115 - PROCESS OF TEACHING IN PHYSICAL EDUCATION AND TRAINING SCHOOL

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For the production of this text dialogue with area studies Education and Physical Education , weaving conjunction with reflections that I developed as a researcher and as a teacher and supervisor of Curriculum processes Supervised Internship in Physical Education .

Therefore the idea that childbirth without understanding what it does , pedagogical practice is a reproduction of habits and assumptions data , or responses that teachers give to external demands or orders (SACRISTÁN; Gomez, 1998) . So when discussing the educational processes and work organization of teaching physical education in training and in school , I find it necessary to address the issues , problems and practices as essential to give content to the reality of teaching.

In this sense , the formation of physical education teachers who work in school , need include aspects of complex networks of knowledge and practices , prioritizing work analysis in real networks developed day- to-day school , since the work at school is not limited to prescribed when done , but involves the possible and the impossible, and implies as stated Barros (2008) in designing and redefining the teaching work .

I have surely seen the consideration of these issues in the process of Supervision Internship in Physical Education and one of the main difficulties that the student of Bachelor of Physical Education and Physical Education Teacher express , relates to questions related to " what to teach " and how to conduct and organize teaching.

As stated Sacristan (1998) the answer to the question of what is considered relevant to be taught is not simple in the case of physical education , according to Kunz (2005) offer two types of content in school physical education classes , the so-called exercise or gymnastics and sports or games .

However , Neira (2008) warns us that it is necessary that the curriculum open space for theming other content in teacher training , in addition to the known Euro-American sports events and traditional media (Volleyball , Swimming , Football , Basketball , Handball , Athletics) and go beyond the reproduction of the same formative situations in which the university teacher come in your path of success in those disciplines , a fact that has motivated student teachers cultivate hatred by teaching content or teaching style .

It is inconceivable how states Kunz (2005) that professionals , educators , students produce in their experiences of success for a small minority and experiences and experiences of failure for a large majority .

In this scenario , the sport as a school needs to be reinvented , since it seems to have become content determining classes of elementary and secondary education (DE LORENZI GIOVANI PIRES , 2005) . And not only in schools, teacher training also , in other words if you want the school physical education teacher has the skills to make the sport an educational strategy to achieve the wider purposes of education , the process its initial (and continuing should not guarantee him also the appropriation of such knowledge and their professional skills ? also question this direction as Pires (2005) : Considering the different possibilities suggested by the theories of learning to teach sports, which of tract (s) about the sport should know (m) be privileged (s) in teacher of Physical Education ? How compatible access to technical and tactical fundamentals necessary for understanding and teaching of a particular sport with the domain of "tools " conceptual and practices that enable this professional didactically transformed its use as a means of educating in , to and through sport ?

In fact , it is still frequent , as stressed by Oliveira (2003) , we encounter classes in the physical education teacher observes or participates without the slightest concern for the organization , content , teaching, learning . But also , there is the need for greater exchange between the knowledge produced in universities and the knowledge that is used , which develops in a way , too, in schools , by teachers in their daily profession (KUNZ , 2006) .

As stated by Oliveira (2003) what is expected of the teaching of physical education is that it have a proper and appropriate pedagogical time , the same occurring in relation to space , with a set of knowledge that characterize unequivocally with procedures assessment above suspicion , under the responsibility of an expert who had not their training that can be questioned , they obey the dictates of policies, guidelines and assumptions officers often gestated with the consortium of university specialists , among other features .

However , the reality of physical education provides an inaccurate frequency and duration within the school ; lacks " adequate space " for its development , which is not consensual know which she should be treated , little is known on how to evaluate physical education and there is no consensus about who is the physical education teacher (the licensee would be ? the bachelor ? coach sports ?)

According to Wagner dos Santos (2008) studies of the area indicate that professionals mostly perform their assessments based on physical fitness, attendance and participation , whose instrument is the systematic observation made without registration or control. The evaluation is performed to meet standards required by law, occurring without planning and , consequently , without predefined educational goals .

Furthermore , policies and curricula are either unenforceable or are so confused about the dialogue between different academic concepts that inform . For example , the National Curriculum Parameters (PCN) as critical Caparroz (2003) , reinforcing the idea of a division between theory and practice , between thought and action , besides presenting an elaboration at least ambiguous and the appropriation of terms and concepts without, however, relate them to the original meaning having the academic elaborations dealing with such terms and concepts , enhancing the prospect of a political-pedagogical eclecticism neutral .

These issues directly affect the " how to teach " because the NCP is no consideration to what the document trends and approaches , first and second cycles . In the third and fourth cycles mention is made of approaches " psychomotor " , " constructivist " , " developmental " , but there is no in-depth discussion of what is politically and pedagogically each approach (Caparroz , 2003) .

