60 - PHYSICAL EDUCATION IN CHILD REARING: CLERKSHIP AT STUDENT VISION

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ABSTRACT

The internship represents an unpaired opportunity to the academic formation, for being a moment in which the student will know their field and still have de freedom to work in their area of training. In the supervised internship I of the degree course of physical education this experience is proposed with the classes related to the kindergarten, opening a range of opportunities in this educational level. Before that, this study aims to describe a report over this experiences acquired during the internship held at School Sesc – Unit Mossoró/RN, regarding the supervised internship I given the degree course of physical education – UERN/FAEF, being a descriptive qualitative study. Given those experiences we could perceive the differences in the behavior characteristic of the age groups of each of the participating classes, as well as to reaffirm the importance of physical education for such students. We conclude by this that physical education is beyond classes poorly planned and without context, its importance can be expressed by content sources with a view to enriching the motor learning process, cognitive, emotional and social development of students.

Key words: physical education, childhood education, internship.

INTRODUCTION

The internship is characterized as an association of tasks that contribute to the formation of the students of degree courses. This way, it is possible do perceive its importance, having in account that the student will know his field and teach classes, even for a short period, with the objective of enriching the formation of future teachers (FELDKERCHER, 2010).

The experience in the subject of supervised internship leaded to the understanding of its relevance for the formation of the degree student in physical education. This subject allows the student to know his future field of actuation and note similarities between the theoretical base acquired in the course and the reality found in the school. Thus, favors the improvement of academic knowledge and leads to significant reflections on the teaching in the different educational levels.

There are discussions about the privation of the Physical education teacher in kindergarten, with questioning over the existence of a obligatory subject and the non mandatory existence of a professional in the field. Increasing debates, especially after the last update in the Guidelines and Bases in National Education Law (LDB nº 9.394/96) that makes mandatory, precisely in §3° from art.26, affirming that: "Physical education, integrated into the pedagogical proposal of the school curriculum is compulsory component of basic education…" (BRASIL, 1996). Therefore, the discussions have strengthened as the LDB turns it mandatory, however it also allows that other professional teach the subjects that integrates it to the pedagogical proposal of the school.

This way, it is defensible that the physical education course allows to the student the experience of the internship with kindergarten, in order to enrich his formation to the possibility of a future permanent actuation at this specific basic educational level.

The importance of physical education in kindergarten can be justified by considering that the child needs to be stimulated, aiming to expand her motor aspect, taking in account that at this stage are acquired basic motors skills (running, kicking, throwing, etc.) and this motor collection will affect on her late development, being built in the course of her life. Therefore, the discipline relevance strengthens by de measure that allows the full development of the child in its motor, social, cognitive and affective aspects (GALLAHUE; OZMUN; GOODWAY, 2013).

So, considering all that, this study as the objective of describing the experience of the supervised internship in the kindergarten, seeking to weave reflections over the the role of the professional of physical education at this educational level.

METHODOLOGY

The study was the descriptive type with an qualitative approach., having has its main objective to make a report over the experiences lived during the internship held at School Sesc – Unit Mossoró/RN, regarding the supervised internship I given the degree course of physical education – UERN/FAEF. The data for the elaboration of this work were acquired through observations and notes in the field notebook.

The internship was experienced in three stages: observation, co-participation and regency, developed in two classes of kindergarten (level four and five) which have children at the age group at four to five years, in the mornings, during PE classes held at the school park, with green area and toys like swings, seesaws, slides, trampoline and three sandboxes. The classes had 25 students each, what gives the total of 50 kids in both classes.

All stages of the internship happened with the presence of a field teacher, with particularity: the observation stage, that characterized by being present at the classes, as a spectator, looking and taking notes of the relevant points of each class; in the stage of co-participation, further than observation it was also necessary to help the field teacher in the activities during classes and lastly, during the regency stage was necessary to plan and teach lessons, considering the knowledge acquired at the university as well as in the two initial stages of the internship.

The organization of the internship, in stages, can be seen in a positive light, considering that chronologically it was possible to know well the environment, the students; make the planning, to later using those experiences, teach lessons. Like that, the good use of each stage was fundamental to a good internship, noting that there is no direct separation of the stages. Thus, although each stage have its peculiarities, the internship process its conducted continually, with no interruptions.

