50 - THE PIBID AND OBJECTIVES CONSIDERED IN EDUCATION IN PHYSICAL SUBPROJECT GOIANIA-GO

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1. INTRODUCTION

The construction of this text was given from the development of the activities planned for the first year of participation of Physical Education of Higher Education Institution of Goiânia-GO, with the subproject Institutional Scholarship Program Introduction to Teaching - PIBID the federal government. an assessment and analysis of the results obtained in 2014 on the basis of considerations was made provided by scholars and by the supervising teachers who joined the program at the school field of municipal school system of Goiânia-GO.

The PIBID project proposes to integrate the set of actions that the curriculum of the Bachelor's Degree in Physical Education develops for future teachers can act at different levels of education. Thus the activities were developed with the thought articulated in a broader perspective of education, consisting of a great challenge for undergraduate courses, it means creating pedagogical actions of interventions that meet the real needs, both academic qualifications and for the school.

Therefore this research wanted to answer the question, as assessed by scholars and supervisory scope of the main preset targets the annual plan of subproject area?

This research is justified by the constant need to keep up the intervention process with the field school and take the necessary actions so that interactivity is as fruitful as possible between the actors involved, both the school and the community, as the university. Thus, it is expected that the objective of this experience report document is turning into a form of dialogue capable of portraying the important aspects involved in the design of PIBID manifested in institutional design and evaluations of fellows and supervisors about the pedagogical.

2. DEVELOPMENT

The research subjects were the 15 (fifteen) grant students and three (3) supervisory teachers responsible for the development of physical education classes in school field. The subjects responded to ten (10) objective questions staggered with zero scores to ten, being made available in this data collection instrument an open space for respondents optionally comment on their answers. All questions refer goals and conditions set forth in the Annual Plan and were considered essential in the training process and intervention PIBID.

two were prepared questionnaires, with a specific data collection instrument for the stock and another for supervisors. The content of each issue remained similar for each group studied, differentiating therefore the place of those evaluated, ie the fellows answered the ten questions considering the very participation, the supervisory role and the effectiveness of activities. The supervisors answered the ten questions considering the participation and involvement of the stock exchange and also the effectiveness of the activities mentioned in the practical field.

To make data collection were made the specific explanations of how to respond to the questionnaire. On this occasion it was guaranteed to survey participants the confidentiality of responses, because they involve directly the relationship between fellows and supervisors. We emphasize that each teacher supervises a group of five scholars.

Data processing was started by calculating the arithmetic means of questionnaires of the scores given by the participants Fellows said subproject area and the supervisors. So it was inevitable a quantitative analysis to analyze the differences and similarities of views on the issues investigated. As Fonseca (2002, p.20) "joint use of qualitative and quantitative research allows you to collect more information than could be achieved individually."

Therefore, this research it is a descriptive study of quantitative and qualitative nature which according to Creswell (2007) seeks to explain and explore the empirical data collected from the subjects. The paradigmatic approach adopted was the phenomenology Petrelii (2004, p.17) treats as "a descriptive science of the object (reality) considering itself, in its essence."

For the presentation of results and discussion initially we made a Plan Annual Institutional Physical Education Activity 2014. Following synthesis present the questions and tables of scores of questionnaires answered by respondents and the texts of open answers drawn from the questionnaires.

2.1. Summary of Annual Plan 2014

In general, the major intended results in this proposal is within the scope of an expanded knowledge about the school; integration university / school / community, and especially the consolidation of academic qualification of our students in the development of actions at school perspective that favors the improvement of teaching practice. Educational activities started from the concrete reality of the schools field, aiming to contribute to the academic training of teachers and scholars, with a view to qualifying school teaching practice, promoting significant interventions in that reality. In this sense, the PIBID intended to expand and strengthen school and university ties, thus meeting the principles of this higher institution on the inseparability teaching, research and extension. Therefore, the following actions were development targets:

a - meetings between coordinators, supervisors and scholarship students to study, discuss, reflect and plan teaching situations for School Physical Education in order to understand the physical education as basic education component, which in view of the Movement Body Culture has as one of its main objectives seek to understand the processes of growth, development and motor learning of the human being.

b - Formation of study groups to study and analyze the main theoretical frameworks seeking support for the reframing of teaching practice; Prepare summaries, reports and experience reports; Make public presentation of research results; Write specific articles for teaching in Physical Education; Analyze key documents that guide the educational activities in schools (status, educational project and others).

