129 - DANCE IN PHYSICAL EDUCATIONTHE CONTEXT IN THE CANINDÉ-CE PUBLIC SCHOOLS

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INTRODUCTION

Dance is considered one of the oldest forms of manifestation of the body. It was born and developed as the human being had the need to communicate and to express himself, the first dances being imitative. The primitives simulated events, wishing they would become reality. In all times and in various geographic spaces, dance has played for the peoples a form of representation, expression and communication of their cultural characteristics. By means of gestures and movements the dance translated its most intimate emotions, accompanied or not of music (DARIDO, 2011). According to Nanni (2003) the human being used dance as body language, as a representation of several aspects of human life.

It was through Physical Education that the dance began to be inserted in the scope of formal education. This insertion occurred after the beginning of the 20th century with physical education teachers in primary schools. They used dance in games with music and in rhythmic activities, as well as in the form of folk dances, were activities restricted to the female audience. This initiation contributed through its proposals of action with play activities showing dance as a curricular proposal in physical education (MIRANDA, 1991).

The teaching of dance is something that must be understood as an area of knowledge based on human movement, and should be experienced with reflexive actions that direct the teaching of School Dance in Physical Education and that the action of the teacher is not intended merely for the casual application, but That there is a pedagogical intervention with mediating actions and differentiated activities for the different types of skills that should be explored and planned for the promotion of teaching learning (NANNI, 2003).

The teacher in his didactic experiences through dance teaching should promote more appropriate exercises to introduce the proper technique to the execution of the elements created by the students. The work carried out with proper teacher / student integration will allow aesthetic universality approaches: possibilities of relating dance with other areas of knowledge in an interdisciplinary and multidisciplinary work, which will be able not only to increase the motor capacity, but also to stimulate their abilities Cognitive, valuing all these aspects so that there is appreciation of the discipline (SOUSA, 2011).

Based on this understanding, we conceive dance in school as necessary to develop motor, artistic, cognitive, social, and affective aspects. However, we raised the question about the denial of dance teaching in Physical Education classes, commonly observed in the school daily life of the city of Canindé-CE.

The objective of this study is to analyze the context and the negation of the teaching of dance in the Physical Education classes in the schools of Canindé-CE.

METHODOLOGY

The sample consisted of teachers of Physical Education of the municipal schools of the city of Canindé, of both sexes, being 28 teachers. This study was carried out in all municipal public schools in the city of Canindé - CE, totaling 21 schools, located in this city and its districts.

The present study is a field research, descriptive and transversal, using quantitative analysis resources. It is considered a quantitative approach when the data are qualifiable and seek conclusive evidence (ALVES, 1991).

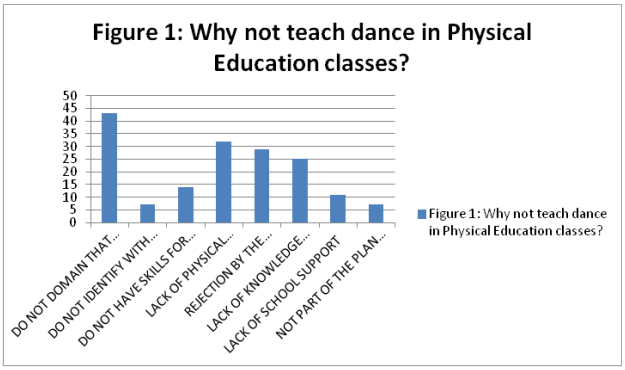
The data were collected through a closed questionnaire created by the author of the present study, with options of multiple choices and space for other considerations about the context of the dance in the school.

Participants were invited and guided on the objectives and research designs and signed the Informed Consent Term - TCLE, formalizing the participations in the study. They have been assured anonymity, non-maleficence and the right to withdraw from the research at any time, without any loss, in compliance with Resolution 466/2012 of the National Health Council, which regulates research standards with human beings.

Data were analyzed through descriptive statistics and in the Windows Excel 2010 program.

RESULTS AND DISCUSSIONS

We will present the results by means of graphs.



