19 - THE DIFFICULTIES OF PHYSICAL EDUCATION TEACHERS WHO TEACH MUNICIPAL SCHOOL OF GOOD DRESS IN 1ST GRADE A 4.

FRANCISCO EDSON PEREIRA LEITE[1];
RODRIGO VIANA BEZERRA[2]
1 - Delegado Adjunto da FIEP/RR
2 - Profissional de Educação Física – CREF 00744-G/RR
professor.edsonleite@hotmail.com

1. INTRODUCTION

The act of educating in our society is something consolidated, with education centers and increasingly practical tools that promise to make life easier for educators. Thus, us evaluate the following proposal: imagine human society without schools. How would teaching? Teachers exist or not? As we would learn history or math? As we would learn to educate our bodies to make healthy habits for a better life ?

This proposition is only one way to understand the importance of school and teacher. Thus, the teacher, among them the physical educator, should be substantially free of difficulties that compromise his performance during the practice of educational activities, reaching an optimum level of utilization.

Dealing with the obstacles of physical education during the practice of their work , this article , entitled : " The difficulties faced by the teacher of physical education during teaching practice " , has as its object of study the physical education teachers who work in the network municipal Education and Culture working in series 1 to 4 of the regular school .

The problem situation is to assess the difficulties of the physical education teacher, the series in question , in their teaching practice . The aim is to detect whether there obstacles and difficulties to the educational practice of physical educators who work in the city in the series mentioned above.

For the achievement of the work were conducted literature searches on various sources, such as journals, books , articles , and other search sites . We also conducted a field survey, which occurred a questionnaire and an interview instrumentalization.

Contribute to the enhancement of the physical educator locally is the main objective of this work does not end the need for more research that have the object as an educator . We hope that this work is only one of several appreciations of professional educators.

2. GOALS, OBJECTIVES AND GENERAL PRINCIPLES OF PHYSICAL EDUCATION.

First , explain what purpose is defined as the purpose for which a particular activity there . In this sense, to Johan and Gustavo Guillermo Hurtado (1996, p. 92) , the purpose of Physical Education is :

> [...] Contribute to the education of the child through physical activity and rational varied according to your needs bio -psycho - physiological, ie , the development in its highest degree of potential child plans physical, mental and social [...] .

Therefore , one should not forget that the general objectives of physical education , understood as those that the student will actually hit us varying degrees of education , then the school from first to fourth grade , they must be obeyed and respected , because their correct application, allows the child to better integrate adaptation studies in subsequent series .

The general objectives of physical education should be followed from the time the child shows the first signs of motor movements , after passing through the remaining stages of motor learning , among others , for the psychomotor activity between 4 and 10 years is too intense as the body's natural response to maturational own adaptations and structuring this age group .

MAURO GOMES from. (2004, p . 52) , highlights some of the general objectives detailed below , developmental and evolutionary perspective , covering physical education pre - school and school :

> Stimulate the development of physical natural through movement.
> Develop perceptual skills as a means of adjusting the psychomotor behavior.
> Improve physical fitness through the practice of fundamental movement skills in initiating activities to individual and collective sports.
> Enhanced ability for individual expression through creative developments.

3. OBJECTIVES OF PHYSICAL EDUCATION FOR FIRST CYCLE PARAMETERS ACCORDING TO NATIONAL CURRICULUM (PCN 's MEC / SEF , 1997)

It is expected that at the end of the first cycle students are able to participate in different physical activities , trying to adopt an attitude of cooperation and solidarity , without discriminating against colleagues for performance or for social , physical , sexual or cultural ;

Knowing some of its possibilities and limitations body so you can set some personal goals (qualitative and quantitative) , valuing , appreciating and enjoying some of the different manifestations of body culture present in everyday life and autonomously organize some games , jokes , or other simple bodily activities .

4. CONTENT OF PHYSICAL EDUCATION FOR FIRST CYCLE PARAMETERS ACCORDING TO NATIONAL CURRICULUM - (PCN 's MEC / SEF , 1997)

Striking feature of this cycle is the differentiation of experiences and skills movements of boys and girls. The content should include, so activities that demonstrate these skills in order to promote an exchange between two groups. Recreational and competitive activities in which the child has more resourcefulness , for example, ball games , running , strength and agility , should be merged with expressive and playful activities in which girls generally have a greater experience .

