31 - AN ASSESSMENT OF PHYSICAL APTITUDE IN THE NETWORK OF PUBLIC SCHOOLS INVOLVED IN FUNDAMENTAL EDUCATION IN CAMPO GRANDE – MS

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INTRODUCTION

The law nº 9.394 of the 20th December 1996, established rules and regulation and the basis of national education (LDB) in the 3rd paragraph of article 26, clearly establishes physical education as “a compulsory component of the curriculum ”that way it must be included in the teaching program of every school.

Every discipline has its techniques and methods to contribute in the best way possible to the formation and development of the children. Physical Education is no different with these methods and techniques physical aptitude will have a direct baring on the practical application, for “the measuring of physical aptitude in young people depends on the teachers of the discipline having the necessary and indispensable tool, to evaluate and monitor the development of the student” (DUMITH,et,ai 2.010 p 6)

This study is justified, for accepting the importance of the evaluation we accept that the teacher should also be given the necessary tools for the job, this will mean the teacher been more secure and efficient in reaching desired target and results, this way giving individual attention to all physical activity in the school. thus giving every student the chance for greater social integration, a better chance of psychological development and finally a greater ability in the material that bring development..

This study looked to identify if there exist on the part of the teacher of physical education the practice of evaluation of physical aptitude of the students in public schools in Campo Grande, MS. More, to discover when the evaluation occurs, Then to ask the question, did the teacher then use the information for the planning of future classes.

The basic theory of this work presents the vision of a number of researchers who indicate the importance of the evaluation of the physical aptitude of children at school age. In order to plan and prepare the teaching program in the area of physical education; calling attention to what is available in the area of physical education.

IN REFERENCE TO THE THEORY.

In dealing with the subject of evaluation of physical aptitude we must first and foremost understand how the two concepts can be fitted into the context of physical education in schools in fundamental education.

The physical aptitude, suggest Pate (1.98 apud Çlaner at.ai 1.988 p 35) “is to define with the ability to apply daily with vigor”

The practice of physical activity depends directly on physical aptitude, which in turn influences directly on the intensity and quality of the practice. The repeating of the practice of physical activity will improve physical aptitude, and when the level of physical aptitude improves the quality of the exercise improves at the same time. (GLANER et al. 1.988 p 36).

Guedes et al (2.012, p 72) supports the point when affirming that “Physical activity is considered as optional behavior of the individual in movement in part or whole of his body as he can. physical aptitude is a biological energy by which we can realize physical force.”

The proposal sealed in respect of the concept of physical activity and physical aptitude and the way in which they relate leaves us in no doubt that they depend on each other and the better quality of either has more positive results upon both.

The basic abilities, running. Jumping and rolling around are developed by children every day, and its exactly these abilities that gives us access to levels of physical aptitude. (PELEGRINI et al 2.011. p 92).

Almost all children have many experiences of body movement based on many experiences with their own social group, in accordance with their social economic life. In addition to natural capacities. By the light of this we know that physical capacities and physical aptitudes are not equal, meaning, every individual has a different history of life and natural capacities that are distinctly individual. There are different individuals even when the group appears to he homogenize, thus the physical education teacher will need different strategies for teaching, always seeking to be efficient and practical for all members of the group. (SILVEIRA ET AL 2.005 P1)

The PCNs, set out the perimeters for disciplines in national education and provide the quality control for basic education in all Brazil . They serve to orientate directors, coordinators and all teachers in state education In stating the objectives to be realized by the students in fundamental education in physical education, suggests that at the end of the course the child should have the ability to “ understand physical problems in different contexts, always within the limits of personal capacity” and to“participate in physical activity establishing balanced and constructive relation with others” (BRASIL 1.997)

Its not enough to identify the physical aptitude of a child in school. The evaluation, what ever, must be the base for future planning by the physical education teacher, helping to diagnose learning difficulties and their causes, this way being able to choose the best strategy in every case. (BRATIFISCHE. 2.003, p 21)

Measuring or evaluating the physical aptitude of scholars makes available a concrete and practical tool for the physical education teacher in understanding and monitoring progress of the students. (DUMITH, 2010. P 6.)

