

123 - THE INTER-RELATIONSHIP BETWEEN TEACHERS OF PHYSICAL EDUCATION, GUIDING AND SUPERVISION RES EDUCATION FOR PRACTICE EDUCATIONALESTABLISHMENT IN ELEMENTARY EDUCATION IN THE CITY OF OLD HARBOR-RO

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INTRODUCTION

Known interpersonal relationships encompasses several study prospects, since the performance of the work, especially that involving the human relations is closely linked to competence to relate well with others subjects.

In education the situation is no different, the school is a worthy and welcoming space and we must make educators, students, families and community feel respected, valued, included and welcomed. For this to occur, a good relationship is necessary, which must predominate in all segments of the school, including managers, pedagogical coordinators, teachers, students, community and other employees, all contributing directly or indirectly to the teaching-learning process. "It is understood interpersonal relationships for the set of procedures that facilitate communication and languages, lay down the solids in human relations". (Antunes, 2007, p. 09). Thus, the ability to relate well to the group is a necessary quality, especially in the school space, where cooperation, participation and dialogue are indispensable for success in the teaching-learning cycles.

The Physical Education Teachers of the municipal public school system Porto Velho, in large part, are impossible to fully participate in the teaching process and the preparation of students and end up not contributing to the creation of new educational practices. Indeed, they are only called by the school managers to attend meetings when there are guidelines on school games, holidays and other cultural or sporting events, anniversaries and events that overwhelm and impossible to follow the course of the curriculum proposal discipline.

The interrelationship between the Professor of Physical Education and advisors and school supervisors, can contribute to the integration of knowledge and the establishment of best pedagogical teaching methods in schools, fostering the creation of new educational practices; and thereby promoting the development of a specialized in elementary schools in the municipality of Porto Velho.

Thus, the difficulties in listening and understanding the needs of the other are also highlighted as detrimental to interpersonal relationships, which are often highlighted in situations such as: class council, teacher council and general meetings. Moments that committed, effective participation and good interpersonal skills among professionals is critical to building a larger goal, the rise of the school. Lück (2011), Antunes (2007). The lack of preparation of management, supervision and guidance in the attempt to fill deficiencies in infrastructure, material, and basic needs of the physical education professional are interpreted as devaluing the discipline. The commitment of a team responds to qualified administrations, the whole school community should be treated as part of the process of teaching, and thus to recognize as the party responsible for construction of the student. Objectives demonstrate the interrelationship between the teacher of Physical Education and mentors and supervisors can contribute to knowledge in the creation of new pedagogical practices, improving the quality of the didactic process in public schools the municipality of Porto Velho-RO.

1 THE COLLABORATIVE WORK IN SCHOOL AND ITS RELATIONSHIP IN THE PEDAGOGICAL PROCESS

Antunes (2007) states that the search for good interpersonal relationships is a line of action aimed at, on emotional and psycho-pedagogical bases, create a favorable climate to school ensuring the integration of the subject involved, through a confident and relevant collaboration.

Each actor in the school community carries with him unique experiences that will never be transmitted and fully understood in the relations with the other, but the socialization of the same is necessary for the exchange of information gives rise to cultural, emotional, historical and didactic methodological knowledge facilitating interdisciplinarity and the entire educational process.

As for the professionals' work: Educational Advisor (OE) and Educational Supervisor (SE), it is essential to have a good interpersonal relationship in order to succeed in pedagogical actions. It is important to promote an organizational climate conducive to learning. For Alves & Garcia (1994, p. 22):

A counselor and a competent educational supervisor can create school transformation conditions, may in discussion what is done, why it does and who benefits from the pedagogical action; can bring to the school's responsibility their specific contribution to high levels of reprobation and repetition, avoidance, rethinking, continuously and collectively, the organization, methodologies and relationships in their social results produced, creating more appropriate pedagogical alternatives.