The intern activities were associated to a researcher look, careful with teaching practice revealed by the field teacher as well as with the children speech and with all the school community in search of achieve the objectives outlined at this study.

RESULTS AND DISCUSSIONS

During the observations it was revealed that the materials used in classes were diverse and appropriate both to the

students, as to the space used. The environment was favorable, but sometimes the weather influenced the development of some activities, for being an open spot. The students were always in uniform, using shorts and shoes, appropriate clothing for physical education classes.

The pedagogical approach used by field teacher was the constructivist-interactionist, which is based on Piaget and Vygotsky's studies, and has João Batista Freire as the largest contributor to Physical Education. The main characteristics of this approach are observed by considering the prior knowledge of the students, oppose early and self income expertise, value adding, and aversion to activities that include exorbitant competitions (DARIDO, 2008; 2011 Apud BARROSO et al., 2013).

During the classes, it was noticeable the difference in behavior between the two observed groups (level four five). The class level five, age 5 years group, had a quiet behavior, the students were attentive and met the imposed rules, the teacher kept the domain of class with facility and could achieve all planned goals. However, the class level four, with younger students, in the age range of 4 years, had a restless behavior with inattentive students, egocentric, with little focus on activities, that could not work as a team and with so little respect rules. At times it was difficult to deal with this class, but still, the teacher could achieve the goals set.

The behaviors prevalent in the class level four were analyzed in conversation with the teaching staff of the school, revealing that the behavior of this class becomes common at the age in which are the students, and many are starting school life, not knowing the rules and some of them do not have siblings. The reasons are valid because such behaviors are actually common at the age group in question, given that, according to Piaget (1994), these students are going through the second stage of child development, self-centeredness apex. At this stage the child is not able to respect imposed decisions, lives in a self-centered world, which always seeks to surpass itself, without concern for rules or the performance of other colleagues, failing to put yourself in another's place.

In addition, it was possible to realize a way of differentiated acting by two students from the class level five, a couple that has no kinship. Both participatory, though the girl had much difficulty to interpret the activities and establish relationships with colleagues, and the boy withal, at times isolated himself, moving away from the class. Despite all school staff already be aware of these remarkable behaviors, there was a medical diagnosis to clarify the existence of any special educational need, and parents of both totally ignored this possibility. The inclusion of these children during the classes was done in a natural way, the teacher always sought to encourage the participation of both and do not let them stray.

From this, it is worth emphasizing that it is absolutely relevant for the inclusion of pupils with special educational needs (SEN) in basic education, emphasizing the stated in the National Curriculum Guidelines for Special Education that the school systems and schools have a duty to provide conditions for the proper care of the diversity of their students (MEC-SEESP, 1998). Still, do not just include only students with SEN at school, but also, any student to present difficulties on the proposed activities. It is extremely important to build a relationship with and among students with the goal of making them not to make fun of each other, causing them to hear the views of each, existing mutual respect, leading them to interact and participating in proposed activities (BELOTTI, FARIA, 2010).

The observation was essential for knowledge of the rules of the institution, the training field, the material available for use during regency, the methodology used with students and the students themselves, helping to further the adjacent stages. In general, we observed at this stage that the teacher has good command of classes, always looking for ways to include all students in class, causing them to adapt to the school environment and its rules.

The co-participation phase consists of a second stage of the internship in which, in addition to observations, was given aid to the field teacher in carrying out activities in the classroom. It represents an opportunity to get closer to the students, being free to carry out interventions during the classes, according to what was planned in conjunction with the course teacher. This phase can be defined as a stage of the internship in which, there was more active participation when compared to the previous stage.

According to Pimenta (1995) the co-participation in class should not be limited to simple aid activities, but seen as an opportunity for involvement in the planning, follow-up meetings, with suggestions and interventions. From this, at this stage there was a time reserved for conversation with the teacher field for analysis of what had been done until then (observation phase report) and were prepared lesson plans with the inclusion of activities to be organized by the trainee.