At the end of the program intended to improve the quality of the field school teaching the reinterpretation of teaching practice in its many aspects, that the detail provided: a) Understand the social context through the explanation of the principles, guidelines and procedures of teaching practice , to ensure the relationship between school activities and the requirements of this context; b) To create opportunities contact with the real situation of public schools, promoting constant reflection on pedagogical practice; c) Create conditions for the practice of scientific studies and research highlighting the productions related to physical

education; d) enhance initiatives that promote the coherent and effective planning that meets the real needs of the student field schools involved in the program; e) To experience the spirit of teamwork and developed actions foreseen in PIBID program, consolidating existing interdisciplinary projects at school, giving new meaning to the physical education as a curricular component; f) Reinforce the importance of programs such as PIBID for the academic training of scholarship students, as well as for supervising teachers, engineers enrolled in the program.

2.2. Results and discussion of research

The results and discussion of research are arranged in two stages. In the first presented descriptively the results obtained at the time of data collection on ten (10) questions that were directed to the fellows and supervisors. After each question is put the points distribution board, ie zero scores to ten that respondents attributed to each question. The second time we arranged selected excerpts of texts written by scholars for the completed questionnaire and their considerations and perspectives on the experience of PIBID, called here the comments of the scholars. Finally, the author of this article did their analysis and final considerations of this research.

2.2.1. Frame with issues Average Fellows (MB) and Average Supervisor (MS)

Questions		MB	MS
1	Interest, commitment, dedication and volunteerism in the program activities of PIBID in general	9.2	9.0
2	Frequency and timeliness in programmatic activities PIBID at school	8.6	9.1
3	Participation in PIBID planning school activities	8.8	9.6
4	Opening provided for participation in the planning of PIBID activities at school	8.2	9.8
5	Participation in the evaluation of the activities of the school PIBID	9.0	9.8
6	Opening provided for their participation in the evaluation of the activities of the school PIBID	9.1	10.0
7	Contact opportunities with the real situation of public school and promotion of constant reflections on the pedagogical practice	9.6	9.6
8	Creating situations to practice studies and scientific research valuing related productions to school physical education	8.2	8.6
9	Valuing actions that promote the coherent and effective planning that meets the real needs of the student field schools involved in the program	9.2	8.3
10	Experience of team spirit developed works and actions foreseen in PIBID program, consolidating existing interdisciplinary projects at school, giving new meaning to the physical education as a curricular component	9.4	9.6

The comments of the scholars observed in the data collection instrument were organized into two groups: a) the reports and justifications of some of the 10 questions answered; b) their considerations and perspectives on the experience of PIBID.

Note: Only six of the fifteen respondents fellows made some kind of report or justification in the first part of the questionnaire. And twelve fellows made their thoughts on the views and experiences with the subproject. In this paper we select the reports that we consider most representative of the views of scholars.

2.2.2. Reports and justifications on the survey questions

a. "For it is a program that makes us feel happy to be there working, I consider this work one of the best I've ever been, much like the organization of supervisors and school management, as always welcome us with open arms to all planning school, every event, every meeting, each specific job, they always made a point of presence of PIBID fellows in everything that happens."

b. "The performance in school made us increase our awareness of how difficult the life of" working student "but that is what most encourages us to engage in this teaching adult education, the desire that every student has to read and write is something very special, that makes you wake up in us day after day the desire to want to meet all expectations. "

c. "The progam of PIBID should be extended to more academic areas of indifferent .The education system in Brazil is very outdated, we realize that with overworked teachers in classrooms and universities full of human material, many veses not used."

d. "I see that the school system is very flawed in question praxis pédagógica.Ouvi reports of teachers who had no motivation to teach students complaining of authoritarian teachers. Thinking about these reports I realized that, being gazetted, relaxão so that forgets its role as an educator. "

e. "The PIBID gives us many experiences, interventions, participation in scientific events, planning and execution of school events, thus creating a sense of how the teaching of Physical Education, and gives us a sense of corporate operation of a public school . Through PIBID we can apply what we have learned in the classroom that enables us to assess the relationship of theory and practice. to be inserted in the school environment is important because so close to know the challenges and difficulties faced by the teachers and especially the physical education teachers. We fellows are always the layout of the school, thus being able to provide support to school, since the number of school professionals are insufficient to ensure the supervision and safety of students."

