

ORIGINAL ARTICLE

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SUMMARY

The application, EFE-EduFisEPT, acts as a support for physical education school activities, using historical-critical pedagogy occurs the confrontation of the scientific knowledge of the teacher with the empirical knowledge of the students, causing the development of a new vision and action in society. The purpose of this manual is to guide the physical education teacher about the content and practices for physical education classes in EPT and about the functionality of the free Application EFE - EPTFis. With its simple interface, the use of the application becomes easy and with intuitive functionality. This educational product exists as

a support for the teacher to develop a more critical physical education, which understands the student beyond the biological being, that is, a social, political, cultural and historical being. In which each class, the student can understand that the content presented is linking to various dimensions of reality, contributing to a society vision based on values and attitudes towards the common goal: knowledge to generate fewer exclusions and discriminations.

Keywords: Physical Education, Practice, EPT, Training

INTRODUCTION

The application, EFE-EduFisEPT, was thought of as support for physical education school activities, aiming to work this curricular component in its entirety, thus providing a human, integral and omnilateral training to high school students of professional and technological education (EPT) (VIANA and DIAS, 2020).

Thus, using historical-critical pedagogy, the teacher's scientific knowledge is confronted with the empirical knowledge of the students, causing the development of a new vision and action in society (SILVA, 2017; ANDRADE et al., 2020).

In addition to pedagogical support, the application serves as a means of disseminating scientific knowledge, because all classes are based on this form of knowledge. Being an application, there is a greater ease of access from any part of the world (via mobile phone devices, tablets, computers and the like), making this content accessible, bringing the user closer to the scientific community, updating their knowledge. It encourages the user to be a connoisseur and have a greater interest to perform a differentiated pedagogical work (SANTOS et al., 2018).

GOAL

Guide the physical education teacher about the content and practices for physical education classes in EPT and about the functionality of the free Application EFE - EPTFis

MATERIALS AND METHODS

The app described here can be downloaded for free <https://play.google.com/store/apps/details?id=com.ifap.efe> (*Play Store*), exclusively for Android. The full content can be accessed for free at the <https://www.edufisept.com.br/> .

THE APPLICATION AND ITS CONTENTS

THE APPLICATION

The application was designed, as well as the website, to give the professional who works (or not) with Professional and Technological Education (EPT) a practical theoretical tool in order to contribute to the human, integral and omnilateral training of students (VIANA et al., 2020).

The step-by-step that follows seeks to facilitate the work of professionals who have less affinity with this type of technology.

Figure 1 Shows the application input interface. To view the menu you must slide the screen from left to right.



Figure 2 Shows what happens when we click “Pedagogical Practices” in the menu. Another screen opens where you can select the practice type.



Figure 3 Shows that by clicking on each item, there are buttons to access the theory that composes it and the practice itself, to be conducted with the students.



Figure 4 Shows that by clicking on “Theory”, a tab is made available with the reasoned theory and also video documentaries for better understanding of the practical part.



Figure 5 Shows that by clicking "Practice", a new screen opens where several possible practices are presented.

