119 - DIGITAL LITERACY IN THE PROCESS OF TEACHING IN LEARNING LESSONS OF PHYSICAL EDUCATION

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Introduction

We now live in the era of digital inclusion, in which information arrives faster and faster. And this new era computer technology, technological media is gaining more space in the hands of young people. With these changes in society the great challenge of educators today is more to be the mediator between the student and knowledge, is dealing with modernity is to realize the need to use different methods and languages to achieve dialogue with their students, who are inserted to this new reality early on. These students who are away from school, because they perceive a repetitive pattern in class making uninteresting studies in his eyes (Coscarelli; Ribeiro, 2011).

Many teachers fail to use the computer in their classes not understand how an instrument as an aid in the teaching / learning process, but as a tool that will replace your role. The computer is a machine with several functions; however it does not perform alone. The educator has to understand its function and its role in the act of teaching (Coscarelli; Ribeiro, 2011).

In physical education classes that stigma is even greater; the teacher is very hard to see that relationship. Physical education is an area of constant change and information technology integration in the discipline can support that students understand these changes and have more interest in the practice. Thinking about that digital literacy is a concept that allows the student to be inserted in the process of changes in society. In addition to contributing to civic education the use of technological media as a research tool and social inclusion will contribute to the student's maintenance at the school feel more interest in class. The study in question tends to use the insertion of digital literacy as a tool in teaching / learning in physical education classes in order to use a new approach to teaching in the classroom in order to bring about greater interest in the practice.

Literacy and Literacy

To understand what digital literacy is necessary to understand the evolutionary process that took place to get to that term. According to Soares (2012, p.31) "Literacy is to make individual able to read and write" and "Inform is to lead the person to the area of reading and writing." So the same author refers to literacy as a state or condition of those taking up the reading and writing and their social practices.

> Have appropriate writing is different from having learned to read and write; learn to read and write means acquiring a technology, to encode the written language and to decode written language, appropriate writing is to make own writing, that is, take it as his property (Soares, 2012, p . 39).

So while literacy is concerned with the acquisition of reading and writing, literacy focuses on the cultural aspects partners, it is the result of a social process that considers not only the encoding and decoding, but also the social use of these practices. In this perspective literacy suggests that learn through reading is to seek news and entertainment in the papers is to orient the streets through signs and traffic lights is the interaction with different portals of reading and writing (Chong, nd cited, Soares, 2012).

Digital Literacy

Analyzing these studies of literacy realize that it is not literacy but literacies, as are various ways of acquiring knowledge. For Araujo (2015, web) that refers to the expansion of literacy to digital literacy is the interaction beyond interpretation, the individual has the opportunity to pass on their performances in their social life, advance in the practice interacting with the text and different tools.

Digital literacy is one more aspect of literacy and is much more important than reading and writing or surf the internet is to know how to use these tools and resources to apply them in daily life on their behalf. According to Oliveira (2015, web), "Digital Literacy understood by the ability of the individual to adequately respond to social demands involving the use of technological resources and writing in the digital environment". This requires that when doing a web search, for example, the subject knows purpose of this information to their daily lives in order to acquire new knowledge.

> The digital literacy includes skills to build meaning from multimodal texts, ie texts that mix words, pictorial and sound elements on the same surface. It also includes the ability to locate, filter and critically evaluate information provided electronically (Carmo, nd cited, Oliveira, 2015 web).

So in the context of digital literacy's role becomes replaced by screen computers, tablets and mobile phones, regardless of the information tool comes via a digital screen. According to Araujo (2015, web) this space to read flows and evolves for navigation, this information is arranged and organized not by specific sequence, ie they are not arranged in order from beginning to end, are arranged to form hold the user's attention. This information comes through images, sounds, animations and texts. We can cite any application as a tool in the learning process, for example, when you download a track and field application when the user is running the game he will appropriate the information in the tool may be rules, history etc. mode

In this way an application that allows the exchange of information between users working beyond the media to interact with different people and so knowledge of different cultures, keeping this line of reasoning you need to understand that the digital tool that possess also have educational features, just the same realize their multiple functions.

