06 - THE DESIGN OF LEARNING THIS IN PHYSICAL EDUCATION CLASSES TEACHERS OF BASIC EDUCATION

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doi:10.16887/87.a1.6

SUMMARY
This article aims to present the design of this learning in teaching practice of physical education teachers of basic education who work in elementary school II and / or middle classes. Among the authors used for the theoretical foundation on the design of learning in Physical Education is Schmidt (2010); Magill (2000); Tani, (2013); Ugrinowitsch and Tani (2013) and Clark, (2013). The methodology was qualitative in view of hermeneutic phenomenological approach. The results presented indicate the learning concept of presence in the field of physical education focused on specific performance of motor skills by the students, with a focus on repeat with a view to automating the movement. Highlights the need to rethink the process of teaching and learning in class so that each student can become protagonist of their learning, giving way to other content learned in addition to the performance.

Keywords: Learning. Teaching Practice. Education

Introduction

Theories of Motor Behavior (learning, control and development) received over time, strong influences of psychological theories of human behavior evident in every age, among which stand out behaviorism, cognitivism and the theory of processing information and influence over the years to design learning this in practice of teaching of physical education.

Among the greatest scholars of behaviorist current appears Watson and his working group, comprising learning as a result of what you can see, that is, the behavior acquired and observable. Another researcher who has relevant studies within this learning chain is Frederic Skinner, creator of the theory of operant conditioning. In their study finds that people learn basic skills like walking, talking, running, playing, using hand tools more effectively by strengthening, or through repetitive series (PORTILHO, 2009).

In the field of physical education is theoretical proposition appears present in the studies of authors such as Adams (1971) and Schmidt (1975), understanding learning as a process that focuses on the automation of the movement, understood as the last step to be achieved, and usually diagnosed when the movement performance becomes independent of the demands of the subject's attention during the task.

Among the authors of cognitive chain that has great influence on the teaching of physical education is Jean Piaget, highlighting in their studies that one of the fundamental properties of living systems is their ability to adapt to the environment. You can see the influence of this author in the area scholars like Professor Bento Go Tani, the University of São Paulo (USP), saying that "living systems interact with the environment through the exchange of matter, energy and information and are in constant search of more complex states of organization by adapting "(TANI, 2013, p.61).

When considering the possibilities that the student has to adapt in situations that tend to arise in the classroom, the author points to the need for the teacher to consider during the process of teaching learning possible interference, providing opportunities for greater cognitive flexibility before unexpected situations.

In turn, the theory of information systems has contributed in the field of Physical Education, aiming to overcome the process of teaching and learning characterized by the stimulus response, pointing to the need for teachers to consider aspects such as the ability and the ability of learners to reach new cognitive organization of states from disturbances present in the environment in which they are. This approach seeks to emphasize the mental operations that take place between the stimulus and response, ie the cognitive activities that precede the motor action itself (TANI, 2013).

You can see the presence of different learning currents present in the field of Physical Education, from the most traditional to the most current said. However, which of these streams effectively are present in the practice of basic education teachers?

Faced with this problem it is delimited as objective for this work was to identify the concept of predominant learning in the practice of teaching Physical Education teachers working in primary education.

Methodology

The methodology adopted in this article is qualitative, in view of hermeneutic phenomenological approach, which in turn, has been used in educational research as interpretive alternative of producing knowledge from the research of a specific context of action, with the views search for meaning to a natural reality (ZAGO; OAK; VILELA).

They were considered in the present study 10 Physical Education teachers working in primary education in public schools in the city of Colombo, five males and five females. All surveyed teachers teach in elementary school II and / or high school.