At this stage, there were already made interventions during class, but this act does not refer to carry out corrections to the students in performing tasks. It is essential to enable children to perform activities in its own way, as the possibility of error will allow the settlement. The error is essential in the learning process, because it enables the construction of a source of maturity for both students and teachers, to allow the diagnosis of the principles and production systems. By making mistakes we allow correction and progress, enabling integration between doing and feeling, providing satisfaction and creating learning (DA SILVA, 2008).

The period of this phase can be described by a participation in class, doing activities with the class as a trainee and organizing the materials needed for class. Thus, there was a greater interaction with the children, beyond the knowledge of all available material. This started with the enthusiasm of children with the presence of a "new teacher" and especially the good relationship established with them, making it possible to know them better. Stressing that it is essential to know the students, to be able to offer activities suitable for the development of these (BELOTTI; FARIA 2010).

Thus, through the joint participation phase it was possible to participate in planning together with the field teacher, making the inclusion of the trainee in the activities, and to establish more direct relationships with students. This step was crucial, especially for providing a closer relationship with students, facilitating planning for the activities to be carried out in the later stage.

The conducting phase consists of the third and final stage of the internship. It was formed as a rich opportunity to have the experience of teaching, providing opportunities for the field teacher evaluate the performance of trainees during lecture and instigates reflections on professional practice.

During the regency were explored specific topics previously chosen for joint participation, worked in a systematic way, such as: traditional games, sung toys, circus activities and psychomotor activities. We seek a teaching methodology that excels through play glimpsing arouse the interest of students to participate in school, believing that the awakening of interest, should be part of learning, as well as stimulation of curiosity and creativity (COSTA; RIBEIRO; RODRIGUES, 2014).

Through the movement children have the possibility of expression of various situations relevant to the learning process and their overall development experienced in schools. With the child's play they can give life to their own, private world, becoming free from the reality of the adult world, developing feelings and sensations themselves (COSTA; RIBEIRO; RODRIGUES, 2014).

On the theme proposed for the initial class, activities have been prepared in order to provide students the experience with the game, in addition to working their motor skills, among other specific objectives per class. In class level four were found some difficulties, compared to level five, to be a difficult behavior class, as already mentioned, however everything went as

planned, all proposed activities were implemented and the objectives achieved.

The circus activities aroused the interest of students by class, in addition to promoting the development of their motor skills. According to Duprat (2007), such activities have a contribution to the human formation of the students, as they highlight the creativity, cooperation, body language, interculturalism, as well as skills and abilities.

Finally, in the last week of regency, and consequently from internship, were proposed psychomotor activities, in order to work balance, agility, concentration and teamwork. According to Vital (2007) is in the kindergarten that the child builds their body image, and absolutely relevant to that, the discovery of the body, emotions, sensations and movements. Considering this, psychomotor activities are important because through play it can provide the experience of motor aspects, sensory and emotional from the child.

In general, during the conducting phase it was experienced the reality of acting as a professional physical education in the kindergarten. Through the lessons taught, it was possible to interact with the children, not as a participant but taking place as a teacher. Considering that the planned classes were executed in accordance with the plans and expected goals.

On the Supervised Internship I, it was able to evidence the importance of this discipline in the academic process. Corroborating Malina (2007) by holding that represented a moment of association between theory and practice, so that the students can experience the practical application of academic knowledge acquired so far, before the reality taken in the training field.

CONCLUSION

However, through this experience it was possible to understand the real function of physical education professional in kindergarten and the importance of discipline Supervised Internship I for academic training. With all this, it was realized that being a teacher is beyond making random play, nursery rhymes and ball game to pass time. Physical education teacher needs to plan lessons, considering the relevant characteristics of the group, with goals that are consistent with the age, interests and needs of students, striving for educational training.

Through the experience with the kindergarten education it was possible to further prove the importance of physical education in this educational level. Considering that the children of this level are having their first contact with the school and have to go through the discovery of the body, we believe that working with the movement becomes essential in this development phase, which affirms the importance of the professional in physical education in the kindergarten, considering the inclusion of primary physical education to the motor learning process, cognitive, emotional and social development of students.

