47 - DANCE IN PHYSICAL EDUCATION: THE DIFFICULTIES OF EDUCATION IN PUBLIC SCHOOLS CANINDE-CE.

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INTRODUCTION

In Brazil and in the world to conquer space dancing by proven benefits, which according Gariba (2002) ranging from improved self-esteem, through combat stress, depression, to the enrichment of interpersonal relationships. Dance in the educational field has the NCP's indicative directional.

The National Curricular Parameters – PCN's, regarding the discipline of Arts, are pointed four languages knowledge: theater, visual arts, music and dance. Already in the PCN's (1997) of Physical Education knowledge is divided into three content blocks: the first block for Sports, Wrestling and Gymnastics, another with knowledge of the body and the third with the Rhythmic Activities and Expressive. In the latter the intention is to clarify the expression and communication through gestures through sounds, rhythms and music to build the body expression. Involve dances, mimes and toys sung, enriches the process of informing and training codes bodily communication of individuals and the group (BRASIL, 1997).

We note that currently the training in physical education promotes training in dance and, beyond the theories learned practices are taught and experienced, so we know that dance is enhanced by educational institutions, such as the Federal Institute of Science and Education Technology – IFCE, University Valley of Acaraú - UVA and Development Institute of Education and Culture - IDECC / UVA, IES forming physical education teachers in the city of Canindé (MOSQUE, 2012).

The dance school has struggled to be made within the content covered in Physical Education classes, either by structural issues, acceptance by the students (especially males), lack of motivation, laziness or lack of affinity (BUOGO; LARA, 2011; SILVA et al., 2010).

Dance in Physical Education should focus on creative and spontaneous expressions with understanding knowledge in a transformative dimension, providing an understanding of society as a way to awaken the social identity of the student in the construction project of citizenship. For this, it is necessary to know the reality in different contexts and adapted to be inserted in physical education classes (FERREIRA, 2005).

In higher education, the guidelines established by the National Council on Education for Physical Education - CNE (2004) define that dance can be experienced at the undergraduate Physical Education.

The rhythmic activities and dance components are experienced in degrees in Physical Education. In these courses, the presence of dance in the formation of this professional is a reality, however, there is a problem with the experience of dance by professionals of Physical Education, or because dance is overvalued in the curriculum of these courses or she is left totally aside, there is, therefore, a clear role in relation to the performance of the teacher, because dance is taught in schools and non- art classes in physical education classes by the teacher of this discipline (KNACKFUS, 1998; MIRANDA, 1991).

With experience in teaching dance since 1998 found that this practice in city schools Canindé is held by those who have no special training and only has some ability, curiosity and even some experiences in the field of dance.

In any Canindé no school that offers dance as an activity embedded in physical education class. We further note that the school dance, when present, is revealed only directed to the physical and artistic moments of festive, commemorative dates in school without pedagogical teaching apart from the teaching-learning process and not integrated with other disciplines (MOSQUE, 2012).

Thus, this study aims to check the grounds on which the physical education professional has approached the dance in its content in the public schools of the city of Canindé, identifying the factors that discourage this teaching by teachers in this area of knowledge.

METHODOLOGY

This article comes up a field research, descriptive and transversal, using the resources of quantitative analysis. It is considered a quantitative approach when data are eligible and seek conclusive evidence (SEVERINO, 1941).

This study was conducted in all public schools in the city of Canindé - CE, totaling 21 schools, located in this city and it's districts. The sample consisted of all Physical Education teachers from schools in the city of Canindé, of both sexes, 28 teachers, according to data from the Municipal Education Secretariat the city.

Data were collected through a closed questionnaire created by the author of this study, with options for multiple choices and room for other considerations. The application occurred in each school, in the presence of the researcher. The participants signed an Informed Consent - TCLE, formalizing the participation in the study.

Data were analyzed using descriptive statistics and program Windows Excel 2010.

The participants in this study were invited and informed of the objectives and guidelines of search. Were assured anonymity, non-maleficence and the right to withdraw from the study at any time without prejudice, noting the resolution 466/2012 of the National Health Council, which regulates the standards of human research.

RESULTS AND DISCUSSION

To analyze the statistics of this research, presented below, through charts, the results and their discussion. The first question refers to the time of action, as we found the following data:

It was observed that physical education teachers with expertise of over 05 years totaled 75%, indicating that the action is not performed by beginners in this profession. We believe that these professionals feel secure in the exercise of his profession, however, this action should be being qualified with regard to participation in training (Table 01).

