This research aims to identify the beliefs that influence the pedagogical practice of school dance teaching. In order to achieve this, quantitative and qualitative research was carried out based on the case study, exploratory and cross-sectional. For the data collection, the instrument was used questionnaires, applied to 17 physical education teachers who work in the high school public schools. Among the results obtained is the belief that physical education as a discipline capable of promoting the integral formation of the student, the belief that new strategies contribute considerably to the student's learning with difficulties in certain contents, belief that content dance is accessible to all learners. It was also verified that most of the teachers use the dance content in the daily classes, have a good knowledge about the educational beliefs and the school dance, emphasizing that these teachers are supported in their beliefs, attitudes - preventions, perceptions, ideologies and teaching experience - which allows us to infer that the teaching culture of physical education teachers, especially with regard to their beliefs, positively influence the pedagogical practice of school dance teaching. KEY WORDS: Beliefs. Physical Education. Pedagogical Practice. Dance. Introduction In Felix's view (1998) belief is an opinion adopted with faith and conviction based on assumptions and affective elements that show important influences on the way individuals learn from experiences and characterize the learning task. Barcelos (2007, p. 18) as well as Dewey (1933) understands that the beliefs are: "...as a way of thinking, as a construction of reality, a way of seeing and perceiving the world and its phenomena, co-constructed in our experiences and resulting from an interactive process of interpretation and (re) signification. As such, beliefs are social (but also individual), dynamic, contextual, and paradoxical." Thus, from this understanding of beliefs, we transpose such knowledge into an understanding of the beliefs and the influences they exert on the teaching and learning process of students. Corroborating with such an understanding Kudiss (2005, p. 43) states that "the teacher's way of thinking will reflect on his attitudes and decisions in teaching practice." It is inferred, therefore, that the beliefs together with the 'value judgment' attributed by teachers to pedagogical situations, make up what we can call 'their culture of teaching'. According to Neto (2003), the day-to-day activity of Physical Education teachers in public schools is not a solitary and aseptic activity. It is immersed in a world of relationships and interactions that are established between different parts of the school community. Thus, such teachers adjust their procedures and project representations, beliefs, thoughts and their material activity - their teaching culture. Physical Education is a curricular component that deals with corporal issues pedagogically in the school context. Inserted in the curriculum of ensino básico, this curricular component contributes to the overall formation of students. Corroborating with such an argument, we find in the words of Daolio (2003) that, Physical Education can be considered the area that is in charge of studying and acting on the body culture of the movement historically constructed by the human being. Among these knowledge and knowledge accumulated by humanity are: games, games, sports, gymnastics, fights and dances, the latter being the object of this study. In this context, Verderi (2000) states that Dance, associated with Physical Education, should play a fundamental role as a pedagogical activity object of the beliefs and the influences they exert on them. In the case study, qualitative research is especially appropriate to its nature and the phenomenon, considering the meaning that others give to their beliefs and knowledge of being constructed in culture, social, material, and symbolic. Barcelos and de Moura (2007, p. 18) as well as Dewey (1933) understand that the beliefs are: "...as a way of understanding the beliefs of teachers and the influences they exert on the teaching and learning process of students. They are beliefs, attitudes, values, opinions, decisions in teaching practice." It is inferred, therefore, that the beliefs together with the 'value judgment' attributed by teachers to pedagogical situations, make up what we can call 'their culture of teaching'. According to Neto (2003), the day-to-day activity of Physical Education teachers in public schools is not a solitary and aseptic activity. It is immersed in a world of relationships and interactions that are established between different parts of the school community. Thus, such teachers adjust their procedures and project representations, beliefs, thoughts and their material activity - their teaching culture. Physical Education is a curricular component that deals with corporal issues pedagogically in the school context. Inserted in the curriculum of ensino básico, this curricular component contributes to the overall formation of students.