We asked the teachers about the reasons why teachers did not teach dance in their classes. We obtained the following results: 43% do not dominate this area and have no affinities or even coordination for this teaching, 32% lack of physical

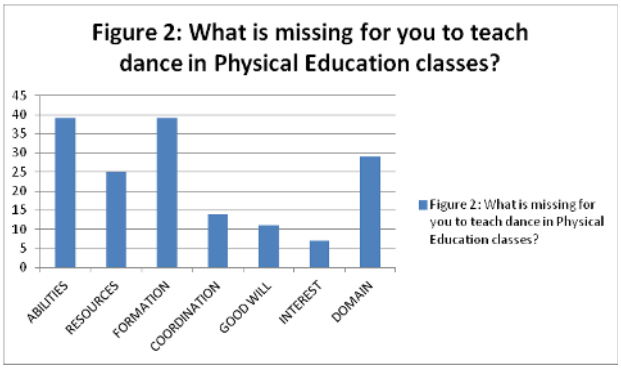
structure , Because in schools there are also projects that happen in counter shifts using the extra class spaces available in schools, there are also cases of schools that do not have a yard or block and this was a situation of impossibility described by some respondents).

Also, 29% indicated rejection by the students (there were reports of attempts to dance classes but the acceptance of the class was minimal and that the class did not participate in trials when it was proposed), 25% lack of knowledge and study (these answers Refer to the lack of learning in the undergraduate course, arguing that the dance discipline was seen in a superficial way and that it was not contemplated with a number of classes that would allow a better learning.

We still had 14% no skills for this teaching, that their rhythmic coordination is not adequate to teach dance classes, 11% lack of school support, because Physical Education teachers are charged for results in school games and that is why they prioritize Sports actions in their teaching practices and 7% do not identify with this area and is not part of the action plan, refer to the lack of affinity with dance and claim that there is a determined plan of action and that must be followed.

According to Gariba (2005), the field of comprehension of this content is rich and diversified, but should not be understood or treated in any way, but rather help and present to the teaching-learning processes aspects directly related to body, dance And cultural plurality. Souza 2011 cites, it is in this sense that dance is inserted in the cultural universe, because it expresses meanings through movement, represents the human existence, with respect to Physical Education, it has become clear the need to contribute to the real practice in the center Of transformation and not of reproduction of movements. (Souza et al, 2011).

Faced with all difficulties, the teacher must work around these issues by inserting and encouraging activities that are not only sporting, because that is where the teacher's role lies, rescue his student and help him express himself, overcoming his difficulties. In dance are determining the expressive possibilities of each student, which requires bodily abilities that, necessarily, are obtained as practices. In a sense, this is the most complex aspect of school dance teaching.



When asked about the factors influencing non-teaching of dance in Physical Education classes we obtained the following results, 39% skills for this teaching and complementary training, it was observed that the lack of skills is an indicative of great relevance and that discipline Of dance seen during graduation was insufficient for learning, 29% lack of mastery is a given that should be understood as lack of rhythmic coordination, 25% material resources, if today we have a multitude of information in virtual accesses and if the use Sound (for example).

Today is something so common and low cost of access this indicative that presented an unplausible justification. We presume to be easily circumvented and solutions are diverse ranging from access to sites that have songs available for free download, even to radios and applications also free.

Keeping in mind that dance has been part of human life since ancient times and that provides the integral development of individuals if associated with physical education classes, the absence of this practice is something of concern, so we realize that the lack of skill and training To be included in teaching practices, the fact that he / she is not an excellent dancer / dancer cannot be considered as an obstacle or at least an excuse, since training Is something that is sought, in fact what is clear with these results is a predominant neglect, with the teaching of dance in the classes of physical education.

CONCLUSION

Through this study we verified the reasons that lead the Physical Education teacher not to effect the dance in their classes. 43% answered that they do not dominate this area of education. Regarding the factors influencing non-teaching of dance, 39% answered that the lack of skills and the lack of complementary training are the relevant factors for the absence of this teaching.

This data points to a reflection about the commitment that the teacher should have as an educator, assuming a conscious activity in the search of a pedagogical practice, aiming at a social transformation.The municipal schools of Canindé-CE presented deficiency in the teaching of dance in the Physical Education Classes.