Table 01 - Sample Characterization

		N	%
YEAR OF TEACHING	<1 YEAR	02	07
	>1 YEAR	02	07
	1 – 5 YEARS	03	11
	>5 YEARS	21	75
	TOTAL	28	100
PROFESSIONAL SITUATION	TEMPORARY / CONTRACT	05	18
	EFFECTIVE	23	82
	TOTAL	28	100

Rangel et al (2010) for the operating time of the physical education teacher in Campo Grande / MS in their research shows that 75% teach classes between 10-15 years and 25% between 06-08 years old, corroborating the results of this study.

Regarding the type of relationship with the school was able to verify that 82% of physical education teachers are effective and 18% as contractors. It was found that they are taking the lack of teachers who are sick or on which effective teacher of the school was relocated to another function (Table 01). In a study by Miranda (1991) in São Carlos / SP in his dissertation on the state of school bond was verified that 90% of teachers are hired, disagreeing with the results of this study.

When asked about the content learned during graduation, the question inferred the possibility to select more than one answer, 68% responded folk dance or folk dances, 61% teaching methodology dance, rhythmic activities 57%, 50% history of dance, 18% and 11% toys sung rhythm study (Figure 01).

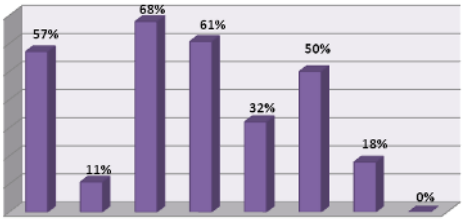

Figure 01 - Contents learned during graduation

According Verderi (1998), the process of reconstruction of Physical Education is challenged to contribute to an education understood as a process of human development that enhances not only the mastery of knowledge, skills and abilities but whether intellectual or motor, but also the aesthetic, political and ethical learners.

In the following figure, 86 % of respondents when asked about teaching dance in their classes, said they do not teach dance in lessons and teaching dance when it happens is only theoretical.

Analyzing the answers of this question , with options " yes" or "no" , 86 % answered " yes" and 14 % answered " no" (Table 02).

According to Silva et al., (2012) in their study that examines the teaching of dance in physical education classes , 62.5 % responded that teach dance, and 37.5 % answered no, disagreeing with the results of this study.

It is noticed that the dance has its waywardness, prejudice and discrimination. Such professionals consider themselves unable to enter the dance at school in physical education classes (DARIDO, 2011).

The second question in Table 02, respondents who answered yes (who teach dance in physical education classes totaling 14% of the sample collected) answered on the frequency of teaching dance in their classrooms, 50% in the festive celebrations and 50% responded that the dance is part of their discipline. It is understood that there is a lack of commitment to students, the opportunity to learn about rich content and diverse in physical education and is positioned so possible. It was also teaching dance is used only in occasional activities, treated without proper pedagogical basis, not giving opportunities to students the knowledge body and school experiences.

Table 02 - Questions 2, 5 and 7, if there teaching dance in physical education classes.

		%
TEACHES DANCE IN PHYSICAL EDUCATION CLASSES?	YES	14
	NO	86
TOTAL		100
IF THE ANSWER HAS BEEN YES PREVIOUS, ANSWER HOW OFTEN:	IN FESTIVE CELEBRATIONS	50
	PART OF MY DISCIPLINE	50
	WEEKLY	00
	MONTHLY	00
TOTAL		100
IF THE ANSWER IS NO. WHY NOT TEACH IN YOUR DANCE LESSONS? (CAN SCORE MORE THAN AN OPTION).	NO MASTERS THIS AREA	43
	NOT IDENTIFY WITH THIS AREA OF KNOWLEDGE	07
	HAS NO TEACHING SKILLS FOR THIS.	14
	LACK OF PHYSICAL STRUCTURE AND MATERIAL.	32
	REJECTION BY THE STUDENTS.	29
	LACK OF KNOWLEDGE AND STUDY IN MY TRAINING.	25
	LACK OF SUPPORT FROM SCHOOL.	11
	OTHER	07

Regarding the reasons why teachers do not teach dance in their classes obtained the following results: 43% said they did not dominate this area, 32% do not teach dance for lack of physical infrastructure, 29% said there was rejection by the

students, 25% said the lack of knowledge and study, 14% have no skills for this school, 11% said about the lack of support from the school and 7% do not identify with this area and is not part of the plan of action, refer lack of affinity with the dance and claim that there is a plan of action determined and that must be followed (Table 02).

Those who teach dance in school, they replied that kind of pace they give in their classrooms, 50% teach folk dancing in their classes, on specific dates (Mother's Day, Jerk, day folklore...) 50% who teach dance popular (the hits of the moment) inadequate education for dance school, and in an educational environment is not necessary that the rhythms of mass culture are taught, that the means of mass communication already do this and have students reproduce this type of dance. Compared to other types of modern dance, jazz, contemporary and classical there was no answer as to the teaching of these rhythms.