As , (PCN 's MEC / SEF , 1997) , we have listed some content to be worked out in this cycle can be resumed and deepened and / or become complex in later cycles , such as :

> Participation in various games and fights , respecting the rules and not disrespecting colleagues ;
> Monitoring of a given rhythmic structure with different parts of the body;

Utilization skills (running, jumping, throwing , rolling, beating , folding , receive, absorb , kick , spin , etc.). During games, fights, games and dances;
Development of physical abilities during games, fights, games and dances;
Recognition of some of the changes caused by physical exertion , such as over-excitement , fatigue , increased heart rate, through the perception of the own body .

5 . SOME CRITERIA FOR EVALUATION OF PHYSICAL EDUCATION FOR FIRST AND SECOND CYCLE PARAMETERS AS THE NATIONAL CURRICULUM - (PCN 'S MEC / SEF , 1997)

In the first cycle, we intend to evaluate if the student demonstrates safe to try, try and venture into situations proposed in classroom or in everyday learning body. Participate in activities subject to the rules and organization. If the student participates in activities properly, respecting the rules of the organization, with performance in using the right moves to the proposed activity.

The second cycle is observed, attitudes of mutual respect, dignity and solidarity in sports and recreational situations, seeking to solve conflicts nonviolently, know the limits and possibilities of his own body in order to be able to control some of their activities with bodily autonomy and value them as a resource for maintaining their own health.

Know, cherish, appreciate and enjoy some of the different manifestations of body culture, adopting a posture not prejudiced or discriminatory reasons social, sexual or cultural Organize games, jokes, or other bodily activities, valuing them as a resource to enjoyment of the time available.

6 . THE LABOR RELATIONS : AN IMPLIED CONTRACT

George T. Milkovich and John W. Boudreau (2000, p . 54) states that:

> […] An implied contract work second is a verbal understanding between employers and employees about their rights and reciprocal duties , the employees contribute to the achievement of the targets set by employers in return for consideration given by the latter and accept the former […].

To better understand an implied contract, think of understanding between a student and his teacher. Each has obligations and responsibilities. The student agrees to learn the material, not to sleep during class, perform all work, and so on. The teacher is committed to bring updated data to class, teaching things relevant and meaningful, offering a chance to learn. The teacher includes your salary and benefits.

7 . THE CHARACTERISTICS OF SUCCESSFUL TEACHER PROFESSIONAL IN YOUR AREA

According to Machado (1995, p. 45),

> [...] The teacher in the performance of its function can shape the character of young people and therefore leave marks of great significance in students in training. He is responsible for many discoveries and experiences that can be good or not. As a facilitator, should have sufficient knowledge to work both physical and engines, as well as the components social, cultural and psychological [...]

This means that besides the ability to teach specific knowledge, the teacher's role is also transmitting, consciously or not, values, norms, and ways of thinking and patterns of behavior to live in society. It is clear that one can not pass all these aspects discarding the affective aspect - the teacher-student interaction (Cunha, 1996, p. 68) .

8 . METHODOLOGY

This research is characterized by a literature review and field research, according to the methods and Hermeneutical qualiquantitativo . Highlights Domingues (2004, p. 345). By definition hermeneutics is the science that establishes the principles, laws and methods of interpretation. In its coverage of the theory comes from the interpretation of signs, symbols of a culture and laws. Already Alves (1996, p. 94), teaches that called exact sciences , the ingredients are guaranteed quality and uniformity . So it is not that science is exact, ie, there is no variation.

9 . DATA ANALYSIS AND DISCURSÃO

Regarding the interview conducted with the Municipal Education, on November 22, 2006, we went to the Department of Physical Education, where Professor Antonia Sandra Noronha de Oliveira Lima greeted us amicably and set out to answer our questions. The interview was informal tone and allowed us to know the following:

The municipal has 45 (forty five) teachers of Physical Education , 44 (forty-four) teachers teaching 1st (first) the 4th (fourth) series and one (1) teacher teaching the fifth (5th) to 8th (octave) series. Teachers who make up the team of the municipal sign a labor contract thirty (30) hours per week. Since twenty (20) hours are meant for practical classes and ten (10) hours to the planning and / or other activities .

The transfer of funds to schools is done through sporting goods, educational and / or teaching. These are purchased by the department and transferred in accordance with the needs of schools. Students have a frequency of two (2) hours per week, and the duration of each class of 45 (forty- five) to fifty (50) minutes . Teachers have a schedule of courses and continuing education aiming constantly adapting the learning process.