The data imply the need to create mechanisms of accessibility to dance in Physical Education classes, these results may favor the development of effective analyzes of the social segments committed to artistic making.

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DANCE IN PHYSICAL EDUCATION: ITS CONJUNCTURE IN CANINDÉ-CE PUBLIC SCHOOLS

Introduction: Dance is considered one of the oldest forms of manifestation of the body. In all times and in various geographic spaces, dance has played for the peoples a form of representation, expression and communication of their cultural characteristics. By means of gestures and movements the dance translated its most intimate emotions, accompanied or not of music (DARIDO, 2011). According to Nanni (2003) the human being used dance as body language, as a representation of several aspects of human life. Methodology: The sample was composed by Physical Education teachers of the municipal schools of the city of Canindé, of both sexes, being 28 Teachers. This study was carried out in all municipal public schools in the city of Canindé - CE, totaling 21 schools, located in this city and its districts. The present study deals with field research, descriptive and cross-sectional, using quantitative analysis resources. A quantitative approach is considered when data are eligible and seek conclusive evidence (ALVES, 1991). Results: Through this Study we verified the reasons that lead the Physical Education teacher not to effect the dance in their classes. 43% answered that they do not dominate this area of education. Regarding the factors influencing non-teaching of dance, 39% answered that the lack of skills and the lack of complementary training are the relevant factors for the absence of this teaching. This data points to a reflection about the commitment that the teacher should have as an educator, assuming a conscious activity in the search of a pedagogical practice, aiming at a social transformation. Conclusion: The data imply the need to create mechanisms of accessibility to dance in the Classes of Physical Education, these results may favor the development of effective analyzes of the social segments committed to artistic making.

Keywords: Dance. Physical Education.Teaching.

DANSE EN ÉDUCATION PHYSIQUE: ENVIRONNEMENT DANS VOTRE ÉCOLES PUBLIQUES CANINDE-CE

Introduction: La danseestconsidéréecommel'une des plus anciennesformesd'expressioncorporelle. En tout temps etdansdifférentes zones géographiques, la danse a joué au peupleuneforme de représentation, d'expression et de communication de leurscaractéristiquesculturelles. Grâce à des gestes etdesmouvements de ladansereflèteleursémotionslesplus intimes, avec ou sans musique (Darido, 2011). SelonNanni (2003) les humainsontutilisé la dansecommelangage du corps, commeunereprésentation de divers aspects de la vie humaine. Méthodes:L'échantillon se composait de professeurs d'éducationphysiquedesécolesmunicipalesCaninde, desdeuxsexes, avec 28 enseignants. Cetteétude a étémenéedanstouteslesécoles publiques de laville de Canindé - CE, pourun total de 21 écoles, situéesdanscetteville et sesquartiers. Cetteétude est une recherchesurleterrain, descriptive et transversale, enutilisant une approchequantitativa.Consideraquantitativedescapacités d'analyselorsquelesdonnéessontéligibles et cherchent une preuveconcluante (ALVES, 1991). Résultats:Grâce à cetteétude, noustrouvonslesraisonspourlesquellesleprofesseur d'éducationphysique de ne paseffectuerladansedansleurs classes. 43% ontréponduqu'ilsnedominentpascedomaine de l'éducation. Surlesfacteursquiinfluentpournepasl'éducation de danse, 39% ontdit que le manque de compétences et le manque de formationsupplémentairesontlesfacteurspertinentspourl'absence d'éducation. Cesdonnéesmontrentà une réflexionsurl'engagement que l'enseignantdevraitavoirunéducateur, ensupposant une activité consciente à larecherche d'une pratique pédagogiquevisant à latransformationsociale. Conclusion:Lesdonnéesimpliquentlanécessité de créerdesmécanismesd'accessibilité à ladansedansles classes d'éducationphysique, cesrésultatspeuventfavoriserledéveloppement de l'analyseefficacedesgroupessociauxdéterminés à faire de l'art.

Mots-clés:Danse. Éducation Physique. Education.