About this, I have identified in contact with Basic education and the process of teacher training , through experience as a teacher supervisor processes Internship with the Bachelor of Physical Education with increasing frequency issues that are

related to the difficulty of organize / plan and systematize the teaching of physical education in school . In fact , the difficulties of linking theory and practice in teacher of Physical Education is still a challenging issue . Despite the popularity of so-called critical trend in academia , it exerted little influence on the daily practice of teachers in schools (Caparroz , 1997) . Accordingly it is reaffirmed the need to investigate the processes of teacher education that lie in the field in which their teaching takes place. According to Molina Neto and Giles (2003) confirmed this need in most jobs related to the Brazilian College of Sports Science , being profiled on the following topics: basic training and teaching practice (internship) training of teachers in schools , socialization of young teachers in schools , public training policies , gender and professional regulations .

Among the studies of the area bringing new perspectives to the scene of teaching and learning in Physical Education enter their work organized by Kunz (2006 , 2005) presenting proposals for teaching athletics, dance, capoeira and open classes to train students critical and emancipatory educational prospects .

In this context Kunz and Souza (2006) , from the idea that in order to ensure a pedagogical concept in teaching sports is necessary for the sport go through a transformation didactic teaching and to establish a field of different and significant possibilities for moving oneself . The student would not be considered a mere presenter of a sports activity and forms traditionally known by athletes and sport , serve as the basis for teaching and pedagogical changes . This understanding students and teachers discuss the content and process of education , which are analyzed by means of thematic content staging school , which aims to bring the student to learn , experience concretely , different ways in which the sport is presented and / or may have up (KUNZ , SOUZA , 2006) .

The class would not be given within the logical phases watertight , as is usually done with many bodily practices (warm up, main and back to calm) , would focus on the continuity between the various points that will be developed (FALCON , 2006) .

Furthermore, I think that to teach physical education in the current conditions of our education, each teacher could , for starters, try to show , like says Silvio Gallo (2002) , which teaches that the content in their classes are not isolated , but if relate in some way to everything else that the student learns in school .

The teaching of a content area should include in your learning process , questions about the process of social and political use (MOLINA ; MOLINA NETO , 2004) and present another organization that teaching is not just questions of order technical know-how linked to , but fosters in students a critical understanding of this knowledge , since its insertion to its historical practice itself , so that learning is really significant (José Pereira de Melo , 2008) .

In this perspective the school is not the place to train the students , but to teach it in a meaningful and pleasurable (FALCON , 2005) . So bet on pedagogical criticism , in which the co -decision becomes necessary so that one knows and understands the path to achieve the goals is to be expected in relation to change in practice , creating other senses of classes for children , for the game, movement , sport and teaching practice .

Evaluation as a research process in everyday context , would be an alternative option to traditional evaluation practices , as limited in pedagogical practice , a concrete action that fosters collective action and is the subject of a research school context , the learning process , of their professional practice and their own process of weaving knowledge .

In the training of physical education teachers , as indicated by Souza et al . (1997) , one of the difficulties in the process of organizing knowledge is the lack of discussion between teachers and students on the course proposal in all its dimensions ; overlapping stages , the lack of clarity of its objectives and interdisciplinary experiences , as well as the definition of the role of the trainee , constitute obstacles in the process of training .

About systematization of teaching practice in the training courses of Physical Education , Ventorim and Ferreira Neto (1998) based on the study of the production and Motrivivência Magazine published in this space , the authors state that this production moves towards a critical perspective of between education and identifies the issues identified to improve teacher training in the context of teaching practice , the following notes : enable the teaching practice is located along the course , breaking the pole terminal and practical character of teacher education physics , that the relationship between theory and practice is not restricted to this formative moment ; invest in the institutionalization of approach between the university and school toward a initial and continuing training more qualified ; seek the connection between teaching and research with a view to production and socialization of knowledge / education in Physical Education .

According to Borges (1997) observed that the training courses for teachers in general theoretical subjects do not have a horizon school reality . As the author when this approach happens , does not establish a connection between them and the school routine . Studies on teacher training in Brazil reinforces the idea that there is a discontinuity of programs of education and research which contributes to increasing deficiencies in training of students (FÁVERO , 2008) .

In this scenario the Physical Education courses still follow an approach prioritizing content- from the disciplinary logic , as if it were possible to segregate the physical education class , and even every content, their socio - historical- political education and production .

As recalled Neira (2008) , sometimes the academic culture is taught in parallel without any relationship with the professional culture of teachers or social culture used by men and women to look and act in everyday situations and to solve problems they handle .

Another point in this training process is caused by the load distribution between the didactic disciplines that make up the curriculum of teacher of Physical Education , which also needs to be put under scrutiny since it still turns out a narrow workload assigned the pedagogical disciplines and mechanical operating the compulsory stages (NEIRA , 2008) . In this context , it also highlights the need for the component classes , whether at school or in training courses for teachers , students and placing students critically on the own culture heritage body , as well as cultural heritage body .