Planning is important and fundamental in education serving to mark out the objectives to be reached. Organizing what we have learnt and transforming it into action for each period, with the proper limits and rules established. The focus is on the student and the proposals to be taught. Considering what we will teach and how we will teach, why will we teach it and above all who will be taught. (AYOUB. 2.005, P 146}

The material presented gives us a series of tests at low financial cost and can be used in a large and diverse group, ideal for forming a profile. Noting among others a proposal about “Physical best” by the American Alliance of Health, Physical Education and Recreation (AAHPERO) NVYFC, Fitnessgram, CAHPEIRO and Eurofit. In Brazil the Project for Sport Brazil (PROESP-BR) Promotes physical evaluation at low cost to scholars between 7 and 17 years of age., this involves permanent observation of growth, understanding he body, and eating habits of Brazilian children. (PELEGRINI et al, 2011. P 92 -93)

Gaya (2.001, p 1. In addition to these factor adds that the Project fo Sport in Brasil (PROESP – BR) Develop by the Ministry of Sport and Tourism in joint action with the Federal University of Rio Grande do Sul, giving special attention to the

space for physical education in school and paying attention by tests and standard to the physical Aptitude of the .scholars.

Evaluation of physical Aptitude of students of school age under the orientation set out in fundamental education is perfectly possible and serves for the faithful planning of good teaching practice.

METHOD

The study consisted of 20 teachers of physical education all working in fundamental education in public school in Campo Grande – MS. !6 of them male and 4 female. 12 had specialized courses while 8 did not. 8 were between the ages of 23 to 30 years. 11 were from 31 to 40 years. Only 1 being over 40 years old.. 9 had a salary of 1 – 3 minimum salaries, 9 a salary between 3 and 5 salaries the remaining 2 a salary of between 5 and 7 salaries. 12 were married, 6 single, 1 a widower and one divorced. 12 being childless and 8 (eight) having children. 15 are active outside the public school system while 5 work only in public schools. None of them have other work outside of physical education . 10 have worked in the public school system between 1 and 3 years. 3 have worked between 4 – 6 years, 6 have worked between 10 and 13 years. One has been less than one year in the job. 15 work 20 hours a week in a public school 5 work 40 hours or more. 15 graduated in private institution for advanced education a 5 in public institutions. 9 graduated in Physical Education from 2 to 5 year, 5 between 6 and 10 years, and 6 ten years plus.

The region known as urban zone Bandeira was chosen because it represented more than 10% of the public schools in the network of Campo Grande, a study of the site on the internet of the secretary of education in Campo Grande, Mato Grosso do Sul (SEMED) we found 94 (nintyfour) public schools divided into 8 (eight) zones.

Using SEMED we obtain the information that in the zone being studied 60 (Sixty) teachers worked in physical education This represents 33.3% of the work force in the network.

Clearly participation was voluntary and they made a signed declaration of the fact. All legal, ethical and scientific issues were observed.

RESULTS AND DISCUSSION

The information gathered gave us the following results. 10 teachers of physical education used evaluation of physical aptitude the other 10did not. Of the 10 who claimed to use evaluation 7 said that they used the practice before every physical exercise the other 3 only at the end of term or even the end of the year.

Meyer (1.999. p 26) strongly affirms " evaluation before exercise in children ought to be planned efficiently and individually in order to know the health and physical aptitude of the young person", what helps us to evaluates before exercise, first the question of security and afterwards to see that the results are used effectively in planning activities.

The teachers who say that they never do a evaluation of physical aptitude, justify their lack of action, saying "It is not a part of my job" or I am not interested in the" great results" of the students. I don't have the time to do evaluation or the experience necessary to make the evaluations.

These arguments are against the objectives to be reached by the students in fundamental studies as outlined in the PCNs for physical education (BRASIL .1997) clearly in the theory.

About the methods that are available for use in evaluation of physical aptitude 03 teachers mentioned valid and known methods. 07 teachers claimed to evaluate physical aptitude but did not mention how., suggesting a superficial study of the whole group, or at best isolated test. this they offer as a method.

We have already noted that there are very many methods available to evaluate physical aptitude of children and many a low cost (PELRGRINI et al, 2.011. p 92 -9. There is an inconsistency in those who claim to do an evaluation of physical aptitude but do not share the method used.

Asking the teachers of physical education in fundamental education in public schools "Does making the aptitude test interfere with the teaching of the subject. 07 yes, interferes directly. 02 , yes, but vey little while 11 teachers did not respond to the question.

Only 08 of physical education teachers claim that they used the results of the evaluation in the planning of their teaching.

These results appear inconsistent when studied in the light of other positions, for there seems to be little agreement among the teachers. Even among those who claim to use physical aptitude test. There is little agreement on the use of such evaluation in planning.

The experience of Ayoub (2.005. p 146) leads him to say in is writings "unfortunately, the non existence of planning in the area of physical education is very common" Analyzing the results of our survey we note that evaluating physical aptitude is not the majority opinion of the professionals in the region that we studied, and therefore does not have much of the say in planning.