2.2.3. Considerations on the perspectives and experiences with the subproject

a. "The PIBID has provided me a unique perspective, brought me in the school to learn in practice how it's done things, plans, classes, accompaniments, evaluations, made me ample how it is area of Physical Education and how important it is, for it is there that the child likes more to learn. "

b. "We have to have a broad look, we have to look at the social environment in the educational environment, the sentimental through, among other means by which they have to work with the children. But the important thing here is to see the general environment, the middle you see all while hiding much, the important thing is to explore and learn more every day, either by them or by them with. "

c. "My expectations are great with PIBID program is very good, have the opportunity to be in school more autonomous way, the program has provided a quality education," bring the university to the school "has us made be academic reflective and competent to understand what is truly a teaching work makes us improve our ways of thinking about education, especially the education EJA consider as a gain for any trainee or fellow this experience. "

d. "After almost one year researching and analyzing the way the professional education works in the school, I am aware that within this year there were many experiences and questions about the planned work and the work done by these professionals."

e. "This period was rewarding, where percebir students of EJA faces a lot of difficulty for its harsh reality, more eager to learn. People who have a hard routine work serviso menial, try to recover the lost time, either for lack of opportunity or for other reasons. "

f. "One of the biggest difficulties was the" boycott "of school teachers who always tried to prevent or hinder the construction of projects, making it impossible to interdisciplinary work."

g. "Why leave here also my indignation at the lack of respect that some teachers treat students in the school, all this gave me more strength to fight and be able to show these teachers are people, human, worthy and we are no better than anyone else only to have a higher education diploma Finally I would like to leave a phrase that says it all about this:. no one and so poor that it can not give, and no one so rich that it can not receive. "

2.3. Analysis of area coordinator:

The results observed in the evaluation of objective questions of scholars and supervisory denote the scope of the main preset targets for the annual plan of the area subproject. This analysis is confirmed when considering the quantitative aspects of research represented by the arithmetic means presented, where we had to lower overall average of 8.2 points a matter for scholars and 8.3 points for supervisors. However some nuances worth mentioning because they represent discrepancies in the general context.

- A scholar considered the frequency and punctuality in programmatic activities PIBID at school with score 5 (five). This represents a threat in interference proposed in the academic formation of the stock because the subproject does not admit unexcused absences and without adequate replacement.

- Another scholar pointed out four (4) points to the opening provided for participation in the planning of PIBID activities at school. This question was considered meeting of reason, discussion and restructuring of the proposed work and planning.

- Was punctuated with 3 (points) for a scholarship to create situations to practice studies and scientific research valuing productions related to physical education. Despite being a small, isolated note of the intended context for the subproject there was a discussion in order to align the views on what actually are the production and dissemination of opportunities for scientific materials in the PIBID. We believe that the systematic production of reports of activities in the subproject; and lesson plans with literary theoretical foundations; reading and weekly discussion of texts and bibliographic materials of the field of knowledge; production work for various scientific events, whether articles for anal, posters, panels, presentations; all these are situations ample incentive PIBID.

- Another established fact refers to the different views between fellows and supervisors. This considering that 80 percent of the stock issues had a more negative view of the process compared and considered your notes with notes of supervisors. This was given very relevant, as is expected of scholars to develop critical thinking about reality in order to reflect and reach new heights of knowledge.

Analysis of subjective responses submitted by scholars and supervisors were of great value to the proposed PIBID subproject. The texts written by research subjects made reference to the quantitative data, but also transcended the expectations of researchers to explore the subjectivity experienced in the development of activities. In general respondents reinforced the value of PIBID in their training and demonstrated the development of an awareness of the following: a) the context of life of workers who are also students at night Youth and Adult School - EJA; b) the valuable opportunity to experience school during the course of his academic life, being able to relate the contents of your field of knowledge with the reality of schools; c) high interactivity with members and school staff in general; d) reflections on the teaching profession on the country's situation; e) the needs and possibilities of public school and the development potential contained in its members. Finally we realize this group of subjects there is an optimistic view with the educational reality demonstrated the enthusiasm of his opinions, but also noticed a peculiar awareness of the defining circumstances of the reality of public education, especially in remote schools in Goiânia.

