78 - ON RESISTANCE TO NEW CONTENTS IN SCHOOL PHYSICAL EDUCATION: STATUS REPORT.

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INTRODUCTION

The physical education in the school context is full of difficulties and situations that are imposed for both the students and the teachers, and in this work is passed a report of internship, where the students were annoyed with new contents in the classes of Physical Education.

It is difficult to identify factors that influence the students' lack of motivation and resistance in Physical Education classes, but it is interesting that the teacher observes the historical moment that these students are inserted, both they and their culture, because the educational process is also linked to the historical moment In which society finds itself. According to Freire (1996, p.41-44), "one of the most important tasks of the educational-critical practice is to provide the conditions in which the students in their relations with each other and all with the teacher rehearse the profound experience of Take over ". According to the author, "assuming oneself as a social and historical being as a thinking, communicating, transforming being .... In the end, it is unnoticed that we have learned socially that women historically have discovered that it is possible to teach" (Pp. 41-44).

Thus, it is well known that the practice of teaching requires patience and attention to all aspects, from social moments as discussed above, by the individuality of each one. Student resistance has its reasons and reasons, but teachers can look for diverse ways and methodologies so that students feel confident in practicing their classes.

Physical Education has an immense contribution within the school environment. It is filled with knowledge and fundamental approaches to training everyone involved with it, and it brings with it tools that provide training for students and induces them to have autonomy in the practice of physical activities.

Based on this scenario, Darido considers that "Physical Education in school should provide conditions for students to obtain autonomy in relation to the practice of physical activity". In other words, the author believes that "after the formal period of classes students should maintain a regular practice without the assistance of specialists if they so desire. And this is all the more possible if students find pleasure in physical education classes throughout the whole schooling process and not only in the initial grades, because "appreciating a certain activity is more likely to continue to characterize a connection of pleasure" (DARIDO, 2005, p.103).

The area is intertwined with almost everything we do. From small to crawling, we are working our co-ordinations even without realizing it, and in the course of our growth we are learning and discovering new body movements and practices. However, the motivation of the teacher at an early age is fundamental to a much more well-founded practice.

According to Ries and Rodrigues (2004, p.124) the teacher's motivation needs a theoretical-practical foundation for an efficient pedagogical activity. And in these new experiences and learning that are acquired over time, we must emphasize that one of the main icons of this whole process is the Physical Education teacher.

Of course, Physical Education, because it has a very broad curriculum, will require a lot more competences from the Physical Education teacher, it has a fundamental role due to the application of its competences, because as Marcon (2005, p.25) points out Of the competence theme, ... it is necessary for the teacher to be reflective and competent, capable of analyzing and understanding critically the diversity of the cultural manifestations of the movement "and still be able to" contextualize the teaching of Physical Education, develop a Critical position on their professional performance, evaluating their performance. "

Therefore, with all these specific skills and duties that have the Physical Education teacher, it is not quite what is happening in our reality, most of the time we see a teacher unmotivated, who does not care to teach, and with that ends Pushing students away from the practice of Physical Education, and also giving them room for resistance in class.

In view of the above, the objective of the present study is to report the resistance that the students had to new approaches in the classes of Physical Education applied in the stage, and what this can disrupt and compromise for trainees teachers or in the beginning of teaching .

The work becomes relevant when it seeks to understand some situations that are within our reality as future teachers, when it seeks to address factors that facilitate and / or impede both the practice of the internship and the practice of Physical Education in the school environment.

Physical Education has since been criticized within society, both she and teacher. According to Cunha (1996), "the role of the teacher is not clearly defined nor valued.Moreover, we can not forget that the teacher is the fruit of a certain historical and social context. " Much has changed since then, but we still find a little of this devaluation in the present day, but future teachers and current teachers, whether in physical education or elsewhere, suffer and will always suffer from frustration, but everything should be used as experience , Challenges and overcomes to always improve.

The teacher is often not recognized, even though he has an immense role in the educational field, and having to go through various difficulties throughout his career, he finds himself in a society where he does not have the recognition he should. According to Folle et. Al. (2009) "the teaching career is permeated by challenges, dilemmas and achievements that have repercussions in the process of how the teacher perceives and feels in the work environment, in the pursuit of personal and professional achievement."

Based on this the story was passed, where the students created a resistance to new content, and perhaps this happened because of the accommodation they acquired during the lessons, where the teacher simply handed the ball and left them free to do what they want With her, and also perhaps because of the lack of content that they did not have in previous formations with the passing of student life.