In the relationship between counselor and teacher the work must be carried out in partnership, in order to facilitate the analysis and understanding of the problem faced in the educational process, especially that involving the student. According to Longo & Pereira, (2011), OE should help the teacher in pedagogical practice, transforming confused and fragmented knowledge into organized and precise knowledge, and that this will only be possible through the joint action of these educators.

In the relationship between SE and teacher, the intensity of the interaction between these professionals must prevail in favor of the educational process. The SE can not help the helpless teacher in your practice, it is essential to articulate strategies and content, in order to go along of the student body, especially in planning for students with special needs and learning difficulties.

In planning and group decision-making, developing work in the perspective of experimentation and constant evaluation from the viewpoint of collective knowledge, inter-relating the assessment of Physical Education with the institutional and curriculum evaluation in the search for unity of action. This means that teaching staff should be involved in the evaluation practices of physical education, seeking the consistency of actions with the pedagogical project school. Collective of authors (2002, p. 30).

It is noteworthy that among the various groups working in school, people are guided by their immediate interests and these are conflicting and contradictory. In a survey conducted by Paro (1992) in a state school in first grade (elementary school) perceived the multiple expressions of these conflicting interests manifesting in interpersonal relationships, at a meeting of the

school board, in parent meetings, behavior in front of the teachers' strike, in the teaching-learning process in the classroom, and finally, in the multiple relationships that take place in the day-to-day life of the school.

It is evident in this context a care needed to with, interpersonal relationship team, as well as maturity and professionalism to the same; accept criticism and analysis of his works as a construction to improve education without distinction between disciplines. Rudio (. 1999, p 59) says that "It is necessary that each one find himself - as in fact each is - to know what difficulties exist for its development and what resources it has to its best". Value the fascinating uniqueness of human beings, the various areas of knowledge in the process of training and positive conflict with unified planning starting from the diversity of experiences of the actors, considering the possibilities and limitations of school, internal and external community disarms the negative individualism of interrelationships.

1.1 *esco her learning to live - Pillar of the new century education*

In any work team there are people with more or less easiness to relate. The interpersonal relationship is one of the characteristics or competences most demanded of the professionals in the actuality. However, it is also known, how difficult it can be to deal with people (SILVA et al., 2008).

The globalized world is increasingly demanding cooperative work, where people are called to participate in different networks of relationships, which has demanded for the school the teaching of new skills. In which Delors (1998) described as pillars of education for this new century among which the need to promote from the school the capacity among the subjects to learn to live, as a necessary condition the good relations.

In order to increase the productivity of work, it is necessary to increase the level of quality in the relationships between all those operating organizations (Leitão et al., 2006). Such understanding does not exclude the school space. Healthy relationships of educational web provide the student with a favorable environment for understanding and apprehension of scientific, historical, ethical, religious, cultural and socio-affective, expanding their world view as a whole of which it is part, be recognized, a critical, active and participatory citizen capable of bringing about changes in the reality that surrounds him.

For Almeida & Leitão (2003) participation, sharing, dialogue, cooperation and solidarity are the key words that give quality to the relationships developed in companies. In the educational field from the pedagogical point of view, there is no meaningful teaching or learning in the absence of these elements, to donate knowledge one must be open to the receptors' considerations, and the sum of learning to their previous knowledge.

In this context Maturana (2001) emphasizes that the source that generates these relational features is the acceptance of the other as a legitimate being in coexistence. Judging your own actions by considering each other's needs, establishing mutual trust, knowing how to listen and understanding each other's frustrations to supply them to the maximum is arguably the best if not the only way to solve the problems of the teaching-learning process.

In a study carried out by Silva et al (2008) in a private company, some factors were found that boost the interpersonal relationship: respect, dialogue, recognition, cooperation between members and participative leadership. On the other hand, the main reasons that hinder the good relationship are: envy, aggressive manager and lack of dialogue.

In the same study, the author points out that in all the organizational sectors, there are problems of human relations. The interaction difficulties occur where two or more people. Therefore, having good personal relationships means feeling good about yourself and getting along well with others. The richness of the diversity found in the school privileges the transmission of meaningful contents and guarantees the continuity of the teaching spiral, the teacher, supervisor and supervisor must carry out an integrated work with the management, councils, parents and students.

