45 - PEDAGOGYCAL PRACTICE OF TEACHERS OF PHYSICAL EDUCATION IN PUBLIC BASIC SCHOOL OF CASCAVEL - CE

JOSÉ RIBAMAR FERREIRA JÚNIOR[1];
RAPHAELL MOREIRA MARTINS[2];
VALMIR ARRUDA DE SOUSA NETO[3]
1-UNIVERSIDADE FEDERAL DO RIO GRANDE DO NORTE (UFRN) NATAL, RIO GRANDE DO NORTE, BRASIL.
2-UNIVERSIDADE FEDERAL DO CEARÁ (UFC), FORTALEZA, CEARÁ, BRASIL.
3-UNIVERSIDADE ESTADUAL DO CEARÁ (UECE), FORTALEZA, CEARÁ, BRASIL.
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profjunioredf@gmail.com

INTRODUCTION

This research delineates itself on the pedagogical practices of teachers of Physical Education, seeking to characterize what pedagogical approaches influence their teaching actions, regarding the choice of themes for the classes, the criteria that influence the choices of content and material and teaching spaces used in the development of lessons.

Given the current prospect for an embedded Physical Education in the school environment as a curricular component (LDB, 2003) rather than as mere extracurricular practice. It is observed that many teachers displaced before numerous trends that guide teaching practice, then one wonders what to teach physical education?

Physical education is present in the school environment since the early eighteenth century in Europe, this period coaching them as a labor force in the process of industrialization of this effervescent period or service of the land in the recruitment of strong, healthy men in the service of land.

However, the physical education of this period in a way that could contribute to understand the importance of discipline within the school context that aims to work with the moving body in all its conceptions, both in the physical itself, however this physical also carries a social being, thinking, feeling, expressing and participating in a social life.

Pedagogy practice is to study content from numerous research and academic studies (to keep this statement must cite at least three studies that investigate the topic), it comprises such importance to this issue. Pedagogy practice is an important issue because that is where they belong intentional communication processes and internalization of knowledge: knowledge of knowledges of experience, knowledge of skills and knowledge of values (this statement is his, or authors like there Tardiff, Gauthier who speak about the knowledge, we will work with Selma Garrido Pimenta). According to Pimenta (1999) there are three knowledge of teaching: a) the experience, that would be the one learned from the teacher when the student; b) knowledge, which includes the review of the role of the school in the sharing of knowledge; and c) the pedagogical knowledge, one that covers the issue of knowledge with the wisdom of experience and content. It is noticed so that before his performance the Physical Education teacher is diffuser actions, senses, meanings, values, intentions, and other social factors that enable the student to the apprehension of society.

Can be considered that the pedagogical action of the teacher are intertwined his life story, his teacher training at the University, their relationships with peers and teachers and their students. In pedagogical discipline of Physical Education, it is important to consider that this action is differentiated from other disciplines, because we are dealing with the whole body and its capacity for expression through bodily expressions that use the body in motion, they are: sport, dance, gymnastics, games, combat and others.

In this sense, this work aims through in loco, identify and characterize the pedagogical approaches applied in the teaching of Physical Education professors of the Municipal Public school Cascavel/CE.

METHODOLOGY

This study was conducted through a qualitative approach, the perspective to describe and interpret the information gathered during the investigation process. It is essential to emphasize that although some wondering different ways to search, as well as theoretical construction, these types of research are not mutually exclusive. To Bulmer (1977 apud TERENCE & ESCRIVÃO FILHO, 2006 p.3) qualitative research is presented as a "constant interaction between the observation and the conceptual formulation, between empirical research and theoretical development, between perception and explanation ".

Negrine (2010) directs the qualitative paradigm to develop ideographic knowledge, in order to seek and meanings between the objects studied. Based on these assumptions, first moment, we carried out a literature search, so as to check other papers on this topic we seek to understand. Thus, we performed a selection of the literature that we enjoy, which is composed of written material and made available electronically.

The universe of in loco study was the city of Cascavel, which currently has 30 public schools that offer elementary school from 1st to 9th grades, six schools are located in the downtown. In three neighborhoods that have similar socio-economic characteristics, with respect to the public it serves (students) and how the performance of physical education teachers, as well as the structural space of the schools are similar in many respects.

The participants for this study, belonging to the sample should be part of some preliminary criteria: Teacher be formed or in process of formation in the Bachelor's Degree in Physical Education, effected professor in Physical Education from 6 to 9 classrooms.