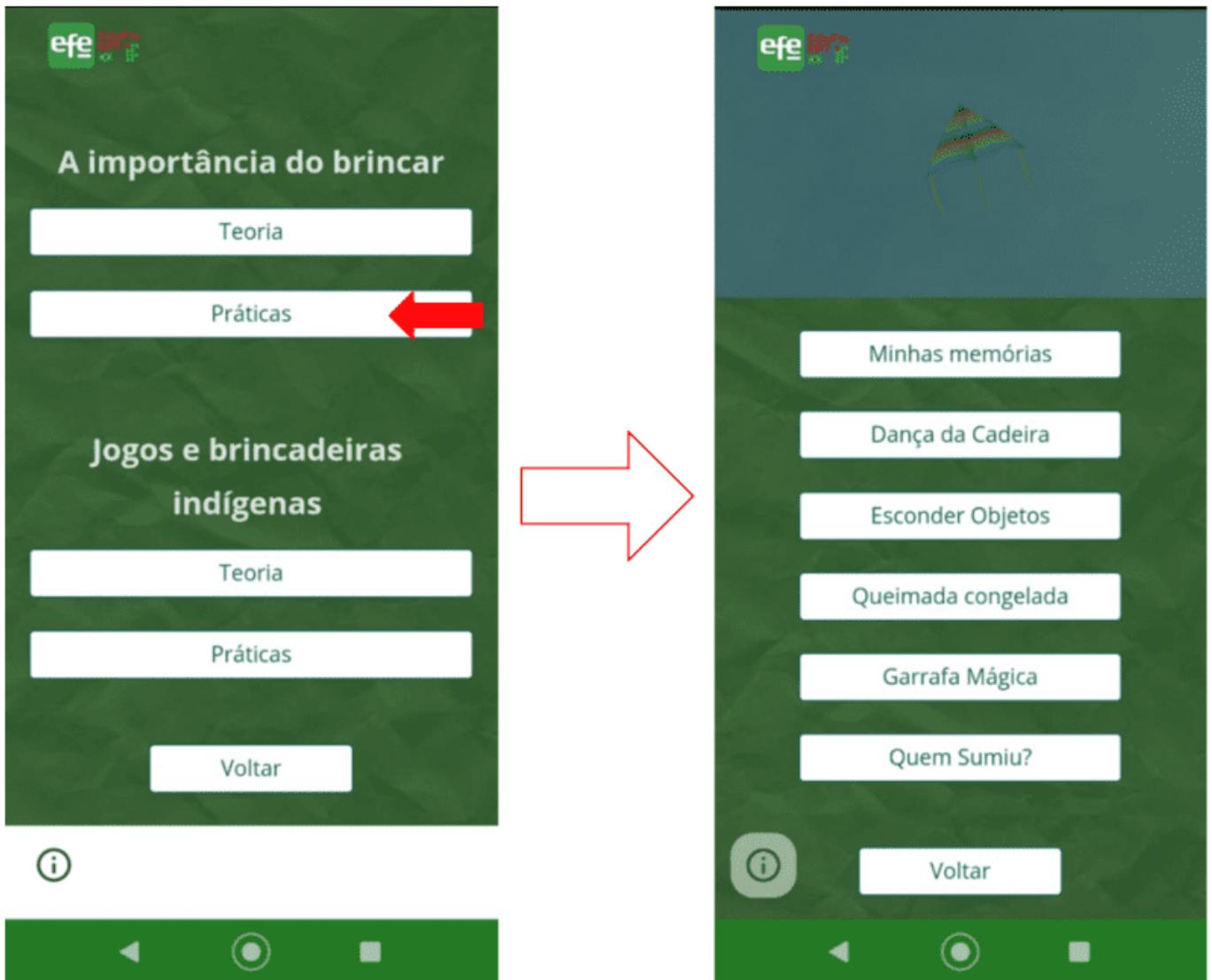


Figure 6 Shows that by clicking, for example, “QueimadaCongelada ” (”dodgeball “) a new screen opens where for each practice there is an item that shows the resources needed for it, the detailed description, and a useful tip. This format repeats itself in all other application practices.