DANZA EN EDUCACIÓN FÍSICA: AMBIENTE EN SU PÚBLICO ESCUELAS CANINDE-CE

Introducción: La danzaes considerada una de las más antiguas formas de expresión corporal. En todo momento y en diferentes áreas geográficas, danzajugó a la gente una forma de representación, expresión y comunicación de sus características culturales. A través de los gestos y movimientos de ladanzarefleja sus emociones más íntimas, con o sin música (Darido, 2011). SegúnNanni (2003) los seres humanos utilizanladanza como lenguaje corporal, como una representación de varios aspectos de la vida humana. Métodos: La muestraestuvoconstituida por profesores de educación física de lasescuelasmunicipalesen Canindé, de ambos sexos, con 28 profesores. Este estudio se llevó a cabo en todas lasescuelas públicas de laciudad de Canindé - CE, por un total de 21 escuelas, que se encuentraen esta ciudad y sus distritos. Este estudioes una investigación de campo, descriptivo y transversal, utilizando un enfoque cuantitativo quantitativa.Considera hasta capacidades de análisiscuandolosdatossonelegibles y buscanpruebasconcluyentes (Alves, 1991). Resultados: A través de este estudio se encuentranlasrazones por las que elprofesor de educación física no llevar a cabo el baile en sus clases. 43% respondió que no dominan esta área de laeducación. Enlosfactores que influyen para no enseñanza de ladanza, el 39% dijo que la falta de habilidades y la falta de una formación adicional sonlosfactores relevantes para la falta de educación. Estosdatosapuntan a una reflexión sobre elcompromiso de que el maestro debetener como educador, asumiendo una actividad consciente en busca de una práctica pedagógica destinada a latransformación social. Conclusión: Los datosimplicanlanecesidad de crear mecanismos de accesibilidad a bailar enlasclases de educación física, estos resultados pueden favorecer eldesarrollo de unanálisisefectivo de los grupos sociales comprometidos conhacer arte.

Palabras clave:Danza. Educación Física. Educación.

DANÇA NA EDUCAÇÃO FÍSICA:SUA CONJUNTURA NAS ESCOLAS PÚBLICAS DE CANINDÉ-CE

Introdução: A dança é considerada umas das formas mais antigas de manifestação do corpo. Em todas as épocas e em diversos espaços geográficos, a dança desempenhou para os povos uma forma de representação, de expressão e comunicação de suas características culturais. Por meio de gestos e movimentos a dança traduzia suas mais íntimas emoções, acompanhadas ou não de musica (DARIDO,2011). Segundo Nanni (2003) o ser humano utilizou a dança como linguagem

corporal, como representação de diversos aspectos da vida humana.Metodologia:A amostra foi composta por professores de Educação Física das escolas municipais da cidade de Canindé, de ambos os sexos, sendo 28 professores. Este estudo foi realizado em todas as escolas públicas municipais da cidade de Canindé – CE, totalizando 21 escolas, localizadas nesta cidade e seus distritos. O presente estudo trata-se de uma pesquisa de campo, descritiva e transversal, utilizando-se de recursos de análise quantitativa.Considera-se abordagem quantitativa quando os dados são qualificáveis e buscam uma evidência conclusiva(ALVES, 1991).Resultados:Através deste estudo verificamos os motivos que levam o professor de Educação Física a não efetivar a dança nas suas aulas. 43% responderam que não dominam esta área de ensino. Sobre os fatores influenciadores para o não ensino de dança, 39% responderam que a falta de habilidades e a falta de formação complementar são os fatores relevantes para a ausência deste ensino.Este dado aponta para uma reflexão acerca do compromisso que o professor deve ter enquanto educador, assumindo uma atividade consciente na busca de uma prática pedagógica, visando a uma transformação social.Conclusão: Os dados implicam a necessidade de criação de mecanismos de acessibilidade à dança nas aulas de Educação Física, estes resultados poderão favorecer o desenvolvimento de análises efetivas dos segmentos sociais comprometidos com o fazer artístico.

Palavras-chave: Dança. Educação Física. Ensino.