When asked about the influencing factors for not teaching dance in PE lessons we obtain the following results, 39% responded that there is a lack of education and skills for this lack of additional training, 29% revealed the absence of field, 25% lack of material resources, 14% lack of coordination and rhythm, 11% lack of goodwill and 7% lack of interest.

CONCLUSION

This study shows that in the schools of Canindé - CE, dancing bit is present in physical education classes with little relevance and being taught by only 14% of teachers in schools of Canindé in physical education classes. This data points to the commitment that the teacher should have as an educator, assuming a conscious activity in search of a pedagogical practice, in which the dance takes the individual to develop their creative abilities in a personal discovery of their abilities contributing decisively to the formation autonomous and critical citizens aware of their actions, aimed at social transformation.

Through this study there were the reasons why the physical education teacher not to execute the dance in physical education classes, 43% responded that they do not dominate this area of teaching. Identified even during graduation 68% responded that the folk dances or folk dances were the rhythms with more emphasis. On influencing factors for not teaching dance, 39% said that a lack of skills and lack of additional training are relevant factors for the absence of this teaching.

The results of this research indicate a need for mechanisms accessibility dancing in physical education classes. We believe that the continuation of this study will allow for broader methodological paradigms that underlie the practical application of dance education in municipal schools of Canindé - CE. This mapping of reality can favor the development of effective analysis of social groups committed to the artistic, guiding activities based on the needs of the schools surveyed, in order to contribute to the reduction of the remaining gaps between the individual and collective knowledge and enabling approach between theoretical propositions dance in their practice in the school environment.

The study found that despite the teaching of dance in physical education be legitimate and national guidelines for training, difficulties presented do not reveal crucial. It is suggested that since this revelation, teachers, administrators and community of schools of Canindé may reflect the search for strategies to mitigate the remaining gaps in teaching dance in a school setting.

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DANCE IN PHYSICAL EDUCATION: THE DIFFICULTIES OF EDUCATION IN PUBLIC SCHOOLS CANINDE-CE.

ABSTRACT

Introduction: The dance is content of Physical Education and is included in the content block of rhythmic and expressive activities of the National Curriculum, but some professionals feel unprepared to use it in their classes. The study aims to analyze the reasons that lead the Physical Education teacher not effect the Dance as content on their professional practice in the public schools of the city of Canindé / CE. Methodology: The type of field research is descriptive and cross-sectional, using the resources of quantitative analysis. The sample was composed of all physical education teachers of municipal schools (N=28)

Canindé. Data were collected through questionnaire. Results: The results show that 86% of respondents do not teach dance in their classes because they have skills and need additional training and only 14% teach dance lessons in their classes. 75% of teachers have more than 5 years of teaching. As for the contents learned at graduation, 68% responded folk dance / folk dances, 61% teaching methodology dance, rhythmic activities 57%, 50% history of dance, sung toys 18% and 11% study pace. When asked if they teach dance at school, 86% said no and 14% yes. Dance, when taught in school, have folk characteristics (50%) and popular (50%). Regarding the reasons why teachers do not teach dance in their classes obtained the following results: 43% said they do not dominate, 32% lack of physical infrastructure, 29% rejection of the students, 25% lack of knowledge / study, 14% has no skill, 11% have no support from the school and 7% not identified and is not part of the plan of action. Conclusion: This study will guide actions based on the needs of public schools, in order to contribute to the decrease of the remaining gaps in your dance practice in the school environment.

KEYWORDS: Dance school. Physical Education.Education.Difficulties.

DANSE DANS L'ÉDUCATION PHYSIQUE: LES DIFFICULTES DE L'EDUCATION DANS LES ECOLES PUBLIQUES CANINDÉ - CE.

RÉSUMÉ

Présentationn: La danse est le contenu de l'éducation physique et estinclusedans le bloc de contenu des activitésrythmiques et expressives du programme national, maiscertainsprofessionnels se sentent pas prêts à l'utiliserdansleurs classes. L'étude vise à analyser les raisons qui conduisent le professeurd'éducation physique pas d'effetsur la danse en tantque contenusurleur pratique professionnelle dans les écolespubliques de la ville de Canindé / CE.Méthodologie: Le type de recherchessur le terrain est descriptive et transversale, en utilisant les ressources de l'analyse quantitative. L'échantillonétaitcomposé de tous les professeursd'éducation physique des écolesmunicipales (N= 28) Canindé. Les donnéesontétérecueillies au moyende questionnaire.Résultats: Les résultatsmontrentque 86% des répondantsn'ont pas enseigner la dansedansleurs classes parcequ'ilsont des compétencesetdoiventrecevoirune formation supplémentaire et seulement 14% enseignent des leçons de dansedansleurs classes. 75% des enseignantsont plus de 5 ansd'enseignement .En ce qui concerne le contenu apprises à l' obtention du diplôme, 68% ontrépondudansefolklorique / dansesfolkloriques, 61% méthodologied'enseignement de danse, des activitésrythmiques 57%, histoire de 50% de la danse, chantéjouets 18% et 11% le rythmed'étude. Lorsqu'onleur a demandés'ilsenseignent la danse à l'école, 86 % ontrépondu non et 14% oui. Quandel leestenseignée à l'école, ont des caractéristiques folkloriques (50%) et populaires (50%). Conclusion: Cette étudepermet trad'orienter les actions en fonction des besoins des écolespubliques, afin de contribuer à la diminution des lacunes qui subsistent dansvotrepratique de la dansedans le milieu scolaire.