1.2 *The Educational Advisor in the pedagogical scenario*

According Grinspun (2012, p.25) in their studies, once the educational guidance sometimes came to be seen as outside the educational sphere and the concept of a therapeutic orpsychologizing orientation. The guidance student was withdrawn from the 'school world', and his problems were solved in isolation from the pedagogical processes. Today the work of the counselor is more comprehensive, he actively participates in the educational and administrative processes of the school and community. To Grinspun (2012, p 08.):

With this profile, much more focused on the whole than to the student specifically, the practice of guidance outlines in another dimension, as the theoretical framework that was more used as the group sessions and attendance / individual counseling, gave rise to a work that concerns a service to the students, but in a more collective pedagogical vision.

It is based on such an understanding that the work of the counselor should occur in a collaborative way with the other instances of the school, mediating conflicts between students and faculty, working closely with pedagogical coordination in order to choose the means to overcome the difficulties of student learning. According to the authors Collective (2002, P. 105)."The evaluation should include a careful analysis of the general conditions of the students [...] real and concrete data [...] to substantiate educational-methodological decisions."

The studies and research conducted by the counselor on the history of students and the community are fundamental to understanding how the student perceives himself in the school environment, and community. What guides and guides the construction of a process of teaching learning increasingly closer to the reality of the student. "Orientation is an interdisciplinary work between facts / situations, actions / reasons and emotions that lead the individual to act in a certain way, or even the institution to act in a certain way." Grinspun (2003, p. 76). It is imperative that the Physical Education professional be informed of the physical, mental, cultural, religious conditions, use of prostheses, medications, among other situations that require special care.

Decree no. 72,846, of September 26, 1973, regulates law No. 5,564, dated December 21, 1968 (BRASIL, 1968), which provides for the exercise of the profession of educational counselor, conferring to Article 81, item III, of the Constitution and decrees:

Art. It is the object of the Educational Orientation to assist the student, individually or in groups, in the scope of 1st and 2nd integral and harmonious development of his personality, ordering and integrating the elements that influence his formation and preparing him for the exercise of the basic options. Art. 8º. The Educational Supervisor is responsible for: a) planning and coordinating the implementation and operation of the Educational Guidance service at the School and Community level. c) coordinate the vocational orientation of the learner, incorporating it into the overall educational process. g) systematize the accompanying process students by referring other specialists who require special assistance. Art. 9º. c) participate in the process of preparing the full curriculum of the school; e) participate in the process of evaluation and recovery of students; g) participate in the process of school-family - community integration; h) carry out studies and research in educational guidance.

The importance of the work performed by such a professional is verified through the standardization of the educational orientation, since at the center of the relations that bring the school closer to the community, it acts as a link between the teaching

staff and pedagogical coordination, portraying the context social context in which the students are inserted and that end up exerting influence in the pedagogical process in execution in the school. The integration of the school supervisor, teachers, students and community is an important challenge for the supervisor, for the improvement of the educational process and the rise of his students.

1.3 Educational supervisor in the pedagogical scenario

The idea of supervision came up with industrialization, with a view to quantitative and qualitative improvement of production, before being assumed by the educational system in search of a better school performance in their educational task (LIMA, 2006 cited in Nunes & Oliveira).

The Educational Supervisor manages the teaching-learning process, accompanying the elaboration, implementation of innovative and versatile methodologies making it more pleasant. Leading the teacher to carry out their work with autonomy and responsibility. According to Rangel (1988, p. 13), educational supervision is "a work of assistance to the teacher, in the form of planning, monitoring, coordination, control, evaluation and updating of the development of the teaching-learning process."

