

41 - THE RESEARCH IN VOCATIONAL TRAINING IN PHYSICAL EDUCATION: SOME POSSIBILITIES

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1 INTRODUCTION

This study examines the discussions on the use of research in process the vocational training of Physical Education. For that, focuses on studies in the area Education and Physical Education regarding the possibilities of the use of research in vocational training.

The starting point for analysis of this issue was to take the survey as a vocational training tool, because may be present both in the process teaching-learning discipline, both beyond of discipline, one time that, the search process allows the investigation, reflection and pursuit of knowledge for to solution problematics. The investigations arising from the process research, conducted under the guidance of a teacher, stimulates and exercises in academic, the use and application of results obtained. Thus, as stated Ghedin and Almeida (2009) the research process can contribute to the researcher academic to become master of his own knowledge with conditions more autonomous to in its future intervention.

The motivation for the research study on the training of professionals of Physical Education is by believing in the contribution of this tool for the formation of critical and reflective academic, to stimulating the acquisition of autonomy in planning and intervention. In this sense, Both e Malvasi (2006, p.3-4) say the main goal is not to "the discovery of new talent to the academic career", but the training of future professionals that know how to use research as a tool of work. "[...] So let's open the toolbox, which contains tools for our daily work, presenting them as a possibility and not a guarantee "(ALMEIDA; PETRAGLIA, 2009, p. 1).

From these reasons this study seeks to investigate the following question: what possibilities indicated by studies on the training vocational and regarding the use of research in physical education courses? Front the case, objective of research: analyze and debate about research and its possible contributions to the training vocational of Physical Education from the scientific literature of Physical Education and related areas.

Physical education is an area that suffers from a shortage of scientific in practice activities (PICCOLO, 2004). Therefore, it is necessary to investigate, to produce, finally, the research act to for optimize intervention progressively. In this case, the real problem lies not only in the area of Physical Education, but in undergraduate courses that are little linked to research (PICCOLO, 2004). Therefore, one must question: as require from professionals to be researchers from their own intervention, if the training courses are not providing subsidies to? It is of utmost importance that the University ensures by means of educational documents, including the curriculum, the emphasis on research activity. Thus, besides demonstrating the relevance of the search process as formative action has, the higher education institution will also be taking an investigative identity. On the threshold between prescribed and effective educational activities is the university professor who can motivate, encourage (or not) to investigate and produce academic research.

Therefore, this research seeks to contribute towards the systematization of knowledge about the subject can contribute to social and academic training of physical education professionals and related fields related, as regards training, orientation and configuration of questions on the subject.

1.1 METHODOLOGY

This research refers to a qualitative research study and is configured as a bibliographic therefore aims to conduct survey of the literature published in the form of books, scientific journals in the area, and print publications loose, as there are studies exclusive, which they base the bibliographic sources (Gil, 1991).

Moreover, this study has characterized the researcher to provide direct contact with everything that was written about a subject, with the objective of handling of your information (MARCONI; LAKATOS, 2007).

The selection of the sources was performed considering the publication on the topic to research appearing in proceedings of scientific meetings, journals and books in the field of Education and Physical Education.

2 RESEARCH AND TRAINING: POSSIBILITIES IN THE AREA OF PHYSICAL EDUCATION

In this section, we seek to examine the possibilities for research use to train professionals for the construction of an investigative approach in their work.

The research takes place through a systematic process of construction and production of knowledge that generates learning of both the individual who performs as the society in which it develops. This tool can ratify a pre-existing knowledge or even refute it.

Research requires scientific knowledge to support and clarify issues arising in professional practice, and goes beyond the provision of research tied to bureaucracy and scientific rigor of organs that promote research (SEVERINO, 2009). That is, it is important to stimulate a culture of research as instrumento training, possibly to become a working tool and optimize professional intervention. It is from this culture that achieves scientific research fostered by the competent organs (SEVERINO, 2009).

It is necessary that the academic and future professional identify yourself as a researcher in order to observe their space, to perceive problems, and that should solve their questions and thus seek knowledge necessary for this to become effective, possibly this individual will be producing knowledge and new meaning his speech and in consequence the space in which it entered. After all, one of the main features of a researcher is to produce questions and problems and is seeking to address those problems that is embodied in research.

Demo (2009) presents in his recent productions, that authoring and learning needing of research. The author also states that

[...] Research it is healthy way to is to learn, because it corresponds to the dynamic reconstructive autopoietic, self-respect of the human mind, going to the individual authors and / or collectively, and whoever learns to researching, deconstructing and rebuilding, updating incessantly, seeking new horizons, going beyond what sets; it is therefore continually

renew itself, [...] (DEMO, 2009, p. 7).

That is why the research can be used as a motivator for the disciplines of a university course, because raising knowledge within the context studied and strengthening experience the context in which the scholar will still work.

Nascimento (cited BOTH; MALAVASI, 2006) states that it is necessary to encourage the practice of academic research that will lead them to work with real problems of everyday. For that, Severino (2009, p. 1) notes that

"[...] The university, learning, teaching, teaching of action teacher, ensinagem, will only be meaningful if supported by an ongoing activity of knowledge construction. Both teacher and student, need to research and conduct to effective teaching and to have a significant learning."

