game of basketball in wheelchairs was promoted by the respective Federation and " before the ball up," each member told his story to be in that situation wheelchair , this corresponds to the social phase class , there were many shared experiences , one was a victim of poliemielite disease that many students even know , another was a medical error , another victim of a robbery , among other examples.



Figure 04 - Interaction of students with wheelchair athletes .

New knowledge brought about by sport ; was nurtured in the interaction history of each athlete , and reflects the need to rethink Public Policy to reduce and minimize the suffering of families , the Perfect Example of infantile paralysis almost extinct ; actions must be effective and no media , this encounter with reality , has aroused in the students the need to rethink the rides (sidewalks , traffic lights not sound , etc.) , how difficult the lives of these people who excel , build a new life , which arises adversity, and how the disciplines of the classroom are related to Physical Ed thus " come across a fact , is it possible to get rid of prejudices . Not only in the pickup , but also in the analysis and response " (WANDERLEY , 2010 , p . 36) citing Freire .



Figure 04 - 1) Selection basketball in wheelchairs Pernambuco , 2) match between Paralympic athletes and students of the College PMPE ; 3) Photo of reconciliation .

CONCLUSION

At the end of this article , one comes to the conclusion that it is necessary a proposal for intervention Professional Physical Education content that will work in a multidisciplinary way , seeking an awakening critical consciousness (WANDERLEY , 2010) , experiencing the practical realities of their daily lives , or understand the need to understand the other , connecting the knowledge taught in the classroom , which is " a method that involved formal and informal practices to achieve their goals , given an atmosphere of joy , in which bodily practices and sports are pleasurable . " (STEINHILBER , 2009 , p.16) , which increase the ability to grasp knowledge in its plurality , to include learning through the m -learning , given that it is an often used in media worldwide :

> Ireland, France , Norway , Hungary and in all other European countries , the mobile phone has created the basis for the implementation of m -learning . Thus , the mobile comes mobility and communication for young people . For this reason , several institutions are already moving their base of instant communication with the students of the email to the phone . Besides being secure, personalized , SMS allows quick verification of receipt of the message . (ANT , 2009, p . 83)

All this boils down to the pursuit of conscience and a personality type , " a consciousness of man and society building desired . " (Beisiegel , 2008 , p.123)

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SOCIALIZATION AND CONSTRUCTION KNOWLEDGE THROUGH TARGETED PRACTICE OF PHYSICAL EDUCATION.

ABSTRACT

This article is a case study built through targeted intervention and multidisciplinary practice of Physical Education, aimed at building and sharing of various content , connected to the daily lives of students studying in Primary School and Middle College II Military Police of Pernambuco. The aim is to demonstrate the feasibility of using classes neuromotor fosters sense of awareness of the importance of the correct execution of movements , providing opportunities for you not only health , but rather perform a combination of these practical affairs of everyday life , everyday , walking in their homes with the lights off , driving a vehicle more effectively due to the use of bilateral complex movements , awakening senses hitherto pseudoinertes (hearing, balance , smell , tactile and motor) . In contrast , encourage the observance of responsibility to one another , get them to reflect on the importance of respect for the law , for example , not driving under the influence of alcohol , given that these are the inductors that compromise the health of drivers and pedestrians . Wake teenage feeling critical and contextualized in a different way of teaching (flexquest) multidisciplinary leads the students to motivate themselves to physical education classes . At the end the students in the control group were available 28 (twenty eight) vacancies to strengthen and evaluate the content taught, performing an interaction with team athletes Pernambuco basketball in wheelchairs, and the records of the event were made with smartphones and socialized them , and tabulated data support the hypothesis .

KEYWORDS : Physical Education , Technology , Citizenship .

CONSTRUCTION ET DE SENSIBILISATION OBJECTIF CONNAISSANCE DE L'ÉDUCATION PHYSIQUE.

RÉSUMÉ

Cet article est une étude de cas construit par une intervention ciblée et pratique multidisciplinaire de l'éducation physique , visant à construire et partager des contenus divers , reliés à la vie quotidienne des étudiants qui étudient à l'école primaire et au Moyen- Collège II Police militaire de Pernambuco. L'objectif est de démontrer la démonstration de la faisabilité de l'utilisation des classes neuromotor favorise la prise de conscience de l'importance de la bonne exécution des mouvements , offrant des possibilités de vous non seulement la santé , mais plutôt d'effectuer une combinaison de ces affaires pratiques de la vie quotidienne , tous les jours , en marchant dans leurs maisons avec les lumières éteintes , conduite d'un véhicule plus efficace grâce à l'utilisation des mouvements bilatéraux complexes, pseudoinertes jusqu'ici sens de l'éveil (ouïe, l'équilibre , l'odorat, le toucher et le moteur). En revanche, encourager le respect de la responsabilité à l'autre , les amener à réfléchir sur l'importance du respect de la loi, par exemple , ne pas conduire sous l' influence de l'alcool , étant donné ce sont les inducteurs que que compromis la santé des conducteurs et des piétons . Réveillez sentiment adolescente critique et contextualisée dans une manière différente de l'enseignement (flexquest) conduit le multidisciplinaire Eux-mêmes pour motiver les élèves dans les classes d'éducation physique. A la fin, les élèves du groupe de contrôle étaient disponibles 28 (vingt-huit) postes pour renforcer et évaluer le contenu enseigné , l'exécution d'une interaction avec les athlètes de l'équipe de basket-ball Pernambuco en fauteuil roulant , et les dossiers de l' événement ont été faites avec les smartphones et Them socialisés , et les données sous forme de tableaux appuient l'hypothèse .