Digital Literacy in the Teaching / Learning Process

The computer is a tool that enables education by various means was to facilitate communication between student and teacher.

The computer, for example, is a tool that enhances communication. On the understanding Coscarelli (2011), the computer can help students memorize lists, multiplication tables, rules, in research and etc. Imagine replacing the old blackboard for a digital frame, in which information arrives faster and so they can hold any longer the student's attention. Facilitating student interaction with the content, and going beyond, narrowing the gap that sometimes exists between teacher and student, as it would enable the direct contact of the student with the source of the content.

In a reality in which the increase in school dropouts is increasing. According to Portal Brazil (2015, web) in 2012, "the dropout rate reached 24.3% and the index becomes even more troubling when compared to neighboring countries such as Chile (2.6% of evasion), Argentina (6.2%) and Uruguay (4.8%) ". Evaluating data as this simple fact Professor of using different media with their students in the classroom can be the determining factor between this student stay or leave school and can then contribute to the permanence of these students in school.

> Another point that needs to be clear is to use the computer as a resource to aid learning does not mean that students will get all the time on the computer screen, or in computer labs. In many projects, most of the activities can be done without using a computer. Part of planning, organization and design of projects, data analysis, and discussion of the results usually do not require computers to perform. At other times, the computer is very useful, as in the search for information, in the format data, the presentation of results and the final product (Coscarelli; Ribeiro, 2011, p. 27).

But this requires that the teacher before using these tools to understand the design of teaching and learning you want to use in their classes. Understand the use of information technology is more than a new communication between teacher and student, must make the student appropriating these tools to get more knowledge. The educator can and must use the computer as a bridge in the communication process and as a research source for students, helping them in their answers and more than that contributing to build more questions, because that is what guides the teaching / learning.

Physics and Technology Education

Insert technology in physical education classes, it is a challenging task. Perhaps because it is a discipline that still prevails in practice. Balbé (2015 web) writes that the Physical Education classes are still focused almost exclusively for sports training aimed at developing students for high performance sport in order to obtain the best results in competitions. These proposals are outdated teachings that do not meet requirements of contemporary education and prevents the student to develop their potential. According to the NCPs (1998) the role of school physical education is to promote the appreciation of the initiative, personal responsibility and collective student and insert the student in body culture movement contributing to the formation of critical and ethical citizens.

Digital tools can assist in this process, they are increasingly inserted in the lives of young people who remain long hours in front of computers, televisions, mobile phones and etc. The physical education teacher can take ownership of these tools to allow students greater interest in the practice. For Silva (2002, p.14), "Physical Education is a privileged environment for application of theoretical learning and practical" is a space that allows the teacher to work different areas and with different materials, it is the educator relate these technologies between practical classes and theoretical.

Materials and Methods

The methodological procedures of the research are theoretical and bibliographic nature, field, qualitative, descriptive. Given the nature of the research, it was decided to use a questionnaire to characterize the sample and reports of activities, prepared by the students to make sure that the use of digital tool caused greater interest in the practice.

The study population consisted of students enrolled in a school in the municipal city of Joinville - SC. and the sample was composed of 59 students being 59.3% male and 40.7% female, 12 to 17 years and attending the 9th grade of the institution.

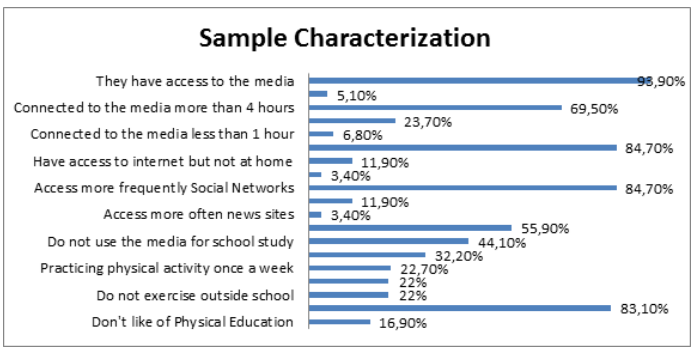
The chosen school is part of the Digital School project, the Municipal Network of Joinville-SC, which includes students with tablets. The study design was approved by the Research Ethics Committee to perish of No. CAAE 45327715.2.0000.5366 dated 01.07.2015.