3. CONCLUSION:

We believe that the objectives of this research have been achieved. In addition we reported important data of daily tasks of PIBID subproject members had the opportunity to individually and collectively think about our actions. So this research led to the dialogue on some of the important aspects involved in the design of PIBID, manifested in the design of a HEI Goiânia-GO, and observed in viewpoints of scholars and supervisors on the pedagogical. Also revealed in subjectivities that would not be materialized out of the situation created by the research. Finally we believe that this research as an activity and experience report can increase awareness of those involved on the subproject goals. This gave the process a new impetus to rationalize and humanize our doing educational.

Key - words: PIBID; Evaluation; goals; Subproject.

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THE PIBID AND OBJECTIVES CONSIDERED IN EDUCATION IN PHYSICAL SUBPROJECT GOIANIA-GO

Abstract: The construction of this text was given from the development of the activities planned in the first year of participation of Physical Education in PIBID a higher education institution in Goiânia-GO. The aim was to use this research as a form of dialogue which portray important aspects involved in the design of PIBID. an assessment and analysis of the results obtained in 2014 using the answers to a questionnaire of closed and open questions applied to 15 fellows and three members of the supervisory subproject was made. The results observed in the ratings denote the scope of the main preset targets for the annual plan of the area subproject.

Key - words: PIBID; Evaluation; goals; Subproject.

LA PIBID ET OBJECTIFS CONSIDÉRÉ DANS L'ENSEIGNEMENT EN SOUS-PROJET PHYSIQUE GOIANIA-GO

Résumé: La construction de ce texte a été donné par le développement des activités prévues dans la première année de participation de l'éducation physique dans PIBID un établissement d'enseignement supérieur à Goiânia-GO. L'objectif était d'utiliser cette recherche comme une forme de dialogue qui dépeignent des aspects importants impliqués dans la conception des PIBID. une évaluation et une analyse des résultats obtenus en 2014 en utilisant les réponses à un questionnaire de questions fermées et ouvertes appliquées aux 15 boursiers et trois membres du sous-projet de surveillance a été faite. Les résultats observés dans les notes indiquent la portée des principales cibles prédéfinies pour le plan annuel de la zone sous-projet.

Mots - clés: PIBID; évaluation; objectifs; Sous-projet.

EL PIBID Y OBJETIVOS PENSADOS DESDE LA EDUCACIÓN SUBPROYECTO EN FÍSICA GOIANIA-GO

Resumen: La construcción de este texto fue dada desde el desarrollo de las actividades previstas en el primer año de participación de la Educación Física en PIBID una institución de educación superior en Goiânia-GO. El objetivo era utilizar esta investigación como una forma de diálogo que retrata aspectos importantes que intervienen en el diseño de PIBID. se hizo una evaluación y análisis de los resultados obtenidos en 2014 utilizando las respuestas a un cuestionario de preguntas cerradas y abiertas aplicadas a 15 becarios y tres miembros de la sub-proyecto de supervisión. Los resultados observados en las puntuaciones indican el alcance de los principales objetivos preestablecidos para el plan anual de la zona sub-proyecto.

Palabras - clave: PIBID; evaluación; metas; Subproyecto.

O PIBID E OS OBJETIVOS CONTEMPLADOS NO SUBPROJETO DA EDUCAÇÃO FÍSICA EM GOIÂNIA-GO

Resumo: A construção deste texto se deu a partir do desenvolvimento das atividades planificadas no primeiro ano de participação da Educação Física no PIBID de uma Instituição de Ensino Superior de Goiânia-GO. O objetivo foi utilizar esta pesquisa como uma forma de diálogo capaz de retratar aspectos importantes envolvidos na concepção do PIBID. Foi feita uma avaliação e análise dos resultados obtidos no ano de 2014 utilizando as respostas de um questionário de perguntas fechadas e abertas aplicado nos 15 bolsistas e 3 supervisoras integrantes do subprojeto. Os resultados observados nas avaliações denotaram o alcance das principais metas predefinidas pelo plano anual do subprojeto de área.

Palavras – chave: PIBID; Avaliação; Metas; Subprojeto.