When we questioned the teacher about possible difficulties in teaching practice teacher, it informed us that teachers may require the help of the school and in the last instance, the secretariat itself through the departments responsible. Being in the education department of the same office, the employees and Taíse Tássia welcomed us and informed us that:

The municipal school has thirty (30) schools, kindergartens and public schools between. Among these sixteen (16) schools offer classes from 1st (first) the 4th (fourth) series. All public schools have a sum of 7660 (seven thousand six hundred and sixty) students enrolled in regular elementary and of these 7539 (seven thousand five hundred thirty-nine) are attending the first (1st) the 4th (fourth) series.

In the human resources department was not possible to find the average monthly remuneration received by the physical education teachers who act first (1st) the 4th (fourth) series.

10. CONSIDERATIONS ON THE FIELD RESEARCH PERFORMED WITH THE TEACHERS who teach from 1st The 4th SERIES IN SCHOOLS MUNICIPAL BOA VISTA

According to the questionnaire found that: 79 % of respondents assess the insufficient amount of material (sports,

didactic teaching) transferred to the Physical Education classes. 58 % of respondents ranked as regulate the quality of materials, almost one fifth of the respondents; about 21 % evaluate these materials as bad quality.

With respect to procurement of materials (sports , didactic teaching) materials annually receive 59 % , 18 % in term exceeding one year , 18 % others (through the School Development Plan - EDP Program Second time and Open School in addition to donations made by the teacher, principal and community, remembering that for these acquisitions have no deadline) . This information was obtained through informal conversation during the interview.

Asked about the physical space available for the realization of classes 47 % of workers mentioned the schoolyard, while only 22 % have court coverage. 83% of professional respondents showed them dissatisfied with the remuneration received, assessing that it is not consistent with the importance of their work.

This remuneration influences the quality of the work of 42 % of the tests. Now, if the majority assesses insufficient salary received, we expect that this factor can influence the quality of work in a negative way.

It's really uncomfortable to know that Physical Education with all the importance it holds is still very discriminated and subject to bias. 46 % of professionals surveyed had experienced some form of discrimination by professional lecionarem Physical Education; 13 % are accrued, 17% are completing the Bachelor's Degree and only 29 % reported getting higher in the area. 8 % of teachers reported not knowing what is in the LDB and the NCP's about Physical Education, nor read sources related to teaching from 1st to 4th grade, and believe it is not important to know the period maturational physical and psychological students.

We can observe that the teacher maintains a better working relationship with the school staff who are not involved in the teaching - learning accompany the percentages: 0 % bad; 4 % fair, 46 % good, 50 % good. According to the survey, within the school the worst percentage that assess professional relationship are related to other teachers (see the result: 4 % poor, 13 % fair, 38 % good and 45 % excellent). Among the respondents, 33 % say be no charge of oversight for the presentation of lesson plans.

11. CONCLUSION

The day will come that teachers in our country and state will be valued according to the importance that develops in our society. The work done revolved around the difficulties faced daily by professionals of the Physical Education. The pedagogical process of teaching and learning is an activity of great importance to society, because this is a reflection of him that many times because they are so intrinsic overlap.

Thus the school and consequently professionals that integrates, among these, teachers (such as Physical educators) should be more valued and subsidized. It is evident that physical education is an extraordinary science, because it seeks the balance of body and mind, but unfortunately misunderstood by many people and teachers. Hopefully with the work done and all the information collected, most people know their importance and to value quotient and so deserved.

Certainly a lot has to be done by governments, aid should be undertaken, and larger subsidies should be sent to education. On the other hand, the educator must also value the field you work in, preparing, updating itself, seeking more and more knowledge and skills, including in this event the Physical Educator . Physical education whether or not school will only be valued when the professionals who work to highlight and show their importance both in school and in society.

This article does not finish his studies on the subject. Our mission is to generate new studies about education and solving the difficulties patients Physical Educator School to reach the fullness of their potential.

12 . REFERENCES

_____ , National Curriculum : Physical Education / Elementary Education Department . (1997) .MEC / SEF Brasilia .

Ajuriaguerra , J.de.Manual psychiatry infantil.Rio de Janeiro: Editora Ltda Masson of Brazil , 1980.

ARRIBAS , Tereza Lleixà . (2002) . Physical Education Three to Eight years.7 th Ed.Artmed.Porto Alegre - RS .

Barreto , Sidirley of Jesús.Psicomotricidade , education and reeducação.2 th . Ed . Blumenau : Academic Bookstore , 2000.

CHIAVENATO , Idalberto . (2002) . Resource Humanos.7 th Ed.Ática . São Paulo - SP .

HURTADO , Johan Gustav Wilhelm Melcherts . (1997) . Physical Education Pre - School and School ; Psychomotor An Approach . 5th Ed EDIT . Porto Alegre - RS .