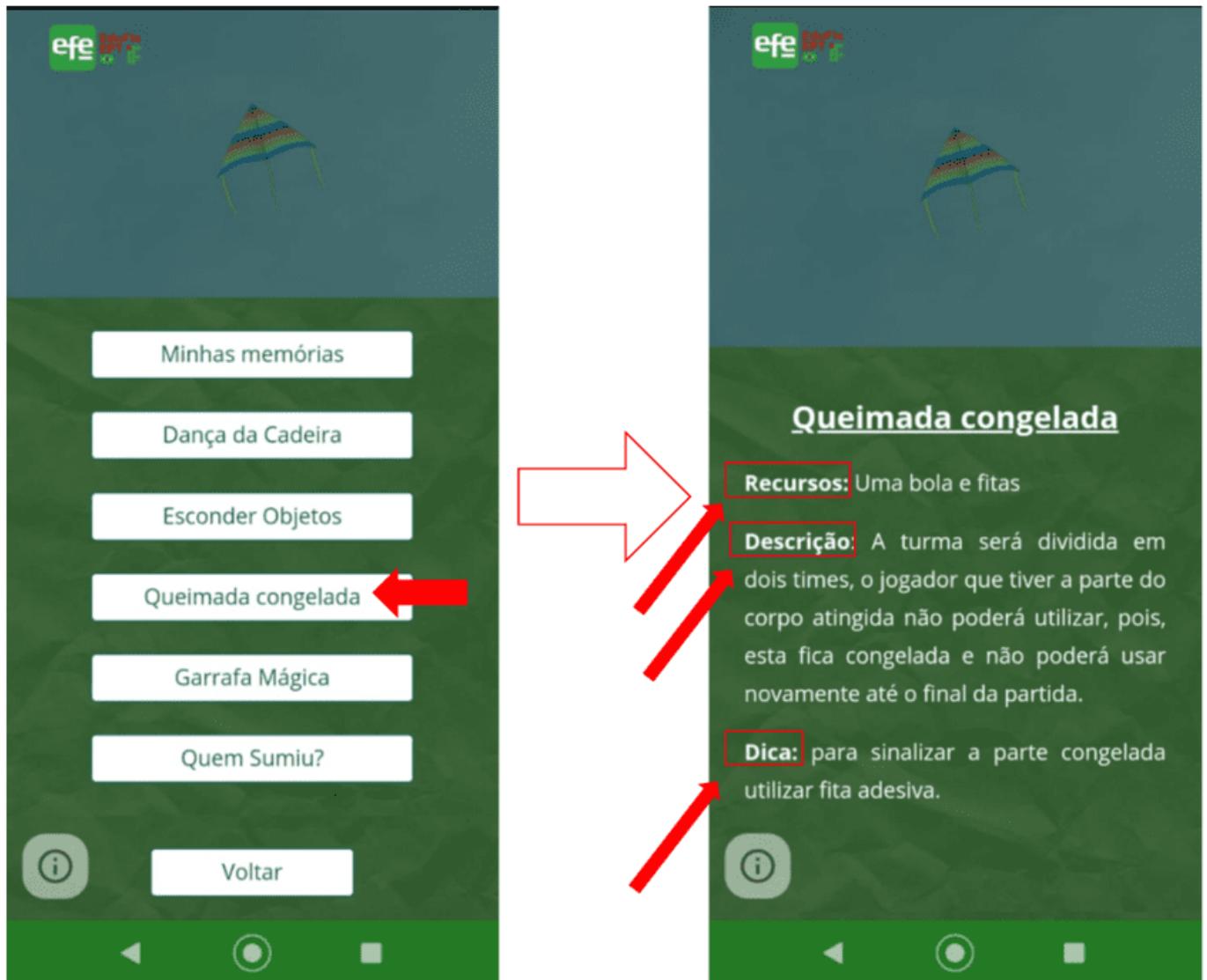


Figure 7 Back to the home menu, by clicking on “Feedback”, opens a screen where the user can participate in a data collection, important for continuation of the search of the author of the application, in this area of knowledge.