Asking about the attitude of the students to the evaluation the replies were 10 teachers thought it regular. 05 said it was very good and the other 5 just good., asking for details the replies were "observations during activity"

Peregrini et al (2.011. p 95) in analyzing information from the Project Brazil Sport observed that more than 95% of children of both sexes had their physical aptitude in general observation of everyone and not with health recommendations. While this my not cause problems it is recommended that methods be used that improve and promote physical aptitude in the children.

It is clear that the results of evaluations of physical aptitude based on the method adopted by the project sport Brazil reveals many difference to that gained from the professional teachers under investigation.

Interesting that, none of the teachers investigated said that they used the results of their evaluation,that more or less 50% had claimed to have done as a base to understand the physical condition of their students. This suggest that the result have just been dismissed or regarded of no real importance.

Looking at the application of the evaluation of physical aptitude 13 of the teachers claimed little or no experience. While just 7 admitted to be very experienced.

In looking at all the details and numbers presented in reference to the basic theory we accept that one of the principal reasons for not doing an evaluation of physical aptitude or the application of any results achieved in the planning of lessons in physical education in the schools of fundamental education in the public network in the city of Campo Grande is the absence of professional to apply the evaluation.

CONCLUSION

Using the basic theories and analysis of the results it is possible to conclude that there is no consensus of opinion on the part of teachers of Physical Education in terms of realizing evaluations os physical aptness or to use any such results in

planning when referring to the schools in the public network of fundamental studies Campo Grande – MS.

There is clearly a big gulf between teachers who claim to use evaluation of physical aptitude of children in their class and those who claim to not use evaluation . Even among those who claim to use evaluation there is little evidence of its use in the planning of classes.

We are further able to say that the failure to determine limits for the general practice of evaluation of physical aptitude of the students is a decisive fact in not Appling the results of the evaluation in the teaching plans of lessons in Physical Education. This suggest the importance of the evaluation of physical aptitude to know the real physical condition of the student, enabling the introduction of teaching through physical activity, thereby helping physical development. To become cooperative and effective in social life.

How to plan physical activity without knowing the physical aptitude of the people you are going to work with? Where am I and where do I go? What knowledge on the part of the children in fundamental education will help them raise the cycle? How to evaluate. Monitor, and accompany this knowledge in Physical Education. Only by an evaluation of physical aptitude? These were the question that cause us concern in the forming of this work.

While the replies seem to be to a certain point obvious to the professional in Physical Education,. The results of our study show little in terms of practical input.

In this we conclude that the knowledge of the content led to the fact that the orientation brought by PCNs of Physical Education ends up as another harmless and unread document. Not being applied in monitoring of or the development of the student for it plays almost no part in planning of lessons.

We have already said that the material is available, so no one can claim lack of material, yet the results are not taken into consideration in planning or application of the results in physical education. In fundamental education.

We are certain that the professional who dedicates himself to planning, studies and applies the orientation available to have better results and includes them in the program then your unit will see a great improvement in the children, in the formation of a better and stronger society, a society made up of men and women who will take the positive experiences in school with them for the rest of their lives.

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AN ASSESSMENT OF PHYSICAL APTITUDE IN THE NETWORK OF PUBLIC SCHOOLS INVOLVED IN FUNDAMENTAL EDUCATION IN CAMPO GREANDE – MS

ABSTRACT

This research will try to identify, if it is a common practice for the physical education teachers, to apply physical aptitude tests in the students of elementary education of public schools in Campo Grande, Mato Grosso do Sul, and if it happens, identify if the results have been used in the pedagogical plan of the physical education classes. For this purpose, we chose the urban Bandeira area, that is under the administration of the Campo Grande City, where we can find 10 (ten) of the 94 (ninety four) municipal schools, what gave us the chance to apply for 33 physical education teachers, a socio-demographic questionnaire to identify the profile of sample with open and closed questions. The theory being clear, to produce and demonstrate the importance of physical aptitude for the development of the child, becoming a complete human being, and the evaluation ought be an

important part of planning for all Physical Education teachers. Based on the information received from this heterogeneous group of teachers, we discovered that there is no consensus about the need of physical aptitude tests in students of fundamental studies in the network of public school in Campo Grande and, even when they are done, they are not applied in the planning of his classes.