Mattos , Mauro Gomes de . (2004). Theory and Practice of Research Methodology in Physical Education : Building Your First Job Acadêmico.1 Ed.Phorte.São Paulo - SP .

Mattos , Mauro Gomes de . (2004 .) Child Physical Education : Building the Movement in th Escola.1 Ed.Phorte.Guarulhos - SP .

MELCHERTS , Johann Gustavo Guillermo Hurtado . Physical Education Preschool and school : an approach psychomotor . 5th . ed.Porto Alegre : Edita , 1996.

Milkovich , George T. Bourdeau , John W. (2000) Resource Management Humanos.1 ª Ed Atlas. São Paulo - SP .

Piaget, Jean . Six studies psychology. Rio de Janeiro : Editora Ltda Forensic University , 1987 .

SANTOS , et al.Psicomotricidade RCF : a tool guiding the teaching-learning process of children with dislexia.Revista Science in Extension , São Paulo , v.5 , n.2 , p.79 , 2009

SCOTT , K.Powers ; Howley , T.Edward.Fisiologia exercise : theory and application to fitness and desempenho.3 th . Ed.São Paulo : Editora Ltda Manole , 2000.

SKINNER , Ciência and behavior humano.São Paul Martins Fontes , 1978.

VERGARA , Silvia Constant. (2003) . People Management . 3rd Ed.Atlas . São Paulo - SP .

WALLON , Henri . The origins of the character in the child . Sao Paulo : European Broadcasting Book , 1971.

AV. GETÚLIO VARGAS, 7449 - BAIRRO: SÃO VICENTE, BOA VISTA-RR - CEP: 69303-472
professor.edsonleite@hotmail.com

THE DIFFICULTIES OF PHYSICAL EDUCATION TEACHERS WHO TEACH MUNICIPAL SCHOOL OF GOOD DRESS IN 1ST GRADE A 4.

ABSTRACT

Contribute to the appreciation of the Physical Educator locally is the overall goal of this work, which includes, among others, incite new research and inform the public and academic teaching; valuing teachers in their educational activity, set up a new vista for the discursão issues discussed. With the following title "The Difficulties of Teacher Of Physical Education from 1st to

4th Series in That Affect School District Boa Vista" work Formulated as a problem situation "assess whether there obstacles and difficulties to the educational practice of Educators Physicists working the municipal education teaching 1st through 4th grades. We emphasize that it is still possible to find in this article what the National Curricular Parameters - PCN's - suggest about objectives, content and evaluation of physical education for first to fourth graders regular; relations compromise between work and worker hierarchies and needs: motivation x salary. In a second step we research field and its developments. This research was conducted through a questionnaire and had as its object the Physical Education Teachers Network Municipal Education to teach from 1st to 4th grades. Applied with 24 professional research conclusions obtained such as the poor quality sporting goods and also insufficient regarding the amount, about 46% of respondents had experienced some form of discrimination training. Therefore, this article is configured as an important source of research and consultation activities of labor Physical Educator of the municipal Physical Education Good view.

KEY WORDS: Education, teacher, difficulties, materials, motivation and remuneration.

LES DIFFICULTÉS DE PROFESSEURS D'ÉDUCATION PHYSIQUE QUI ENSEIGNENT ÉCOLE MUNICIPALE DE BONNE ROBE EN 1ÈRE GRADE A 4.

RÉSUMÉ

Contribuer à l' appréciation de l'éducateur physique est localement l'objectif global de ce travail, qui comprend, entre autres , incitent à de nouvelles recherches et d'informer le public et de l'enseignement universitaire ; valoriser les enseignants dans leur activité éducative , mis en place une nouvelle perspective pour le discursão questions discutées. Avec le titre suivant: « Les difficultés de professeur d'éducation physique du 1er au 4 Series à qui affectent le district scolaire Boa Vista " travailler Formulé comme une situation problématique " évaluer si des obstacles et des difficultés à la pratique pédagogique des éducateurs physiciens travaillant là l' enseignement municipal enseignement 1er au 4 e années . Nous insistons sur le fait qu'il est encore possible de trouver dans cet article que les paramètres curriculaires nationaux - NCP - Proposer sur les objectifs , le contenu et l'évaluation de l'éducation physique pour les élèves de première à quatrième régulière ; compromis les relations entre le travail et le travailleur hiérarchies et des besoins : la motivation x salaire. Dans un deuxième temps nous sur le terrain de la recherche et ses développements . Cette recherche a été réalisée grâce à un questionnaire et avait pour objet la formation des enseignants Réseau éducation physique Municipal d'enseigner du 1er au 4 grades . Appliqué avec 24 des conclusions de recherche professionnelles acquises telles que la mauvaise qualité des articles de sport et aussi insuffisantes quant à la quantité , environ 46% des personnes interrogées avaient subi une forme quelconque de formation de discrimination. Par conséquent, cet article est configuré comme une source importante d' activités de recherche et de consultation des partenaires sociaux Éducateur physique de la municipalité éducation physique Bonne vue .