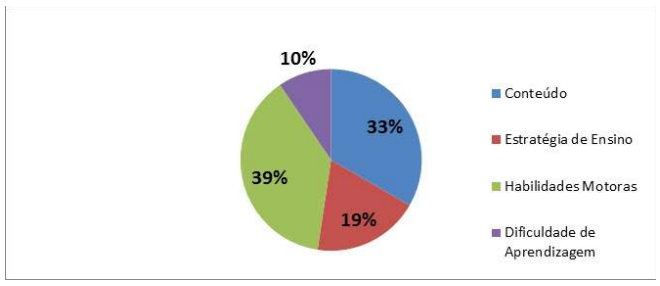
The research instrument used was a questionnaire with six open questions, covering topics such as level of knowledge that the teacher considers necessary for the development of pedagogical practice; how realizes the construction of student learning in the classroom, the more present difficulties in the learning of their children and the way you carry out the assessment of learning.

Description and interpretation of results

To meet the goal originally proposed in this work is to identify the concept of predominant learning in the practice of teaching Physical Education teachers working in primary education, it was decided to raise some categories based on the responses obtained from the questionnaire.

As regards the knowledge needed for the development of pedagogical practice in physical education classes you can see in the chart one, that knowledge in relation to motor skills appears in 39% of the responses, followed by knowledge of the content 33%, knowledge in relation to teaching strategies and 19% knowledge about learning disabilities 10%.

Chart 1: Necessary Knowledge for Development of Teaching Practice



Source: Authors, 2016.

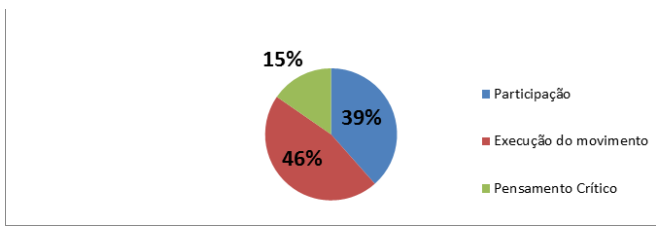
The predominance of knowledge about the motor skills for this group 39%, indicates that the central focus of the teaching and learning process in the classroom is focused on the acquisition of basic motor skills such as getting bounce a tennis ball or golf. So that students can be able to practice the moves that are being worked autonomously. In this regard TANI et. al (1988) point out that:

assuming that every human being is basically a beginner on the new tasks and situations in terms of motor learning, it becomes very important to know the behavioral characteristics of those who begin in the acquisition of motor skills (TANI ET. AL 1988, p.93).

Knowledge of the behavioral characteristics of learners and the type of skill that is being developed, gives opportunity to the teacher during the process of teaching and learning enter information about what is correct and what needs to be improved, for the acquisition of performances and -sucedidas.

Regarding the way the teachers surveyed perceive the construction of learning in their students can see in two graph that 46% say it is through the execution of movements, followed by participation in class 39% and the critical thinking, present the answers 16% of teachers.

Chart 2: Perception of Student Learning



Source: Authors, 2016.

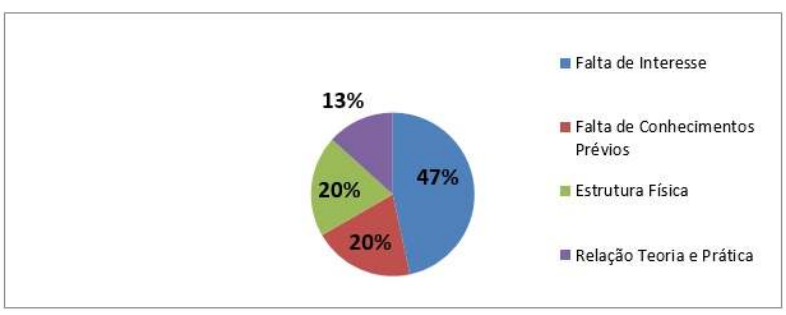
Together the answers in relation to participation in class and execution of movements you can see that 85% of teachers surveyed seemed to like learning the know-how, as evidenced in speech teacher P1 by mentioning that realizes that his student learned when he:

P1 - dominates and makes a move.

The emphasis on the performance of a skill indicates that teachers expect their students to demonstrate fitness for the practice of specific exercises in order to achieve goals and objectives required by the task at hand.