After the questionnaire was carried out the planning of lessons that included theoretical and practical activities with the help of digital tablets tools.

We used three sports, table tennis, chess and tennis. It chose these modalities for the easy find them in applications for tablets. The first mode inserted in class was the table tennis then Chess and finally Tennis.

At the first meeting the classes were theoretical. A lecture was given exposing basic rules and a brief history of the sport.

Subsequently gave practical lessons. The first classes were practical knowledge, that is, games were held to determine the level of experience that students possessed. Then the practical classes were to develop the basics of each sport. During all these processes the students who were waiting to play, they practiced in tablets with the modalities applications. At the end of these classes the students returned to the computer room and were encouraged to make a report, considered a research tool, on the relationship observed between theoretical classes with the help of tablets and practical classes. The data and information in the reports were analyzed and interpreted in accordance with the conceptual principles of qualitative method with content analysis.



Analysis and Discussion of Results

The objective of the study, insert the digital literacy as a tool in the teaching / learning process in physical education classes linking theory and practice and as a result expected was intended to raise awareness of the importance of physical activity and encourage teachers to the insertion of new approaches teaching in their classes.

Analyzing the contents of the reports sent by the students are the following three (3) categories of analysis: interaction of technology in teaching generating new learning; methodological innovation and motivation:

a) For the interaction of technology in teaching category generating new learning stand out the following terms that were extracted from the reports: know and practice the sport; I learned; rules; learning more; I learned rules; skills for life; learned; experience and learn; We learned in the application; I learned; practice; sport learning; experiences; learn by playing; learned; I learned; playing learned; rules; the tablet learn rules; learned; helps a lot in learning; use properly; learned; We learn the rules; We put into practice; learn; we use what we learn in digital games into practice; We learn with the help of tablets, understand rules in the tablet; learned; rules; in practical classes; teaching us; We use digital media; using technology; learn rules; tablet helped; learn rules; technology helped the game of knowledge; tablet helped in practice; appropriate information; We learn to use technology.

b) For methodological innovation category stands out the following terms that were extracted from the reports: They pay more attention; is important technology; good and educational lesson; It is useful; interest; sport is intertwined with technology; interactive lessons; It helped in practice; provided new way to play; difficult in practice simple the game; technology with practical classes; other learning resources; new way of learning; helps and facilitates the practical classes; useful tool; practice the sport anytime.

c) For the motivation category stand out the following terms that were extracted from the reports: Funny; It's cool; fun coolest; fun quite like; very cool; entertaining; knowledge for life; having fun; fun and interesting; cool this mixture; it gets easier; technology helps and facilitates; facilitated physical education classes; like school.

The reports can realize up to category A has the largest number of associations, followed by category B and C.

Analyzing category (A) you can see the repeated use of the terms learned or learned related to the rules, and the use of experiences and practices related to technology. The students made a list of digital experiences with ace practices, appropriating the information contained in applications for the assimilation of sports rules.

Appropriations have become very important these days when technology and information are intertwined. The act of learning to use digital tools not only as a recreational tool, but also as a tool for research and appropriation of information is important for the student to create new learning concepts. These are new ways of exploiting knowledge for creating opportunities for all to be included and interacting in society (Barbosa, 2012).

Category (B) the terms used indicates a higher interest caused by the use of new teaching method that entered new tools for learning. Students reported that classes were more interactive allowing a better relation between theory and practice. And that in this way the classes held more easily attention providing better understanding of the proposed activities. Also exposed to new teaching approaches provide the most enjoyable classes.

With digital tools at hand, children and adolescents fix attention on the different attractions of applications that easily bind them. According to Barros cited Abrusio (2015) the young person has an exploratory character in their behavior. This facilitates new, new approaches, but to explore this potential it is necessary that the teacher leaves the sameness and superficiality of classrooms.

> Access to information, ideas and sounds is done by them in an unprecedented way. Fully inserted in the virtual world, young people have in their hands the answer to any question that may arise (Barros, s.d. cited Abruso, 2015, p.71).