MOTS CLÉS: éducation, professeur , des difficultés , des matériaux , de la motivation et de rémunération.

LAS DIFICULTADES DE PROFESORES DE EDUCACIÓN FÍSICA QUE ENSEÑAN ESCUELA MUNICIPAL DE BUENA VESTIDO EN PRIMERO GRADO A 4 .

RESUMEN

Contribuir a la apreciación del educador físico es localmente el objetivo general de este trabajo, que incluye , entre otros, incitar una investigación e informar a la enseñanza pública y académica, valorando los docentes en su actividad educativa , crear una nueva vista para el discursão temas discutidos. Con el siguiente título " Las dificultades de Profesor de Educación Física de 1 º a 4 Series en que afectan al Distrito Escolar de Boa Vista" trabajar Formulado como una situación problema " evaluar si hay obstáculos y dificultades para la práctica educativa de los educadores físicos de trabajo la educación municipal enseñar primero a través de los grados cuarto . Hacemos hincapié en que todavía es posible encontrar en este artículo lo que los Parámetros Curriculares Nacionales - PCN de - sugieren acerca de los objetivos , contenidos y evaluación de la educación física de primero a cuarto grado regular; compromiso las relaciones entre el trabajo y el trabajador jerarquías y necesidades : la motivación x salario. En un segundo paso que el campo de investigación y sus desarrollos . Esta investigación fue llevada a cabo a través de un cuestionario y tenía por objeto la Red Maestros de Educación Municipal de Educación Física para enseñar desde 1 º a 4 grados . Aplicado con 24 conclusiones de la investigación profesionales obtenidas , como la mala calidad de artículos y también insuficientes con respecto a la cantidad , alrededor del 46 % de los encuestados había sufrido algún tipo de entrenamiento en discriminación . Por lo tanto , este artículo se ha configurado como una fuente importante de las actividades de investigación y consulta de trabajo Educador Físico de la Educación Física Buena vista municipal.

PALABRAS CLAVE: educación, profesor , las dificultades , los materiales , la motivación y remuneración .

AS DIFICULDADES DOS PROFESSORES DE EDUCAÇÃO FÍSICA QUE LECIONAM NAS ESCOLAS MUNICIPAIS DE BOA VISTAM DE 1ª A 4ª SÉRIE.

RESUMO

Contribuir para a valorização do Educador Físico em âmbito local é o objetivo geral dessa obra, que contempla, entre outros, incitar novas pesquisas e informar a população acadêmica e o docente; valorizar o professor em sua atividade educacional, configurar um novo panorama para a discursão da problemática discutida. Com o seguinte titulo “As Dificuldades do Professor De Educação Física de 1ª a 4ª Séries nas que Atuam Escolas Municipais de Boa Vista” o trabalho formulado apresenta como situação problema “avaliar se existe ou não obstáculos e dificuldades à prática educativa dos Educadores Físicos que atuam na rede municipal de educação lecionando de 1ª a 4ª séries. Destacamos que ainda é possível encontrar nesse artigo o que os Parâmetros Curriculares Nacionais – PCN's - sugerem sobre objetivos, conteúdos e avaliação da educação física de primeira a quarta séries do ensino fundamental regular; relações de comprometimento entre trabalho e trabalhador, hierarquias e necessidades: motivação x salário. Em um segundo momento temos a pesquisa de campo e seus desdobramentos. Essa pesquisa foi realizada por meio da aplicação de um questionário e teve como objeto os Professores de Educação Física da rede Municipal de Ensino que lecionam de 1ª a 4ª séries. Aplicada com 24 profissionais a pesquisa obtivemos conclusões tais como: a má qualidade de materiais esportivos bem como também a insuficiência no que tange a quantidade, cerca de 46% dos entrevistados já sofreram algum tipo de discriminação profissional. Sendo assim, esse artigo, se configura como uma importante fonte de pesquisa e consulta as atividades laboral do Educador Físico da rede municipal de Educação Física de Boa vista.

PALAVRAS CHAVES: Educação, professor, dificuldades, materiais, motivação e remuneração.