Regarding more present difficulties in student learning is possible to see the three graph that 47% highlighted the lack of interest of the students in relation to participation in class, 20% lack of previous knowledge regarding the working content, followed by physical structure 20% and the difficulty of establishing the relationship between theory and practice 13%.

Chart 3: Difficulties in Learning More Gifts Student



Source: Authors, 2016.

Perhaps one of the points to be considered in relation to the lack of interest of students during class may be related to the non-mastery of the skills necessary for carrying out the activity that is being requested, generating feelings such as shame, as can be seen in speech P5 teacher to say that among the most present difficulties in their classes are:

P5- Lack of interest in mode, shame other colleagues, fear of making mistakes, too lazy to move.

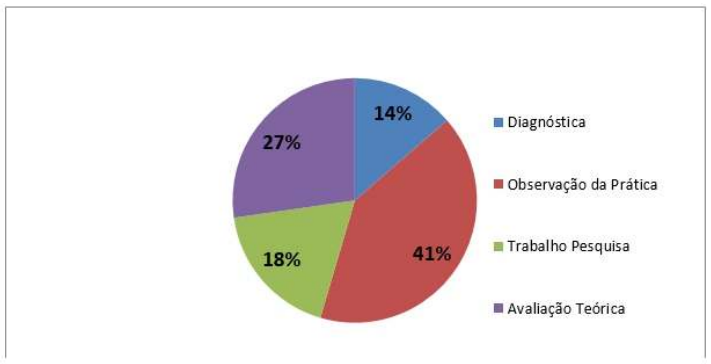
A very important aspect to be considered during the process of teaching and learning of motor skills, according to Tani et. al (1988, p.93), which can help the teacher during class so that these difficulties are reduced, presents the need of the teacher to consider the students' learning time. In the words of the authors, teachers "transmit information beyond the actual processing capabilities of students and expect successful performance in the short term."

Although the main focus still remains centered in the field of motor skills can be identified in the statement of the authors of the need for teachers perceive learning as a process and not as a product, avoiding the pursuit of performance in a

short time.

In relation to the way teachers surveyed perform the assessment of student learning was possible to see in the fourth graph that 14% say they perform the same diagnostic way, 41% through the practical observation, 18% from work research and 27% by theoretical evaluations.

Chart 4: Way to Perform Assessment of Student Learning



Source: Authors, 2016.

The results shown in the fourth graph, meet with the studies of Portillo and Almeida (2008), by stating that the teacher evaluation approach focuses mainly on observation of what the student can do, valuing during the process basic skills to from the use of the body, through movement or your body language.

Although there is no predominance of the use of formal evaluation instruments as proof, you can see the presence of a valuation perspective the qualifying learning, leaving only the teacher the responsibility to assess a value to the specific skills that the student has given the task it is held.

The results presented in relation to the prevalence of the evaluation by observing approximate the Magill studies (2000, p.137) by mentioning that "a way to measure learning is to record the levels of a measure of performance during period that the person practicing a skill. "

It should be noted that the evaluation from the performance of students on task shows a view of learning as a product, so that those that can show better performance on the job receive higher scores when compared to the less skilled. What is according to the speech teacher P1 to highlight that performs:

P1 - Reviews practices that focus on the development of technical gesture.

The prevalence of this type of assessment reveals a learning perspective that is inferred from the result before singular situations, being understood as learning the improvement in the student's ability to perform a task, the teacher found by observing the practice

Final considerations

The data shows the presence of a learning design in the field of physical education focused on performance, thus responding to the initial purpose of this article.

These results seem to indicate that the precípua concern of teachers during class focuses on mastering the content to be taught and understood as a condition for the student to build learnings that will be used in future situations, usually during the game.

One can not ignore the consistent performance of motor skills provides the learner achieve specific goals during physical activity more efficiently when compared to those who did not get the same standard of performance. However, it seems that this type of learning built in class is to the automation engine gesture focus, ignoring features like reflection on what you learn, their relevance in a situation, involvement in other contexts besides the sports practice etc.