During the research application process was observed that students demonstrating more animation to the activities when the tablets were used in practical and theoretical classes compared to classes without using the digital tool. To Catapam (2015 web) digital tools can be a much more effective educational resource if used as a learning mediation in the process of interaction.

The considerations made in category (C) were about the reflections that students obtained. They indicated that liked school and the tablet insert felt more motivated to participate in activities. Making the most fun environment and facilitating participation in physical education classes, as Franchin; Barreto (2015 web) "Motivation is energy for learning".

The motivated student questions more, learn more and create a taste for learning. How quotes Fraiman cited Abrusio (2015, p.19), "motivation achievement not by decree, but with an interesting environment with a caring attitude and truly attractive classes". It should be noted that the lack of motivation provided by classes with outdated methods become boring may cause disinterest and disgust of physical activities.

Final Considerations

As closing remarks reiterated that the use of new tools, such as digital in the physical education classes, contributed to the interaction of technology in teaching generating new learning; methodological innovation and motivation.

She watched him from the reports of the students that they have appropriated the information contained in applications to use them during the practice games, especially with the field of rules of procedures. The insertion of the tablets provided more interactive and engaging lessons that caused easier to understand the activities and greater motivation to perform the tasks.

Students understand that the tools they use every day and practice, are directly related and enables draw away unlimited amount of knowledge. It is important that teachers encourage this relationship.

According to the information generated by the students and the observations made by the researcher in this study achieved its goal. From the use of a new medium in the teaching / learning process students showed greater motivation for participation in the activities, more interest for learning, and more willingness to practice sports.

It is suggested that educators take ownership of new teaching approaches in order to facilitate communication between student and teacher. Demonstrating a new perspective on the use of technology as an aid to the appropriation of knowledge.

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DIGITAL LITERACY IN THE PROCESS OF TEACHING IN LEARNING LESSONS OF PHYSICAL EDUCATION

ABSTRACT

The use of digital literacy in the teaching / learning process is aimed at the inclusion of new teaching procedures in physical education classes, hoping to arouse greater participation and interest in the practice. Digital tools bring us lots of information. Young people are embedded in these technologies from an early age, and in this context it is important that these tools are used to provide knowledge, not only for entertainment and social interaction. The aim of this study using a new approach to teaching in the classroom in order to bring about greater interest in the practice. This research was conducted with 59 students, of both genders, attending the 9th grade at a school in the municipal Joinville - SC. The intervention in the classes occurred with plans that relate theoretical and practical classes with the help of tablets in the execution of activities. At the end of the activities were reports prepared by students on the relationship observed between theoretical classes with the help of tablets and practical classes. Analyzing the contents of the reports submitted by students, stood out three (3) categories of analysis: interaction of technology in teaching generating new learning; methodological innovation and motivation. From the reports it was observed that the insertion of the digital tool enabled students greater understanding of the rules as well as felt more willing and interested to carry out the activities.

KEYWORDS: digital literacy, education / learning, physical education.

LA LITTÉRATIE NUMÉRIQUE AU PROCESSUS D'APPRENTISSAGE ENSEIGNEMENT DANS COURS D'ÉDUCATION PHYSIQUE

RÉSUMÉ

L'utilisation de l'alphabétisation numérique dans le processus enseignement / apprentissage vise à l'inclusion de nouvelles méthodes d'enseignement dans les classes d'éducation physique, dans l'espoir de susciter une plus grande participation et de l'intérêt dans la pratique. Les outils numériques nous apporter beaucoup d'informations. Les jeunes sont intégrés dans ces technologies à un âge précoce, et dans ce contexte, il est important que ces outils sont utilisés pour fournir des connaissances, non seulement pour le divertissement et l'interaction sociale. Le but de cette étude en utilisant une nouvelle approche de l'enseignement en classe afin d'apporter un plus grand intérêt dans la pratique. Cette recherche a été menée avec (59) étudiants, des deux sexes, assister à la 9e année dans une école de la municipalité Joinville - SC. L'intervention dans les classes a eu lieu avec les plans qui ont trait cours théoriques et pratiques, avec l'aide de comprimés dans l'exécution des activités. À la fin des activités ont été préparées par les étudiants des rapports sur la relation observée entre cours théoriques à l'aide de comprimés et de cours pratiques. Analyser le contenu des rapports présentés par les étudiants, se tenait sur trois (3) catégories d'analyse: l'interaction de la technologie dans l'enseignement générer de nouvelles connaissances; innovation méthodologique et de motivation. D'après les rapports, il a été observé que l'insertion de l'outil numérique a permis aux étudiants de mieux comprendre les règles ainsi que senti plus disposés et intéressés à réaliser les activités.