KEYWORDS: Physical assessment; Physical education; School

EVALUATION DE LA CONDITION PHYSIQUE À L'ENSEIGNEMENT PRIMAIRE DANS LES ÉCOLES PUBLIQUES DE CAMPO GRANDE – MS

RÉSUMÉ

Cette recherche vise à déterminer si le professionnelle de l'Éducation Physique fait l'évaluation de la condition physique chez les élèves du primaire des écoles publiques, dans la municipalité de Campo Grande, Mato Grosso do Sul. Pourtant, si elle est effectuée, identifier en quel moment et si les résultats sont effectivement utilisés dans la planification de l'éducation de cours d'éducation physique. Pour atteindre ces objectives a été sélectionné la zone urbaine, région administrative de la ville de Campo Grande, qui comprend dix (10) de 94 (quatre-vingt quatorze) des écoles publiques, où il a été possible d'appliquer à 33% des professeurs d'éducation physique, le questionnaire socio-démographique dans le but d'identifier le profil de l'échantillon et le questionnaire semi-structuré avec des questions ouvertes et fermées. Dans son cadre théorique apporte d'importantes contributions sur l'importance de la condition physique pour le développement de l'enfant comme un être humain complet et à composer la planification pédagogique des enseignants d'Éducation Physique. Sur la base des informations recueilliés auprès d'un groupe hétérogène de professeurs d'éducation physique a été possible de conclure qu'il n'y a pas de consensus quant à procéder à l'évaluation de la condition physique chez les élèves de l'école primaire publique à Campo Grande, et encore lorsqu'elle est effectuée, bien que de forme précédente, parfois, ses résultats ne sont pas utilisés pour les classes de planification de l'éducation.

MOTS-CLÉS: Évaluation Physique, Éducation Physique, École.

EVALUACIÓN DE LA APTITUD FÍSICA EN LAS ESCUELAS PRIMARIAS DE LA RED PÍBLICA DE CAMPO GRANDE-MS

RESUMEN

Esta investigación tiene como objetivo identificar si hay por parte del profesional de Educación Física, la práctica de evaluar la aptitud física en sus alumnos de la enseñanza primaria de la red pública del municipio de Campo Grande, Mato Grosso del Sur. Si se realiza, identificar en que tiempo y si sus resultados son realmente utilizados en la planificación pedagógica de las clases de Educación Física. Para ello fue seleccionada la Zona Urbana del "Bandeira", región administrativa del Municipio de Campo Grande, donde se encuentran 10 (diez) de las 94 (noventa y cuatro) escuelas municipales, siendo posible aplicar a 33% de los profesores de educación física, el cuestionario de socio demográfico para identificar el perfil de la muestra y el cuestionario. Semiestructurado, con preguntas abiertas y cerradas. En su marco teórico trae producciones que demuestran la importancia de la aptitud física para el desarrollo del niño como un ser humano completo y de su evaluación para componer la planificación pedagógica de profesores de Educación Física. Con base en las informaciones recopiladas junto al heterogéneo grupo de profesores de educación física, fue posible concluir que no existe un consenso sobre la evaluación de la aptitud física en los estudiantes de la enseñanza primaria en la red pública municipal de Campo Grande, y aún así, cuando se lleva a cabo, sus resultados no se utilizan para la planificación pedagógica de las clases.

PALABRAS CLAVE: Evaluación física, Educación Física, Escuela.

AVALIAÇÃO DA APTIDÃO FÍSICA NAS ESCOLAS DE ENSINO FUNDAMENTAL DA REDE PÚBLICA DE CAMPO GRANDE - MS

RESUMO

Esta pesquisa tem por objetivo identificar se há por parte do profissional de Educação Física a prática de avaliar a aptidão física em seus alunos do ensino fundamental da rede pública do Município de Campo Grande, Mato Grosso do Sul. Ainda, se realizada, identificar em qual momento e se os seus resultados são de fato utilizados no planejamento pedagógico das aulas de Educação Física. Para tanto foi selecionada a Zona Urbana do Bandeira, região administrativa do Município de Campo Grande, onde se acham 10 (dez) das 94 (noventa e quatro) escolas municipais, sendo possível aplicar a 33% dos professores de educação física, o questionário sóciodemográfico com o fito de identificar o perfil da amostra e o questionário semiestruturado com perguntas abertas e fechadas. Em seu referencial teórico traz produções que demonstram a importância da aptidão física para o desenvolvimento da criança como um ser humano completo e de sua avaliação para compor o planejamento pedagógico de professores de Educação Física. Com base nas informações coletadas junto a heterogêneo grupo de professores de educação física foi possível concluir que não há um consenso quanto a realização de avaliação da aptidão física em alunos do ensino fundamental na rede pública municipal de Campo Grande, e mesmo assim quando realizada, seus resultados não são utilizados para o planejamento pedagógico das aulas.

PALAVRAS-CHAVE: Avaliação Física, Educação Física, Escola.