MOTS-CLÉS: École de Danse. L'éducationPhysique. Education. Difficultés.

DANZA EN LA EDUCACIÓN FÍSICA : LAS DIFICULTADES DE LA EDUCACIÓN EN LAS ESCUELAS PÚBLICAS DE CANINDÉ - CE.

RESUMEN

Introducción: El estudiotiene como objetivo analizarlasrazones que llevanalprofesor de Educación Física no afecta a ladanza como contenidoensuprácticaprofesionalenlasescuelas públicas de laciudad de Canindé / CE. Metodología: El tipo de investigación de campo es de tipo descriptivo y transversal , utilizando los recursos de análisiscuantitativo. La muestra se compone de todos losprofesores de educación física de lasescuelasmunicipales (N=28) Canindé. Los datosfueronrecolectados através de uno cuestionario. Resultados: Los resultados muestran que el 86% de losencuestados no enseñardanzaen sus clases porque no tienenlas habilidades y lanecesidad de formación adicional y sóloel 14% enseñanclases de baile en sus clases. 75% de losprofesorestiene más de 5años de docente. Encuanto a loscontenidos aprendidos enlagraduación , el 68% respondiódanza folclórica / bailes populares, el 61% de enseñanza de danzametodología , actividades rítmicas 57%, 50% historia deladanza , cantado juguetes 18% y el ritmo de estudio 11%. Cuando se lepreguntó sienseñanladanzaenlaescuela, el 86% dijo que no y 14% sí. Dance, cuandoenseñabaenlaescuela, tienen características populares (50%) y populares (50%).Conclusión: Este estudio orientará lasaccionesbasadasenlasnecesidades de lasescuelaspúblicas ,conelfin de contribuir a ladisminución de las lagunas existentes enlapráctica de ladanzaenel ambiente escolar.

PALABRAS CLAVE: Escuela de Baile. Educación Física. Educación. Dificultades.

DANÇA NA EDUCAÇÃO FÍSICA: AS DIFICULDADES DO ENSINO NAS ESCOLAS PÚBLICAS DE CANINDÉ-CE.

RESUMO

Introdução: A dança é conteúdo da Educação Física e está incluída no bloco de conteúdos das atividades rítmicas e expressivas dos Parâmetros Curriculares Nacionais, contudo alguns profissionais não se sentem preparados para utilizá-la em suas aulas. O estudo objetiva analisar os motivos que levam o professor de Educação Física a não efetivar a Dança como conteúdo em sua prática profissional nas escolas públicas da cidade de Canindé/CE. Metodologia: O tipo de pesquisa é de campo, descritiva e transversal, utilizando-se de recursos de análise quantitativa. A amostra foi composta por todos os professores de educação física das escolas municipais (N=28) de Canindé. Os dados foram coletados por meio de um questionário. Resultados: Os resultados revelam que 86% dos entrevistados não ensinam dança em suas aulas por não terem habilidades e necessitam de formação complementar e apenas 14% ministram aulas de dança em suas aulas. 75% dos professores têm mais de 5 anos de magistério. Quanto aos conteúdos aprendidos na graduação, 68% responderam dança folclórica/danças populares, 61% metodologia do ensino de dança, 57% atividades rítmicas, 50% história da dança, 18% brinquedos cantados e 11% estudo do ritmo. Quando perguntados se ministram dança na escola, 86% disseram não e 14% sim. A dança, quando ensinada na escola, têm características folclóricas (50%) e populares (50%). Referente aos motivos pelos quais os professores não ensinam dança em suas aulas obteve-se os seguintes resultados: 43% responderam que não dominam, 32% falta de estrutura física, 29% rejeição dos alunos, 25% falta de conhecimento/estudo, 14% não tem habilidade, 11% não tem apoio da escola e 7% não se identifica e não faz parte do plano de ação. Conclusão: O presente estudo norteará ações fundamentadas nas necessidades das escolas municipais, de maneira a contribuir com a diminuição das lacunas ainda existentes da dança na sua prática no ambiente escolar.

PALAVRAS-CHAVE: Dança na escola. Educação Física. Ensino. Dificuldades.