MOTS-CLÉS: éducation physique, la technologie, la citoyenneté

CONSTRUCCIÓN Y SOCIALIZACIÓN DEL CONOCIMIENTO DE LA META DE LA EDUCACIÓN FÍSICA.

RESUMEN

Este artículo es un estudio de caso construido a través de una intervención específica y práctica multidisciplinaria de Educación Física, para la formación y el intercambio de diversos contenidos , conectado a la vida cotidiana de los estudiantes que estudian en la escuela primaria y secundaria Colegio II Policía Militar de Pernambuco. El objetivo es demostrar la demostración de la viabilidad de la utilización de clases neuromotor refuerza el sentimiento de conciencia de la importancia de la correcta ejecución de los movimientos , proporcionando oportunidades para que usted no sólo la salud , sino que realizan una combinación de estos asuntos prácticos de la vida diaria , todos los días , caminando Sus casas con las luces apagadas , la conducción de un vehículo con mayor eficacia debido a la utilización de los movimientos bilaterales complejos pseudoinertes hasta entonces despertar los sentidos (oído , el equilibrio, el olfato, el tacto y el motor). Por el contrario , estimular la observancia de responsabilidad unos hacia otros , ponen a reflexionar sobre la importancia del respeto a la ley , por ejemplo, no conducir bajo los efectos del alcohol , dado que estos son los inductores Que Que pongan en peligro la salud de los conductores y peatones . Despertador adolescente sensación crítico y contextualizado de una manera diferente de la enseñanza (flexquest) lidera el multidisciplinar sí mismos para motivar a los estudiantes a las clases de educación física. Al final, los estudiantes del grupo de control se dispone de 28 (veintiocho) vacantes para fortalecer y evaluar los contenidos impartidos , la realización de una interacción con los atletas del equipo de baloncesto en silla de ruedas Pernambuco , y las actas del evento se realizaron con smartphones y socializados ellos , y datos tabulados apoyan la hipótesis .

PALABRAS CLAVE : Educación Física , Tecnología , Ciudadanía

A CONSTRUÇÃO E SOCIALIZAÇÃO DO CONHECIMENTO, ATRAVÉS DA PRÁTICA ORIENTADA DA EDUCAÇÃO FÍSICA.

RESUMO

Este artigo consiste num estudo de caso construído através da intervenção orientada e multidisciplinar da prática de Educação Física, visando a construção e socialização de conteúdos diversos, interligados ao cotidiano dos discentes que estudam no Ensino Fundamental II e Médio do Colégio da Polícia Militar de Pernambuco. O objetivo é demonstrar a viabilidade de através das aulas neuromotoras propicie sentido à conscientização da importância da execução correta dos movimentos, oportunizando-lhe não apenas saúde, mas sobretudo realizar uma associação dessas práticas a afazeres do dia a dia, cotidianos, andar em suas casas com luzes apagadas, dirigir um veículo com mais eficácia em decorrência da utilização bilateral de movimentos complexos, despertando sentidos até então pseudoinertes (audição, equilíbrio, olfato, tátil-motor). Em contraponto, estimular a observância de responsabilidade com o outro, levá-los a refletir sobre a importância do respeito à lei, como exemplo, não dirigir sob efeito de álcool, haja vista que esses são os indutores que comprometem à saúde de motoristas e pedestres. Despertar na adolescência o sentimento crítico e contextualizado, numa forma de ensinar diferente (flexquest) multidisciplinar, leva os discentes a se motivarem às aulas de Educação Física. Ao final aos discentes do grupo controle, foram disponibilizadas 28 (vinte e oito) vagas, para reforçar e avaliar os conteúdos ministrados, realizando uma interação com atletas da equipe pernambucana de basquete em cadeiras de rodas, e os registros do evento, foram feitos com smartphones e deles socializados, e os dados tabulados comprovaram a hipótese.

PALAVRAS-CHAVE: Educação Física, Tecnologia, Cidadania.