The elaboration of actions within the educational process is related to the self evaluation and institutional evaluations, a mere articulator of ideas will not supply the needs of the teachers. Rangel, (2007, p. 77) "Pedagogical supervision refers scope will function, whose" look at "the pedagogical provides coordination and guidance conditions." The Educational Supervisor needs to be aware of the pedagogical didactic conceptions adopted by the school, to direct the curricula, planning, teaching methods, evaluation and recovery, so that all speak the same language in a unified planning and methodology with the collaboration of the Teachers and Educational Advisor in multidisciplinary projects, interdisciplinary and youth by improving the functionality of the educational process to facilitate student understanding. However, F reire explains (2009, p.163) "The importance of showing the relationship between the contents of Physical Education and of other disciplines lies not in its importance as a hub of those, but the identification of common knowledge points".

Shared work is strengthened in the step-by-step of group interpersonal relationships. Each is a reproduction of their experiences. The faculties do not finalize the formation of their masters, this is only knowledgeable of the methodologies to act; Transformative didactic reflections will only occur in the daily life of the profession where reality clashes with the utopia of didactic and methodological theories, generating a personal and professional conflict.

The assistance of the Educational Supervisor is essential for these conflicts to dissipate; promoting the integration of personal knowledge and values with the environment in which it operates. According to the ordinance no. 0436/10-GAB / SEDUC of 19 March 2010, Annex II, are among the competencies of the school supervisor:

Elaborate action plan of the supervision service; 2. develop together with management, educational guidance, psychology, school secretary, school and other segments of the documents related to school educational process, observing the relevant legislation and the political pedagogical project of the school; 7. Orient, coordinate and accompany the teaching staff regarding: A) Teaching planning; b) The preparation of recovery plans; c) The updating of methods and techniques; d) The dynamization of didactic resources; e) The evaluation system of the teaching and learning process. 17. Ensure, in partnership with the other members of the management team, the fulfillment of the established school days and hours; 20. Provide pedagogical support to the teacher through methodology and strategies differentiated and adapted to students with specific needs; 21. Participate in planning for the achievement of the class council; 22. Coordinate the meetings of the class council, together with the other members of the technical pedagogical team; 23. Coordinate the teachers' council.

Being an Educational Supervisor rather than delegating roles is allowing your team members personal and professional growth through leadership of their own acts, it is multiple trust. In the same way the SE needs reciprocity of the team the good interpersonal relationship and the affinity between the group defines integrated quality work.

1.4 Professor of Physical Education teaching scenario

O teacher is one of the essential for good educational development. Only the director and the pedagogical coordinator are not enough for such performance, the presence and acceptance of the teachers in the educational projects is fundamental, since it is with them that the students have more contact.

The LDB emphasizes in article 13 the incumbency of the teachers in the educational establishment:

Article 13 - The professors will: I. Participate in the preparation of the pedagogical proposal of the educational establishment; II. Prepare and comply with the work plan, according to the pedagogical proposal of the educational establishment; III. Watch over students' learning; IV. To establish strategies of recovery of the students of lower income; V. provide the established school days and class hours, in addition to participating fully in the periods dedicated to planning, evaluation and professional development; SAW. Collaborate with the school's articulation activities with families and the community.

To organize the teaching actions is to participate in the construction of the teaching plan and proposal of the institution defending the interests of the students, to improve the quality of teaching. Action that provides opportunities interpersonal relations between supervision, educational guidance and management, putting to the test the difficulties that affect it.

The principal executor of the teaching project when knowledgeable of the problem, strategies of execution, schedule and objectives will not have difficulty to act in the collective construction of significant and transformative knowledge of education as a whole. Like other members of the institution, the physical education teacher needs guidance and educational support to re-evaluate and perform intervention actions seeking to improve school performance. "The teacher performs a unique function within the school. It is the connecting element between the internal context - the school, the external context - the society, the dynamic knowledge and the student "(GALVÃO, 2002). Machado (1995), quoted in Galvao adds, "the teacher, in the performance of its function, can shape the character of young people and therefore make great significance marks on students in training."

Therefore, it is remarkable the true role of the teacher of physical education in the socio-educational context, especially in the complex reality of today, with the emergence of new paradigms.