MOTS-CLÉS: l'alphabétisation, l'éducation / l'apprentissage, l'éducation physique numérique.

ALFABETIZACIÓN DIGITAL EN EL PROCESO DE ENSEÑANZA APRENDIZAJE EN LAS CLASES DE EDUCACIÓN FÍSICA

RESUMEN

El uso de la alfabetización digital en el proceso de enseñanza / aprendizaje se dirige a la inclusión de nuevos procedimientos de enseñanza en las clases de educación física, con la esperanza de suscitar una mayor participación e interés en la práctica. Las herramientas digitales nos traen un montón de información. Los jóvenes se insertan en estas tecnologías desde una edad temprana, y en este contexto es importante que estas herramientas se utilizan para proporcionar el conocimiento, no sólo para el entretenimiento y la interacción social. El objetivo de este estudio utilizando un nuevo enfoque de la enseñanza en el aula con el fin de lograr un mayor interés en la práctica. Esta investigación se llevó a cabo con 59 estudiantes, de ambos sexos, de asistir al noveno grado en una escuela en el municipio de Joinville - SC. La intervención en las clases se produjo con planes que relacionan las clases teóricas y prácticas con la ayuda de las tabletas en la ejecución de las actividades. Al final de las actividades eran informes preparados por los estudiantes en la relación observada entre las clases teóricas con la ayuda de las tabletas y las clases prácticas. Analizando el contenido de los informes presentados por los estudiantes, se destacaron tres (3) categorías de análisis: la interacción de la tecnología en la enseñanza de la generación de nuevos conocimientos; la innovación y la motivación metodológica. De los informes se observó que la inserción de la herramienta digital permitió a los estudiantes una mayor comprensión de las normas, así como sentido más dispuestos e interesados en llevar a cabo las

actividades.

PALABRAS CLAVE: alfabetización, educación / aprendizaje, la educación física digital.

LETRAMENTO DIGITAL NO PROCESSO DE ENSINO APRENDIZAGEM NAS AULAS DE EDUCAÇÃO FÍSICA

RESUMO

A utilização do letramento digital no processo de ensino/aprendizagem tem como objetivo a inserção de novos procedimentos de ensino nas aulas de Educação Física, na expectativa de despertar maior participação e interesse pela prática. As ferramentas digitais nos trazem inúmeras informações. Os jovens estão inseridos nessas tecnologias desde muito cedo, e neste contexto é importante que essas ferramentas sejam utilizadas a fim de proporcionar conhecimento, não apenas para entretenimento e interação social. Pretende-se com este estudo usar uma nova abordagem de ensino nas aulas a fim de ocasionar maior interesse pela prática. A presente pesquisa foi desenvolvida com 59 alunos, de ambos os gêneros, que frequentam o 9º ano de uma escola da rede municipal de Joinville – SC. A intervenção nas aulas se deu com planejamentos que relacionavam aulas práticas e teóricas com o auxílio dos tablets na execução das atividades. Ao fim das atividades foram elaborados pelos estudantes relatórios, sobre a relação que observaram entre as aulas teóricas com o auxílio dos tablets e as aulas práticas. Analisando os conteúdos dos relatórios enviados pelos alunos, destacaram-se três (3) categorias de análise: interação da tecnologia no ensino gerando novas aprendizagens; inovação metodológica e motivação. A partir dos relatos observou-se que a inserção da ferramenta digital possibilitou aos alunos maior compreensão das regras além de se sentiram mais dispostos e interessados para a execução das atividades.

PALAVRAS-CHAVE: Letramento digital, Ensino/aprendizagem, Educação Física.