METHODOLOGICAL PROCEDURES

This article was unleashed after the observations, vicencias and reflections orieundos of the discipline of Supervised

Internship, during the 5th and 6th semester of the Degree in Physical Education, realized in a school of Basic Education, located in the center of Rio do Sul. Methodological part also had a literature review, addressing authors who were read and suggested by the research group Theories and Pedagogical Practices in Physical Education (TEPPEF UNIDAVI). From the experiences that the stage provided added to the theoretical reference that the group indicated, resulted this work of theoretical production.

DISCUSSION OF RESULTS

As I started to apply my classes at the stage I was afraid if I would really be able to finish, then some students started complaining about the activities that were being carried out, others just knowing that they would not have volleyball or futsal nor did they insist on participating, others They did it grudgingly, etc., so I gradually gained their trust, so they realized that the activities I was suggesting were also pleasurable. I also learned that from an early age the practice of Physical Education makes it possible to work on relationships and personal and social knowledge of the students.

According to De Marco (1995, p.77), "Physical Education as a privileged educational space to promote interpersonal relationships, self-esteem and self-confidence, valuing what each individual is able to do in function of their possibilities and limitations personal".

Throughout my internship I realized that everything is new, everything is learning, students are not to blame for attaching to repetitive things since they only do repetitive things in the same way that they attach easily, they also learn easily, Even with the resistance they had with some classes, they also allowed themselves to learn new things. It is not the teacher's fault for the resistance of the students, but it is interesting that the teacher always makes reflections of his classes and methodologies, so that he can always diversify its contents and open spaces for new learning.

Dealing with teens is tricky as they are in the process of developing both physical and psychological. According to Galvão (1995), "the development of the adolescent is marked by many conflicts, which are proper to the human being, some are important for growth, others cause much wear and tear and emotional disorders."

The teacher has a fundamental role in the school environment, and it is up to him to motivate and seek the participation and collective of all. Based on such an argument, what is the role of the Physical Education teacher? What should he pass on to his students? I do not think there is anyone better to answer these questions than the Physical Education teacher himself. However, as Piccolo (1993, p. 13) recalls:

The main role of teachers, through their proposals, is to create conditions for students to become independent, participatory and with autonomy of thought and action. Thus, one may think of a Physical Education committed to the integral formation of the individual. In this way, it is possible to emphasize the relevant role that Physical Education has in the educational process. What actually threatens the existence of this discipline in the Schools is its lack of identity. It suffers consequences for not having its own theoretical body, that is, the accumulated information is vast and extremely disintegrated because it is a multidisciplinary area.

Everything is a matter of observation of the teacher, of his attitudes, his methodologies, since something planned did not work, you can not give up, but try to overcome and learn from your mistake. It is interesting that teachers perceive when dealing with students, the different cultures and social environments where they are inserted, as well as the different cycles of developments and discoveries that they are going through, especially in adolescence. For the Collective of Authors "in the cycles, the contents of teaching are treated simultaneously, constituting references that are expanding in the student's thinking in a spiral form, from the moment of the verification of one or several data of reality, until interpreting them , Understand them and explain them ". (COLETIVO DE AUTORES, 1990, p.23).

Realizing these cycles, the teacher will have a better idea of the audience with which he is working, and even be able to plan his classes more easily, since once he already knows and has a broader understanding of his students, he can motivate them and Work something that transpires them more interest and the search for knowledge.

When talking about Physical Education we also talk about sports, and at school the approach to sports also becomes fundamental within the school. According to Assis (2001, p. 6), "sport, even in most cases reduced to its technical dimension or modality, is also part of this learning game. "

However, despite the importance of sports as an educational process within the school, we are in a reality where teachers are very attached to certain modalities, thus failing to address more content that is part of Physical Education.

The Collective of Authors brings a brief definition of Physical Education: "[...] a pedagogical practice that, in the school context, thematizes forms of expressive corporal activities like: game, sport, dance, gymnastics, forms that configure an area of Knowledge that we can call body cultures "(1992, p.50).

Therefore, as already mentioned, physical education can be called corporal cultures, with diverse forms of manifestation, and diverse themes. By locking up in just one category or modality the particular sport, the teacher may be limiting the student to new knowledge, failing to show him new learning, and causing the sameness.

Using some arguments, we can identify even if we are not sure that the sameness, and the continuous and repeated approach of some particular sports, or only one, throughout the students' learning, can generate their accommodation, generate resistance When it comes to new content, and finally, their lack of interest in Physical Education classes. It is up to the teacher to seek to work on content that provides the pursuit of the knowledge of his students, and also to help them use that knowledge both inside and outside the school.

I realized at my stage that students need an education to graduate from school, and also to use their learning in the world outside of school, to use in the exercise of being a citizen, to interact with people, to accept rules, to experience new experiences, etc.