pedagogical practice of teaching dance in school. The collected data were organized and systematized from the questionnaire; some of the answers were analyzed by the statistical program Statistical Program of Social Science SPSS, version 2007, and presented in the form of tables. Results and Discussion Participated in this study 17 high school Physical Education teachers who teach in the public school system. 17 (100%) teachers were asked about the use of dance content in their classes, the result corresponds that 12 (70.58%) of these teachers indicated the 'yes' option, however, 5 (29.41%) Marked the 'no' option. Thus, it can be inferred that from the results of Table 1, it is verified that the beliefs about the teaching of dance influence the teachers' teaching culture when dealing with this subject, since, the data indicates that little more than Half of these professionals use this content in their classrooms. On the other hand, from the 5 teachers who marked the negative option, the justification for such an attitude was requested, the responses signal the belief that 'lack of material resources' (demarcated once), 'lack of knowledge about content' (demarcated 3 times), the 'lack of ability to work the content' (demarcated 3 times) and the resistance of the students (demarcated 2 times) interfere greatly in the application of dance content in their teaching practice. However, in a study, conducted by Brasileiro (2003) titled "Dance" in classes of Physical Education we have what to teach? The findings indicated that the Physical Education teachers of the state school network of Pernambuco do not deal with the content "Dance" in their classes. Only one of them resorts to it on festive and celebratory dates, and the others prioritize the sporting modalities. Table 1. Uses dance content in physical education classes Source: survey data In Table 2, the questions investigate teachers' knowledge about teacher beliefs and the teaching of school dance. Thus, it is identified that of the 17 (100%) teachers surveyed, 16 (94.11%) indicated the correct answer regarding the 'beliefs and the teaching process', and 15 (88.23%) of them answered (82.35%) answered the question about the beliefs that influence pedagogical practice, but about 'the concept of beliefs' and about 'the foundations of dance'. In Both questions only 8 (47%) teachers answered correctly. Considering these results, it is inferred that, of the teachers studied, most have a great knowledge about the beliefs and the school dance, however, some of these professionals have a restricted knowledge. Considering other researches, Kleinubing and Saraiva (2009) investigated teachers' perceptions regarding dance in Physical Education at school, identifying that for several teachers this content in their training was not significant, since, the time load destined to the knowledge of this theme was Restricted to a single semester, or dividing space with disciplines that have related elements, such as rhythmic activities, folklore, among others, failing to appropriate the presented knowledge, given the lack of curricular space itself. Uses dance content Teachers N Valid 17(100%) Missing 0 Valid Yes 12 (70.58%) No 5 (29.41%) Total 17 If the answer is no, please justify the following: Lack of material resources 1 Lack of knowledge about content 3 Lack of ability to work with content 3 Student Resistance 2 School Resistance 0 Other 0 In the understanding of Brazilian (2003), to better develop dance in school, it is necessary to rethink teacher training, recognize dance as an area that has its own knowledge and a specific body language. Table 2. Knowledge of teachers about teacher beliefs and school dance teaching Source: survey data Final Considerations In concluding this study, an end point is not printed, but there is scope for a broad debate about the theme explored here. Thus, it was observed that the main objective of this research was reached, once the beliefs that influence the teaching practice of school dance were identified, in view of the response of most of the participating teachers, where they recognize the difficulties for the Teaching of dance in the classroom, however, they claim to approach it in their classes. Thus, the content "dance" in classes of Physical Education we have what to teach? The findings capable of promoting the integral formation of the student, the belief that new strategies contribute considerably to the student's learning with difficulties in certain contents, the belief that the Dance content is accessible to all learners. It was also verified that most teachers have a good knowledge about educational beliefs and school dance, emphasizing that such teachers are supported in their beliefs - attitudes, values, opinions, preconceptions, perceptions, ideologies and experience Which allows us to infer that the teaching culture of physical education teachers, especially with regard to their beliefs, positively influence the pedagogical practice of teaching school dance. References 1. FÉLIX, A. The teacher's beliefs about how best to learn a foreign language at school. MIRANDA, R. Self-concept and self-actualization in shyness and social phobia: overcoming shyness and social anxiety. Available in: Knowledge of teachers about beliefs and school dance Teachers N Valid 17 missing 0 Questions Correct Answers On the development of school dance 88,23% 15 About the knowledge related to the fundamentals of dance 47% 8 About the concept of beliefs 47% 8 About beliefs and the teaching process 94,11% 16 On beliefs that influence pedagogical practice 82,35% 14 http://www.pgskroton.com.br/seer/index.php/educ/article/viewFile/2171/2068. Accessed on: 11/20/15.
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**Resumo**

Esta investigação tem como objetivo identificar as crenças que influem na prática pedagógica de baile da escola de ensino. Para lograr isso, realizou-se uma pesquisa quantitativa e qualitativa com base no estudo de caso, exploratório e transversal. Para a recolha de dados, foi utilizado instrumento cuestionário, aplicado a 17 professores de educação física que trabalham na escola secundária das escolas públicas. Entre os resultados obtidos, destaca-se a crença que educação física pode contribuir de forma significativa à formação integral do aluno, a crença de que novas estratégias contribuem consideravelmente para a aprendizagem do aluno com dificuldades em determinados conteúdos, e a crença que o conteúdo dança é acessível a todos os aprendizes. Estes maestros são apoiados em suas crenças - atitudes, valores, ideias préconcebidas, percepções, ideologias e experiência - por que nos permite inferir que a cultura da educação física que trabalham na escola secundária das escolas públicas. Entre os resultados obtidos é a crença que educação física como disciplina capaz de promover a formação integral do aluno, a crença de que novas estratégias contribuem consideravelmente para a aprendizagem do aluno com dificuldades em determinados conteúdos, a crença que o conteúdo dança é acessível a todos os aprendizes. Verificou-se, ainda, que a maioria dos professores utilizam o conteúdo dança no cotidiano das aulas, possuem um bom conhecimento sobre as crenças educativas e a dança escolar, ressaltando que, tais professores estão ressaltados em suas crenças- atitudes, valores, ideias préconcebidas, percepções, ideologias e experiência docentes- o que permite inferir que a cultura docente dos professores de educação física, especialmente, no que se refere às suas crenças, influenciam positivamente na prática pedagógica do ensino da dança escolar.

**PALAVRAS CHAVE:** Crenças, Educação Física, Prática Pedagógica, Dança.