2.METHODOLOGY

The researches were carried out from works already published in the area of education. Some difficulties were perceived as very few existing work in this area to address the interpersonal relationships at school, being necessary to produce approaches with studies published in administration, personnel management. Among the authors who supported the research

we have: Heloísa Lück (2011), the author believes that the key to good educational outcomes is the presence of good managers in school. Heloise discusses how the concept of leadership, shared governance, democratic principles and proactivity.

The writer Mirian Grinspun (2012), reflects in his work orientation in the school context, from a theoretical and practical perspective, students and teachers, guidance counselor and community in its path of trial and error in practice of interpersonal relationships.

The author Celso Antunes (2007), seeks to conceptualize interpersonal relations, reflected on 'self and self-esteem' and 'why', 'when' and 'how' to work interpersonal relationships in the classroom.

The criteria adopted for the selection of the research material was the approach of interpersonal relations in the work environment and its relationship with productivity. In the educational context, the aim was to delineate the roles of each of the actors surveyed and how the actions promoted in the pedagogical scenario cross-link each other and affect the consolidation of the pedagogical proposal of the school through the works promoted by School Supervision, Educational Guidance and a more concrete form in the classroom through the teaching action.

3. THE RESULTS OF THE RESEARCH

It was found from examining the responsibilities of teaching supervisor, counselor and teacher of physical education in the educational setting that the work performed by these professionals converge and complement each other when you take into account the school's social function is to ensure the integral formation of the student. In this scenario, there is no need to talk about an isolated work, descompartmento where the actors do not communicate or maintain good interpersonal relationships. In fact, the school and its actors must continually exercise the competence pointed out by Delors (1998) in the Report to UNESCO, which is to learn to live together, failing to reproduce in society the fragmentation and isolation that exists in school.

The lack of dialogue and not listening exercise are factors that appear to be harmful interpersonal relationships, hindering the integration of the work, causing personal, social unrest hindering the achievement of objective transformation goals of the quality of educational processes.

Thus, answering the question that is imposed in this study, the interrelationship between the supervising faculty physical education and guidance, has a direct influence on the quality of the process didactic and improving interpersonal relationships. It favors the creation of innovative teaching practices in elementary school in Porto Velho, since, to comprehend the school as a 'whole' means understanding knowledge as a source for the execution of a process and human emancipation and social transformation.

FINAL CONSIDERATIONS

Historically the attributions of each member of the educational process have been adapted to the changes promoted in society. Consequently, the education system has undergone significant changes, especially regarding the monitoring of the teaching-learning process, requiring actors participating school closer interpersonal relationships, where dialogue and cooperation are the foundation for the execution of the great work to educate the new generations.

Therefore, taking care of the good interpersonal relationship of the school team is to take care of the progress of the institution and the success of its clientele. Listening is key feature for all members of the school community, committed to collaborative work and the search for a healthy and welcoming environment for all: Physical Education teachers and other Teacher, Guidance Counselor and Educational Supervisor are part of a gear called school whose goal is to form critical, transformative citizens and aware of its brilliant uniqueness.

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THE INTER-RELATIONSHIP BETWEEN TEACHERS OF PHYSICAL EDUCATION, GUIDING AND SUPERVISION RES EDUCATION FOR PRACTICE EDUCATIONALESTABLISHMENT IN ELEMENTARY EDUCATION IN THE CITY OF OLD HARBOR-RO.

SUMMARY: It is a theoretical review of research in order to demonstrate that the interrelationship between the Professor of Physical Education and advisors and school supervisors can help to expand knowledge in creating new pedagogical practices, improving quality of the teaching process in schools from public elementary school in the city of Porto Velho. Has the Physical Educator can add to the educational methods instruments of their area of expertise, such as: game, playfulness; teaching cooperation of values; as well as understanding the importance of the error as the learning process. It appears that the lack of socialization impedes the implementation of the processes didactics, and that good faculty inter-relationship is critical to the effectiveness of the pedagogical approach of the school for development and integral formation of the student.