FINAL CONSIDERATIONS

It was concluded that within the school the teacher should be a very dedicated professional and that can judge his profession. When passing his classes he should cover content thinking about the training of his students, rescue concepts that explore large areas of Physical Education and thus pass several knowledge and new experiences for them.

Physical Education is a huge area, it is full of contents and fundamentals that can be approached within the classroom. Unfortunately we are in a reality where the teachers themselves limit, and many times leave Physical Education with little recognition and a bad view for others.

At the internship it was noticed that the students shape themselves according to the classes taught by the teacher. They adopt customs according to what is being taught class after class, so when they have a teacher who simply throws a ball, they get used to it, they think the lesson comes down to a "ownership" of them and eventually they end up Refusing and / or resisting the practice of new contents when approached in class.

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ON RESISTANCE TO NEW CONTENTS IN SCHOOL PHYSICAL EDUCATION: STATUS REPORT

Abstract

The present work refers to an internship report, in which will be treated on the resistance of the students of Final Elementary School, before the new contents in the classes of Physical Education. It sought to address methodological practices of the Physical Education teacher and also to understand some reasons that causes this resistance. Based on the literature review, it was sought to understand the teacher-student relationship, the influence of the classes as a training practice and the historical-cultural rescue related to Physical Education and teacher. Therefore, he tried to emphasize some solutions to the resistance in class, and also suggestions for the teacher to help motivate the students, and thus avoid their withdrawal and lack of commitment in Physical Education classes.

Key words: Resistance; Physical Education; Teacher Student.

SUR LA RÉSISTANCE AU NOUVEAU CONTENU DANS L'ÉCOLE D'ÉDUCATION PHYSIQUE: ÉTAPE DU RAPPORT.

résumé

Ce document fait référence à un rapport de stage, qui sera traité sur la force de la fin des élèves des écoles élémentaires, avant que le nouveau contenu dans les classes d'éducation physique. Il a cherché à lutter contre les pratiques méthodologiques de professeur d'éducation physique et comprendre également des raisons qui cause cette résistance. Sur la base de l'examen de la documentation, nous avons cherché à comprendre l'enseignant - relation de l'élève, l'influence des classes en tant que pratique de formation et de la reprise historique-culturel lié à l'éducation physique et professeur. Ainsi, il a cherché à mettre l'accent sur des solutions avant que la résistance en classe, ainsi que des suggestions pour les enseignants pour aider à motiver les élèves, et ainsi éviter l'enlèvement et leur manque d'engagement dans les classes d'éducation physique.

Mots clés: résistance; L'éducation physique; Enseignant - élève.

SOBRE RESISTENCIA A NUEVO CONTENIDO DE LA CLASE DE EDUCACIÓN FÍSICA: Resumen de la etapa.

Resumen

Este documento se refiere a un informe de libertad condicional, los cuales serán tratados en la resistencia del extremo de los estudiantes de la escuela primaria, antes de que el nuevo contenido en las clases de educación física. Se trata de abordar las prácticas metodológicas del profesor de educación física y también entender algunas de las razones que causa esta resistencia. Con base en la revisión de la literatura, hemos tratado de entender la relación maestro - alumno, la influencia de las clases como una práctica de entrenamiento y la recuperación histórico-cultural relacionado con la educación física y el profesor. Por lo tanto, se buscó enfatizar algunas soluciones antes de la resistencia en la clase, así como sugerencias para los maestros para ayudar a motivar a los estudiantes, y así evitar la remoción y su falta de compromiso en las clases de educación física.

Palabras clave: resistencia; Educación Física; Profesor - alumno

SOBRE A RESISTÊNCIA A NOVOS CONTEÚDOS NA EDUCAÇÃO FÍSICA ESCOLAR: RELATO DE ESTÁGIO.

Resumo

O presente trabalho refere-se a um relato de estágio, no qual será tratado sobre a resistência dos alunos do Ensino Fundamental final, perante a novos conteúdos nas aulas de Educação Física. Buscou abordar práticas metodológicas do professor de Educação Física e também entender alguns motivos que ocasiona esta resistência. Tendo como base a revisão da literatura, buscou-se compreender a relação professor – aluno, a influência das aulas como prática formadora e o resgate histórico-cultural referente à Educação Física e professor. Diante disso, procurou enfatizar algumas soluções perante a resistência nas aulas, e também sugestões para que o docente que auxilie na motivação dos alunos, e assim evite o afastamento e a falta de comprometimento deles nas aulas de Educação Física.

Palavras chaves: Resistência; Educação Física; Professor – aluno.