The instrument for data collection was a questionnaire with open questions, the strategy of approach to answering the survey was telephone contact with teachers to mark the path after going out to the respondents and the questionnaire we applied.

RESULTS AND DISCUSSION

Seven subjects participated in this research, professors of Physical Education, which corresponds to the initial formation Degree in Physical Education and Continuing Training ranges from academic extension courses with 40 hours or more to pos-graduation.

The first question of the questionnaire was aimed at studying aspects of the formation of the interviewed teachers. Therefore, we present the following alternatives: Graduation accomplished - training area, graduation unaccomplished - training area, extension course (40h or more), pos-graduation, other - if the guy felt the need to add one more option. In this case, individuals may choose one or more responses.

Through the answers we can say that education is present in this current perspective of physical education teachers who work in schools since the seven interviewed only one was still academic course of Physical Education, or the figure of technical sports, ex - athlete and still so common military instructor in 70 and 80, are being replaced by these subjects, however,

the only higher education does not bring us to guarantee the fairness of the pedagogical practice of these teachers.

The question "What is the importance of school physical education classes in your opinion?" Had the intent to enjoy the views of the research subjects about the importance of physical education classes in the school context.

Among the choices of answers found a balance between the perspectives, where criticality, motor and health eventually intertwine, showing how this identity, to substantiate the importance of physical education in school, still being constructed by active subjects themselves within the process teaching and learning.

When questioning usually occur as teachers of these classes, we sought to know, about the pedagogical practice of these subjects, both with regard to the participation of students, but also in relation to the role they play in encouraging this participation.

Once again find an equal relationship between the intervention possibilities of these teachers, where the relationship between theory and practice are complementary in many ways, showing the importance of contextualizing the pedagogical actions, the need to offer learners increasingly challenges and expanding forms of knowledge beyond cognitivism, showing all the possibilities of the body as a fundamental for the integral development of the self element.

In the construction of the research we came to the question "What are the content you develop in physical education classes?", Aiming to meet the matters addressed in physical education classes, the teachers interviewed subjects.

Although we have the National Curricular Parameters - PCN's for Physical Education as official guiding document for basic education, we still have the problem of amplitude of these contents, which opens a wide scope for subjectivity of interpretations, leaving the choice to the teacher, who often will draw on his personal experiences in building these content privileging those with whom I have the greatest affinity.

We have presented issues that take into account the social nature of students, transcending mere bodily or physical fitness and health, or rather elements, these issues are used as tools for issues of sociocultural nature are addressed in a comprehensive manner, demonstrating the possibilities that teacher's pedagogic practice, the choice of its contents, directly interferes with the learning opportunities for their students.

We highlight some answers that confirm our previous talks as "Seeking work within the possibilities of the age range of students. Activities such as: knowledge of one's own body, socio-educational values, fun games, sports, dancing, wrestling, gymnastics, stretching, muscle stretching, others. And showing the importance of activities in their training "or" sports content, talking about the social content (drugs, sexuality, body hygiene, health) and muscles, bones, nutrition. "

When questioning about the criteria for selection of contents, we intended to look like the teacher is organized in relation to their activities, seeing how these criteria can converge to the success of their teaching practice and are in line with the contents in questions previous.

A critical concern for the students, once again, is highlighted in the responses, where only the development of body issues is expanded to elaborate on these movements, however, physical fitness also appears repeatedly in the speech of teachers. We highlight the following answers to illustrate our speech: "Fitness when class is practical and knowledge, when theoretical" and "content that provide meaningful learning are selected. Activities that encourage students to be used of the learned content to question your reality ".

The question "What kind of material do you use for the development of physical education classes?", Was designed to know the ways that the teacher uses to develop their classes.

We find here a variety of materials, where it is proven the teacher's commitment to overcome the purely sporting ideal inherited by the militarist period and make possible a reflective and questioning teaching practice, contributing to the formation of an integral being, spanning issues of physical fitness and enabling a reframing of Physical Education within the school.

PREAMBLE

When considering the importance of pedagogical practice in the teaching and learning function that the teacher plays in this process could state the importance of this figure, the teacher. he formation process of professional qualification and all access to knowledge that is now available to almost all components of contemporary society are not guarantees of fairness in teaching practices carried out by these youth, our research shows just the opposite way, the plurality existing possibilities in the educational context for the physical education teacher.