By focusing exclusively on the motor gesture the teacher disregards that for this to occur, before it is necessary for the student to perform certain cognitive activities that will result in the desired movement or not. In this regard Morales et.al (2009) points out that the individual should be provided during the process of educational opportunities for him to think, perceive, monitor and control different strategies that promote their learning before the motor aspect related tasks and thus establish connections with cognition.

Among the theoretical framework that can provide teachers with the search strategies that oportunizem learners become more protagonists in relation to the process of learning is metacognition, initially proposed by Flavell (1976) refers to the knowledge someone has about own cognitive processes and products or anything related to them (PORTILHO, 2009).

The knowledge of their own cognitive activities allow students greater autonomy over their own actions during the construction of their learning, making decisions during the process, giving a sense what you learn, learning to learn.

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Keywords: Learning. Teaching Practice. Education.

RÉSUMÉ
Cet article vise à présenter la conception de cet apprentissage dans l'enseignement de la pratique des professeurs d'éducation physique de l'éducation de base qui travaillent à l'école primaire II et / ou classes moyennes. Parmi les auteurs utilisés pour la base théorique sur la conception de l'apprentissage en éducation physique est Schmidt (2010); Magill (2000); Tani, (2013); Ugrinowitsch et Tani (2013) et Clark (2013). La méthodologie était qualitative en raison de l'approche phénoménologique herméneutique. Les résultats présentés indiquent le concept d'apprentissage de la présence dans le domaine de l'éducation physique axé sur la performance spécifique des habiletés motrices par les étudiants, en mettant l'accent sur la répétition en vue d'automatiser le mouvement. Souligne la nécessité de repenser le processus d'enseignement et d'apprentissage en classe afin que chaque élève peut devenir protagoniste de leur apprentissage, laissant la place à d'autres contenus appris en plus de la performance.
Mots-clés: Apprentissage. L'enseignement pratique. Education

RESUMEN
Este artículo tiene como objetivo presentar el diseño de este aprendizaje en la enseñanza de la práctica de los profesores de educación física de la educación básica que trabajan en la escuela primaria II y / o clases medias. Entre los autores utilizados para el fundamento teórico en el diseño de aprendizaje en la educación física es Schmidt (2010); Magill (2000); Tani, (2013); Ugrinowitsch y Tani (2013) y Clark, (2013). La metodología fue cualitativa en vista del enfoque fenomenológico hermenéutico. Los resultados presentados indican el concepto de aprendizaje de la presencia en el campo de la educación física se centró en el cumplimiento específico de las habilidades motoras de los estudiantes, con un enfoque en la repetición con el fin de automatizar el movimiento. Pone de relieve la necesidad de replantear el proceso de enseñanza y aprendizaje en clase para que cada estudiante puede convertirse en protagonista de su aprendizaje, dando paso a otro tipo de contenido aprendido, además de la actuación.
Palabras clave: Aprendizaje. La práctica docente. Educación.

RESUMO
Este artigo tem como objetivo apresentar a concepção de aprendizagem presente na prática de ensino de professores de Educação Física da educação básica que atuam em turmas do ensino fundamental II e/ou médio. Dentre os autores utilizados para a fundamentação teórica em relação à concepção de aprendizagem na Educação Física está Schimidt (2010); Magill (2000); Tani, (2013); Ugrinowitsch e Tani (2013) e Clark, (2013). A metodologia adotada foi de caráter qualitativo na visão da abordagem fenomenológica hermenêutica. Os resultados apresentados indicam a presença da concepção de aprendizagem no campo da Educação Física centrada no desempenho de habilidades motoras específicas por parte dos educandos, tendo como foco a repetição com vistas à automatização do movimento. Evidencia-se a necessidade de se repensar o processo de ensino e aprendizagem durante as aulas de modo que cada educando possa tornar-se protagonista de suas aprendizagens, dando outros sentidos ao conteúdo aprendido além da performance.
Palavras-chave: Aprendizagem. Prática de Ensino. Educação Física.