The future teacher must " interpret " the various texts transmitted by multiple sectors that make up society . Inspired by Nilda Alves , I think for the current conditions of education , would be desirable postures Professor of Physical Education show that the content taught in the classroom is not isolated but is related in some way to everything else that the student learns the school. Therefore, it is necessary to consider the formation of a physical education teacher , as well as claims Giroux (1998) , the didactic activities in the classroom in real schools enhances the voices of students from their experiences in the field .

In this direction the stage can contribute this perspective , encouraging reflection and the search for knowledge in innovative ways to revert action .

Therefore , the formative experiences in the course of Bachelor of Physical Education must involve actions such as visiting schools, establish agreements , sharpen internship experiences , dialogue with the actors of the school , attend educational meetings .

In this context the stage , in the manner traditionally assumed in training courses for teachers , need to be located along the course of teacher of Physical Education ; invest in the institutionalization of the relationship between university and school stage and other fields ; seek articulation between teaching and research with a view to production and socialization of knowledge , in order to consolidate a proposal reflective and investigative practice teaching Physical Education (VENTORIM ;

FERREIRA NETO , 1998) .

It is necessary to adopt an investigative approach and purposeful by both the teacher educator , the students , who will have contact not only with the problems of teaching performance as in the construction of possibilities that overcome the dilemmas of everyday school life . Student assessment may occur in a continuous way , considering all the movements and phases of the development stage , setting a theoretical- methodological stance on stage that articulates teaching and research (PEPPER ; LIMA , 2004) .

This scenario of dialogue with the school is conducive to overcome difficulties and lack of availability of students and teachers from schools in trying to produce different models of physical education classes , converging with the pedagogical consistent within theoretical . The internship should provide the undergraduate student conditions to realize that the teacher is a professional , embedded in particular historical time and space , able to question and reflect on their practice , as well as on the political and social context in which it develops .

Finally , the training courses for teachers of Physical Education is essential to create conditions for the future professional understand that it is important to be aware of the problems , it is also important that it be able to propose alternatives to Brazilian society .

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PROCESS OF TEACHING IN PHYSICAL EDUCATION AND TRAINING SCHOOL

ABSTRACT

This text analyzes lies in relation to the processes of teaching physical education in the context of training and school. Refers to a theoretical study indicates that the main consideration synthesis: the need for dialogue with the school to overcome difficulties in production of different models of the physical education classes, converging with the pedagogical consistent within theoretical and training courses for teachers of Physical Education is essential to create conditions for future professionals understand that it is important to be aware of the problems, it is also important that it be able to propose alternatives to Brazilian society.

KEYWORDS: Physical Education, Teaching, School

PROCESSUS D'ENSEIGNEMENT EN ÉDUCATION PHYSIQUE ET ECOLE DE FORMATION

RÉSUMÉ

Ce texte analyse est en relation avec les processus de l'enseignement d'éducation physique dans le cadre de la formation et de l'école. Se réfère à une étude théorique indique que la principale considération synthèse: la nécessité d'un dialogue avec l'école pour surmonter les difficultés dans la production de différents modèles des classes d'éducation physique, convergeant avec la constante pédagogique au sein théorique et des cours de formation pour les professeurs d'éducation physique est essentiel de créer les conditions pour les futurs professionnels comprendre qu'il est important d'être conscient de ces problèmes, il est aussi important qu'il soit en mesure de proposer des alternatives à la société brésilienne.

MOTS-CLÉS: éducation physique, enseignement, école

PROCESO DE ENSEÑANZA DE LA EDUCACIÓN FÍSICA Y EL CURSO DE CAPACITACIÓN

RESUMEN

Este texto analiza está en relación con los procesos de enseñanza de la educación física en el contexto de la formación y de la escuela. Se refiere a un estudio teórico indica que la principal síntesis consideración: la necesidad de un diálogo con la escuela para superar las dificultades en la producción de diferentes modelos de las clases de educación física, convergiendo con la constante pedagógica dentro teórica y cursos de formación para profesores de Educación Física es fundamental para crear las condiciones para futuros profesionales entienden que es importante ser consciente de los problemas, también es importante que sea capaz de proponer alternativas a la sociedad brasileña.

PALABRAS CLAVE: educación física, enseñanza, escuela

PROCESSOS DIDÁTICOS DA EDUCAÇÃO FÍSICA NA FORMAÇÃO E NA ESCOLA

RESUMO

Este texto situa análises em relação aos processos didáticos da educação física no contexto da formação e da escola. Refere-se a um estudo teórico que indica como principal consideração-síntese: a necessidade de diálogo com a escola para se superar as dificuldades na produção de modelos diferentes de aulas de Educação Física, convergente com as propostas pedagógicas consistentes no âmbito teórico, e que nos cursos de formação de professores de Educação Física é fundamental criar condições para que o futuro profissional entenda que se, é importante ter consciência dos problemas, também é importante que ele seja capaz de propor alternativas para a sociedade brasileira.

PALAVRAS-CHAVE: Educação Física, Didática, Escola