By showing such a way perceive the pursuit of physical education teachers by a reframing of their practice within the school, where the teachers ceases to be only a body and becomes subject, showing the possibilities of critical and reflective action.

The bias of health, yet found, is posited as an integral element of being and not as the only possible element assumes a context of integration with sociocultural elements showing that health is not only a matter of performance, but rather an action reflective about what we can do with these results.

Such practices are a result of paradigm shifts within the Physical Education where we can say that the starting point is the teacher's pedagogic practice and its commitment to providing a meaning in the teaching learning process.

Pedagogical practices in physical education with their intentionality directed the construction of a conscious citizen of the use of corporal practices and reading of their use in modern society enables an appreciation of this curricular component not only within school.

This study highlights the deepening of research that attempts to use other instruments evidencing more evidence regarding the teaching practice, the prospect of marking discussions that seek continuing education, as well as reflections on the initial training.

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Avenida Professor José Antunes de Queiroz, 2431. Bairro: Centro. Brasil. Cascavel, Ceará. CEP: 62850-000.

PEDAGOGYCAL PRACTICE OF TEACHERS OF PHYSICAL EDUCATION IN PUBLIC BASIC SCHOOL OF CASCAVEL - CE

ABSTRACT

This research delineates itself on the pedagogical practices of teachers of Physical Education, seeking to characterize what pedagogical approaches influence their teaching actions, regarding the choice of themes for the classes, the criteria that influence the choices of content and material and teaching spaces used in the development of lessons. In this sense, this work aims through a field survey, identify and characterize the pedagogical approaches applied in the teaching of Physical Education professors of the Municipal Public school of Cascavel district. The universe of the in loco study was the Cascavel district. The participants for this study, belonging to the sample should be part of some preliminary criteria: Teacher be formed or in process of formation in the Bachelor's Degree in Physical Education, effected professor in Physical Education from 6 to 9 classrooms. The instrument for data collection was a questionnaire with open questions. Perceive the pursuit of physical education teachers by a reframing of their practice within the school where the student ceases to be only a body and becomes subject, showing the possibilities of critical and reflective action. The bias of health, yet found, is posited as an integral element of being and not as the only possible element assumes a context of integration with sociocultural elements showing that health is not only a matter of performance, but rather an action reflective about what we can do with these results. Such practices are a result of paradigm shifts within the Physical Education where we can say that the starting point is the teacher's pedagogic practice and its commitment to providing a meaning in the teaching learning process.

KEYWORDS: school physical education, pedagogical practices, pedagogical approaches.

DES MÉTHODES D'ENSEIGNEMENT DE L'ÉDUCATION PHYSIQUE DANS RÉSEAU PUBLIC DE COMTÉ DE CASCAVEL - CE

RÉSUMÉ

La présente recherche s'établie sur les pratiques pédagogiques des professeurs d'éducation physique, cherchant à caractériser quelles approches pédagogiques influencent dans leurs actions didactiques, concernant le choix des thématiques des leçons, les critères qui influent le choix des contenus, du matériel et des espaces didactiques utilisés pour le déroulement des cours. C'est dans ce sens, que ce travail prétend au moyen d'une étude sur le terrain, identifier et caractériser les approches pédagogiques employées dans l'enseignement de l'éducation physique des professeurs de la discipline dans le secteur publique de la municipalité de Cascavel-CE. L'univers de l'étude sur le terrain a été la municipalité de Cascavel. Les participants de l'étude, appartenant au panel, devaient être en adéquation avec quelques critères préliminaires : être professeur formé ou en cours de formation en licence d'éducation physique, professeur titulaire dans la discipline d'éducation physique de la 6eme à la 3eme en France. L'outil de collecte des informations fut un questionnaire à questions ouvertes. Nous avons perçu chez les professeurs d'éducation physique une recherche de ré identification de sa pratique à l'école, ou l'élève cesse d'être à peine un organisme e devient un sujet, montrant les possibilités d'actions critiques et réflectives. Le biais de la santé, encore d'actualité, est présenté comme un élément intégrant de l'être et plus comme l'unique élément possible, assume un contexte d'intégration avec les éléments socioculturels, montrant que la santé n'est pas seulement une question de performance, mais bien une action réflective sur ce que l'on peut faire avec de tels résultats. De telles pratiques sont l'aboutissement de changement de paradigmes au sein de l'éducation physique scolaire, ce qui nous permet d'affirmer que le point de départ est la pratique pédagogique du professeur et son engagement à offrir un sens au processus enseignement-apprentissage.