KEYWORDS: Orientation. Supervision. Physical Education. Dialogue.

L'INTER-RELATION ENTRE LES ENSEIGNANTS DE L'EDUCATION PHYSIQUE, DIRECTEURS ET SUPERVISION RES ÉDUCATION POUR LA PRATIQUE ÉTABLISSEMENT D' ENSEIGNEMENT DANS L' ENSEIGNEMENT PRIMAIRE DANS LA VILLE DE VIEUX PORT-RO.

RÉSUMÉ: Il est un examen théorique de la recherche afin de démontrer que la relation entre le Professeur de l'éducation physique et des conseillers et directeurs d'école peut aider à élargir leurs connaissances dans la création de nouvelles pratiques pédagogiques, l'amélioration la qualité du processus

d'enseignement dans les écoles de la ville de Porto Velho. Est-ce l'éducateur physique peut ajouter aux méthodes pédagogiques de leur domaine d'expertise, tels que: jeu, le jeu; enseignement coopération des valeurs de battements; ainsi que la compréhension de l'importance de l'erreur que le processus d'apprentissage. Il semble que le manque de socialisation entravent la mise en œuvre des processus didactiques, et que la bonne faculté inter-relation est essentielle à l'efficacité de l'approche pédagogique de l'école pour le développement et la formation intégrale de l'élève.

MOTS - CLÉS: Orientation. Supervision Éducation physique. Dialogue.

LA INTER-RELACIÓN ENTRE DOCENTES DE EDUCACIÓN FÍSICA, Guiar y SUPERVISIÓN RES EDUCATION para la práctica educativa ESTABLECIMIENTO EN EDUCACIÓN PRIMARIA EN LA CIUDAD DE PUERTO VIEJO-RO.

RESUMEN: Se trata de una revisión teórica de la investigación con el fin de demostrar que la interrelación entre el Profesor de Educación Física y asesores y supervisores de escuelas puede ayudar a ampliar los conocimientos en la creación de nuevas prácticas pedagógicas, mejorando la calidad del proceso de enseñanza en Escuelas de la escuela primaria pública en la ciudad de Porto Velho. Tiene el educador físico puede añadir a los métodos educativos instrumentos de su área de especialización, tales como: juego, lo lúdico; la enseñanza de la cooperación de los valores didáctica; así como la comprensión de la importancia del error como el proceso de aprendizaje. Parece ser que la falta de socialización impiden la implementación de los procesos didácticos, y que la buena facultad de inter-relación es fundamental para la eficacia del enfoque pedagógico de la escuela para el desarrollo y la formación integral del estudiante.

PALABRAS CLAVE: Orientación. Supervisión. La educación física. Diálogo.

A INTER-RELAÇÃO ENTRE DOCENTES DE EDUCAÇÃO FÍSICA, ORIENTADORES E SUPERVISORES EDUCACIONAIS PARA A CRIAÇÃO DE PRÁTICAS PEDAGÓGICAS NO ENSINO FUNDAMENTAL NO MUNICÍPIO DE PORTO VELHO-RO.

RESUMO: Trata-se de pesquisa de revisão teórica com o objetivo de demonstrar que a inter-relação entre o Professor de Educação Física e os orientadores e supervisores escolares pode contribuir para ampliar o conhecimento na criação de novas práticas pedagógicas, melhorando a qualidade do processo didático nas escolas da rede pública de ensino fundamental do município de Porto Velho-RO. Tem-se que o Educador Físico pode somar aos métodos educacionais as ferramentas de sua área de atuação, tais como: o jogo, a ludicidade; o ensino da cooperação, dos valores de superação; bem como da compreensão da importância do erro como processo de aprendizagem. Verifica-se que a falta de socialização prejudica a realização dos processos didáticos, e que a boa inter-relação do corpo docente é fundamental para a efetivação da proposta pedagógica da escola em favor do desenvolvimento e formação integral do aluno.

PALAVRAS-CHAVE: Orientação. Supervisão. Educação Física. Diálogo.