Furthermore, the internship can be considered a challenge to academics who do not identify with the course in which they live and those who have no experience with the performance (considering that some students enroll in non-compulsory stages, thus acquiring a prior experience before the internship). Thus, those who realize they are about to experience teaching and do not identify with this professional practice, can reflect on the choice made to join the degree course in physical education and decide new routes, avoiding frustrated professionals.

This allows us to conclude that the experience gained in the discipline contributed significantly to the academic and professional training, both for the experience in the field, considering the share of information and opinion between trainee and field teacher, as for the guidance moments between student and academic supervisor. The guidance received from both were absolutely relevant to the proper conduct of any stage of the process, especially the returns as the questions and doubts, making the professional practice was critically reflected, and lead to the recognition of the importance of traineeship discipline supervised the course of degree in physical education.

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ABSTRACT

The internship represents an unpaired opportunity to the academic formation, for being a moment in which the student will know their field and still have de freedom to work in their area of training. In the supervised internship I of the degree course of

physical education this experience is proposed with the classes related to the kindergarten, opening a range of opportunities in this educational level. Before that, this study aims to describe a report over this experiences acquired during the internship held at School Sesc – Unit Mossoró/RN, regarding the supervised internship I given the degree course of physical education – UERN/FAEF, being a descriptive qualitative study. Given those experiences we could perceive the differences in the behavior characteristic of the age groups of each of the participating classes, as well as to reaffirm the importance of physical education for such students. We conclude by this that physical education is beyond classes poorly planned and without context, its importance can be expressed by content sources with a view to enriching the motor learning process, cognitive, emotional and social development of students.

Key words: physical education, childhood education, internship.

L'ÉDUCATION PHYSIQUE DANS L'ENSEIGNEMENT PRIMAIRE : STAGE À LA VISION DE L'ÉTUDIANT

RÉSUMÉ

Les stages curriculaires représente une occasion unique pour l'éducation, pour avoir été à un moment où les étudiants seront satisfaire votre champ et ont toujours la liberté d'agir dans votre zone d'entraînement. Dans le stage supervisé ier degré de cours en éducation physique, cette expérience est proposée avec les classes pour l'éducation, ouvrant un large éventail de possibilités de travail à ce niveau d'enseignement. Grâce à cela, cette étude vise à décrire une études de cas sur l'expérience acquise durant le stage effectué à l'école – Sesc Mossoró/RN, s'agissant de discipline parascolaires à surveiller, j'ai, a présenté au cours de diplôme en éducation physique-UERN/FAEF, étant une étude descriptive des caractères qualitatifs. Sur les expériences, il était possible de percevoir la différence de comportement caractéristique de chacune des classes participantes, ainsi que, pour réaffirmer l'importance de l'éducation physique à ces élèves. Nous concluons de ce qui est au-delà de l'éducation physique classe mal planifié et sans contexte, son importance peut être exprimée au moyen de contenu afin d'enrichir le processus du moteur d'apprentissage, cognitif, affectif et social des étudiants.

Mots-clés : éducation physique, éducation préscolaire, stage.

EDUCACIÓN FÍSICA EN EDUCACIÓN INFANTIL: PRÁCTICAS VISIÓN DEL ESTUDIANTE

RESUMEN

La pasantía curricular representa una oportunidad única para la educación, por ser un momento en el que los estudiantes conocer su campo y todavía tienen libertad para actuar en su área de formación. En la práctica supervisada de la carrera en educación física esta experiencia se propone con las clases de educación infantil, abriendo un abanico de posibilidades de trabajo en este nivel de educación. Por esto, este estudio pretende describir un estudios de caso en las experiencias adquiridas durante las prácticas realizadas en la escuela – Sesc Mossoró/RN, sobre la disciplina Curricular supervisada presentada en el curso de la Licenciatura en educación física-UERN/FAEF, ser un estudio descriptivo de carácter cualitativo. En las experiencias fue posible percibir la diferencia de comportamiento característico de cada una de las clases participantes, así como, para reafirmar la importancia de la educación física para estos estudiantes. Se concluye de esto que está más allá de la educación física clase mal planificada y sin contexto, su importancia se puede expresar por medio de contenido para enriquecer el proceso de motor de aprendizaje, cognitivo, afectivo y social de los estudiantes.

Palabras clave: educación física, educación infantil, prácticas.