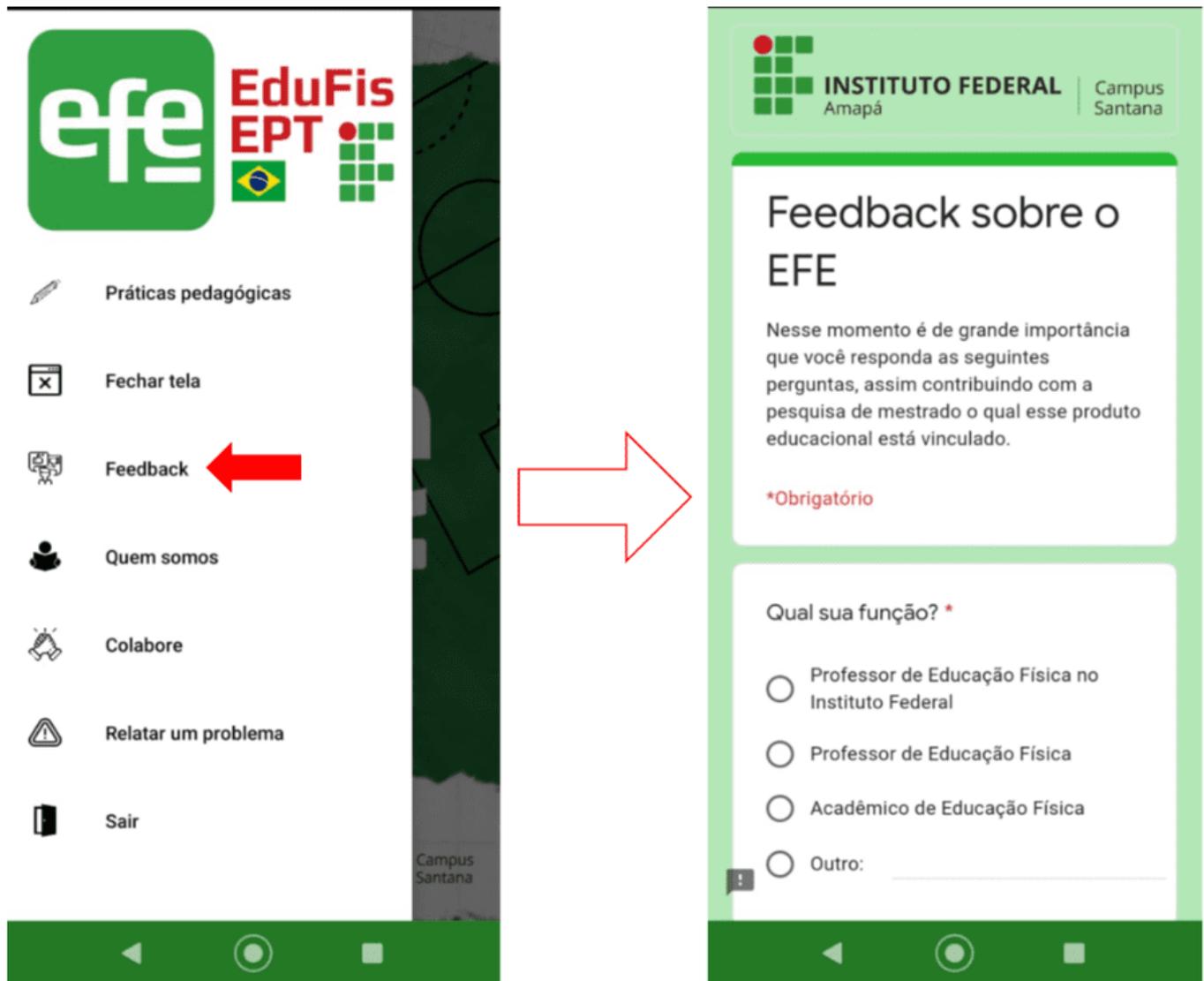


Figure 8 By pressing the “Who We Are” button, still in the main menu, the user will have access to information from the authors of the application, as well as their resumes on the Lattes Platform.



Figure 9 In the menu, by clicking on “Collaborate”, the user can collaborate in improving knowledge within this APP and on the website, sending in PDF or DOC format, with its own pedagogical practice and with evaluations directed by the application. It is taken into account that knowledge is not built in a solitary way.



Figure 10 In the menu you can still click to “Report a problem” in the application, click to “Close Window” or even click to “Exit”.

THE CONTENT

With easy and fast access through the Android application or through the website, the content has the ambition to show the theoretical part of human, integral and omnilateral training of all practical activity available.

For this, it had a theoretical framework researched by the author during his *stricto sensu graduate program*, as well as the practice also derived from research, much carried out at the regional level.

Figure 11 Shows part of the theory within the item “Games and games”.

Jogos e brincadeiras

Teoria

Ponto de partida, reconhecimento e valorização dos conhecimentos já adquirido pelos alunos

O professor faz a utilização do vídeo “Documentário: Terreiros do Brincar” (<https://www.youtube.com/watch?v=29yJW7XQUws>). Após a exibição o docente pergunta qual o detalhe que mais chamou atenção no vídeo, para envolver a realidade dos alunos, o professor questiona: Quem gosta de brincar? Quais as brincadeiras que vocês mais gostavam na infância?; e agora, qual sua brincadeira favorita?

Como prática social, questões que podem ser resolvidas/debatidas com o auxílio deste conteúdo, sugestões das dimensões teórico-práticas:

- **Conceitual:** O que são brincadeiras?
- **Cultural:** O brincar é só coisa de criança?