MOTS-CLÉS : éducation physique scolaire, pratiques pédagogiques, approches pédagogiques

PRÁCTICA DOCENTE DE LOS PROFESORES DE EDUCACIÓN FÍSICA EN LA RED PÚBLICA DE LA CIUDAD DE CASCABEL - CE

RESUMEN

Esta investigación delinea en las prácticas pedagógicas de los profesores de Educación Física, tratando de caracterizar lo que los enfoques pedagógicos influyen en sus acciones de enseñanza , en cuanto a la elección de los temas para las clases , los criterios que influyen en las decisiones de los contenidos y materiales y la enseñanza de los espacios utilizados en el desarrollo de las clases. En este sentido , este trabajo tiene como objetivo a través de un estudio de campo , identificar y caracterizar los enfoques pedagógicos aplicados en la enseñanza de los profesores de Educación Física de la serpiente de cascabel CE Red Pública Municipal . El universo del estudio de campo fue el Cascavel . Los contribuyentes al estudio inscrito en

la muestra deben ser parte de algunos criterios preliminares : se formará Maestro o en proceso de formación en la Licenciatura en Educación Física , lleno de gente en Educación Física del 6 al 9 de maestro de grado. El instrumento para la recolección de datos fue un cuestionario con preguntas abiertas . Percibir la búsqueda de profesores de educación física por un replanteamiento de su práctica dentro de la escuela donde el estudiante deja de ser sólo un cuerpo y se convierte en objeto , que muestra las posibilidades de la acción crítica y reflexiva . El sesgo de la salud , sin embargo, se encuentran , se postula como un elemento integral del ser y no como el único elemento posible asume un contexto de integración con los elementos socioculturales que muestran que la salud no es sólo una cuestión de rendimiento , sino más bien una acción reflexivo sobre lo que podemos hacer con estos resultados . Tales prácticas son el resultado de los cambios de paradigma dentro de la Educación Física , donde se puede decir que el punto de partida es la práctica pedagógica del profesor y su compromiso de ofrecer un significado en el proceso de enseñanza aprendizaje .

PALABRAS CLAVES: educación física , las prácticas de enseñanza, los enfoques pedagógicos

PRÁTICA PEDAGÓGICA DOS PROFESSORES DE EDUCAÇÃO FÍSICA NA REDE PÚBLICA DO MUNICÍPIO DE CASCAVEL - CE

RESUMO

A presente pesquisa delineia-se sobre as práticas pedagógicas dos professores de Educação Física, buscando caracterizar quais abordagens pedagógicas influenciam em suas ações didáticas, no que concerne a escolha das temáticas para as aulas, os critérios que influenciam a escolhas dos conteúdos e os materiais e espaços didáticos utilizados no desenvolvimento das aulas. É neste sentido, que este trabalho pretende por meio de uma pesquisa de campo, identificar e caracterizar as abordagens pedagógicas aplicados no ensino da Educação Física dos professores da disciplina na Rede Pública Municipal de Cascavel-CE. O universo do estudo de campo foi o Município de Cascavel. Os contribuintes do estudo, pertencentes à amostra deveriam fazer parte de alguns critérios preliminares: ser Professor formado ou em processo de formação no curso de Licenciatura em Educação Física, professor lotado na disciplina de Educação Física de 6º a 9º ano. O instrumento de coleta das informações foi um questionário com perguntas abertas. Percebemos a busca dos professores de Educação Física por uma ressignificação da sua prática dentro da escola, onde o educando deixa de ser somente um organismo e passa a ser sujeito, mostrando as possibilidades de ação crítica e reflexiva. O viés da saúde, ainda encontrado, é posto como um elemento integrante do ser e não mais como o único elemento possível, assume um contexto de integração com os elementos socioculturais mostrando que a saúde não é somente uma questão de performance, e sim uma ação reflexiva sobre o que podemos fazer com tais resultados. Tais práticas são resultados de mudanças de paradigmas dentro da Educação Física escolar, onde podemos afirmar que o ponto de partida é a prática pedagógica do professor e seu compromisso em proporcionar um significado no processo ensino aprendizagem.

PALAVRAS-CHAVE: educação física escolar, práticas pedagógicas, abordagens pedagógicas.