-**Psicológica/Histórica:** Qual a importância do brincar?¶

-**Social:** Por que na vida adulta somos obrigados a esquecer as brincadeiras?¶



Encaminhamento metodológico para a explicação do conteúdo¶

Exibição integral ou parcial do documentário “Tarja Branca”. Disponível em https://www.videocamp.com/pt/campaigns/quarentena-believe-tarjabranca/player?special_id=84100.¶

O professor vai fazer uma reflexão sobre o documentário e abordar assuntos como: brincadeira e a vida adulta; como o mercado de trabalho subtrai das pessoas os momentos lúdicos e a importância dessa prática para a saúde, fazendo sempre uma ligação com o vídeo exibido.¶

Formação, atitudes e valores¶

Ao final, o aluno tenha a atitude de perceber que mesmo deixando a infância nunca parou de brincar, apenas mudou o modo e formas. Durante essa prática trabalha com o aluno a cooperação, união, senso crítico e criatividade.¶

Figure 12 Shows some of the practices researched and described within the item “Games and games”, always subdivided into “Resources” (necessary to assemble the practice), “Description” (method or rule to follow for the practice to work) and “Tip” (always another view on the practice).

Minhas memórias



Recursos: folha de A4, canetas

Descrição: Em sala, solicitar dos alunos que em uma folha de A4 faça um resgate de suas memórias as mais antigas, clara e alegre, momentos de brincadeiras de sua infância. Pode ser um brinquedo, um momento específico como: uma viagem, uma festa, férias. E com isso, construir a partir dessas lembranças como elas se conectam com sua vida atual.

Dicas: Caso o aluno tenha algum registro, no grupo de WhatsApp os alunos podem mandar a foto junto com um áudio (Possível ensino remoto), para isso, o professor precisa marcar um dia específico. Ou pode ser feito em sala de aula, o qual cada um leva seu registro e comenta.

Dança da Cadeira

Recursos: Cadeiras, caixa de som

Descrição: Será formado uma roda com as cadeiras e os alunos ficarão a sua volta, contendo uma cadeira a menos que o número de participantes. Ao som da música os alunos vão andar ao redor da roda (dançando no ritmo da música). Quando a música pausar cada integrante ocupa uma cadeira, sempre sobrando um sem, ficando fora da dança. A cada nova rodada fica sempre com uma cadeira a menos até sobrar apenas uma e dois alunos, que tentaram ocupá-la, tornando-se assim, o vencedor.

Dica: O professor pode diversificar como os alunos andam ao redor da roda, dando instruções como: Mais rápido; mais lento; andar de costas; mão na cabeça; indo de acordo com a criatividade do professor.

Quem Sumiu?

Recursos: Tecido, sala de aula

Descrição: Em sala de aula ou na quadra um aluno será escolhido, antes de ter os olhos vendados, vai olhar para a turma, logo depois ficar de costas e será vendado, enquanto isso um aluno selecionado sai do local, o aluno com os olhos cobertos vira de frente para turma e tira a venda, com isso, terá que adivinhar quem sumiu do local. O que estava fora retorna e ocupa o lugar de quem deveria descobrir o integrante que estava faltando.

Dica: O professor pode autorizar até 3 características do aluno que sumiu, tal dúvida sendo respondida pelos alunos da turma.

Esconder Objetos

Recursos: 20 Bolinhas de plástico.

Descrição: A turma será dividida em 2 times. Uma equipe sai da sala e pela quadra ou por determinado espaço dentro da escola tem que esconder os objetos (dentro de uns 3 minutos). O time que ficou na sala aguardando quando autorizado pelo professor sai para procurar os objetos, por um tempo limitado. Cada objeto encontrado é marcado uma pontuação para o time, essa pontuação pode ser definida pelas cores das bolinhas.

CONCLUSIONS

With its simple interface, the use of the application becomes easy and with intuitive functionality. This educational product exists as a support for the teacher to develop a more critical physical education, which understands the student beyond the biological being, that is, a social, political, cultural and historical being. In which each class, the student can understand that the content presented is linking to various dimensions of reality, contributing to a society vision based on values and attitudes towards the common goal: knowledge to generate fewer exclusions and discriminations.

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