Severino (2009) also affirms the importance of articulating research, teaching and extension in the training process, but from is research that this triad is triggered because there is no teaching, learning, and service to the community if not from the genesis and nutrition of one research.

The dynamic construction and execution of research in training should contribute to the teaching-learning process in this context is searched and reframes it with the attitude of future academic and professional. The research provides the knowledge to renew the content of teaching and learning, bringing new content to the initial training (BOTH; MALAVASI, 2006).

This process can improve the training, being tied to an academic and moral conduct of the student in initial training course. In this context, training is "[...] a process of introducing a subject in a world of culture, more than [...] make the transition from one culture to another, is learning to become pregnant themselves a way of being in the world [...]" (GHEDINI; ALMEIDA, 2009, p. 3), allowing an individual evolution, with implications for the social context in which this process occurs, ie, the trader can contribute through intervention and social progress.

Every social advancement, economic, educational, and basically all development is subsidized by scientific knowledge. To Witter (1996) such advances and knowledge are effective when there is an intercom between "producers and consumers." The University is constituted in the space where these relations should be established, forming an academic and a professional producer and consumer. Moreover, the research produced within the university context and express the history and building of identity and undergraduate courses that compose it. However, there are several changes in the scientific about the process of teaching and that must be taken into account when thinking about research within the University. Given this, Zancan (2000, p. 5) suggests that some changes to modernize the academic life, they are:

"[...] Stimulate the flexibility of the curricula through programs of studies using tutoring, encourage innovative youth by involving them in research and extension; encourage young entrepreneurs with the creation of young companies, integrating groups research universities with a common goal, to meet the demands of society. The university has the leadership of the educational system, and for this it must be critical, competent and efficient (Zancan, 2000, p. 5).

The XXI century has been marked by a rethinking of educational practices and consequently the training practices. The teaching has been thought no more piecemeal as it exists in national education curricula, but in order to share knowledge in a complex network of knowledge (Morin, 2000). The complexity should not be admitted as a theory that explains everything, or anything, but as an attitude of one who assumes to himself the challenge of always looking for something that may have missed in the elucidation of a phenomenon (ALMEIDA; PETRAGLIA, 2009). Thus, it is necessary to develop investigative practices in training, since interdisciplinary work, as proposed by the complexity, "[...] aims to fill gaps in scientific knowledge, open the excessive specialization of knowledge , [...]" (Ghedini; ALMEIDA, 2009, p. 8) and the tendency to become effective in the formative process, as it cuts across methods and specific knowledge for the sake of knowledge construction. However, Ghedin and Almeida (2009) emphasize that the practice is a limitation of research conducted individually due to the difficulty that has to dialogue with other disciplines.

The university should be an institution that includes in their teaching practices, simultaneously, to equip the research and action, allowing the student to be aware that will have a role in political and social commitment to society that will intervene, ministering an education that respects the man in their different contexts, as "[...] the university should be a center of culture available to the education of man as a whole. [...]" (Bridi; PEREIRA, 2004, p. 2).

Severino (2009) also claims to be essential that the university pedagogy assumes an investigative stance, which means that it is necessary to carry out research in academic teaching, or research as a mediator of education. Therefore, it is important to stress that this practice must be addressed throughout the training process, ie during the time of the formation of each student and do not concentrate on a timely moment of its formation, so there is no accumulation and major limitations. Therefore, Severino (2009, p. 9) confirms that:

"[...] The acquisition, by size of university students in an investigative approach does not take place spontaneously by osmosis, or artificially by a technical prescription, mechanically incorporated. [...] Learning university has much more to do with the incorporation of an epistemic process than with the appropriation of cultural products in large quantity."

To this end, discussions involving all stakeholders of higher education, become extremely important because guide the planning and intervention teaching from this perspective to work with the research.

To encourage such research practices, aware of its benefits, see federal and state agencies promoting it in the university. Lovisolo (2003) states that initial training in physical education, inclusion of the End of Course Work (ECW), Curricular and is giving the support needed to harness research and intervention, creating what he calls: a reflection . In this view the goal of basic scientific research, socializing the production of research with the professional who works outside the university, will be achieved.

Unlike other areas of training and knowledge of health sciences, social and human search for Physical Education has a role not only to provide an understanding of knowledge of historical or current fact, but also to ensure that subsidies for professional practice. After all, this professional context, requires the individual, who acts based on a set of knowledge, including knowledge relevant to producing knowledge independently owned and scientific rigor. For this to become effective, it is necessary that favors an initial investigative tools as training practice. Given this, Ghedin and Almeida (2008) claim no longer possible to teach learning the craft, not teach with it, the processes that allow the beginner to master and produce their own working conditions as a professional critic.

In the course of physical education professional, it is assumed that this work from diagnosis and subsequent planning, how will that effect the formation of a guiding plan if there is a research study, an investigation of possible "best way" to intervene? The training should enable them to narrow the students' contact with the subjects and situations with which they will work in future. After all, the professional who works with the research as an instrument of his formative practice opens up a range of possibilities, his gaze on the research subject changes, is to have vision and criticism about what was researched.

3 FINAL CONSIDERATIONS

Analyzing the research and its possibilities in vocational training from source worked on this study, it identifies that this

practice allows the establishment of an independent professional researcher and his practice. At the level of initial training using the search features for relevance to the construction of knowledge from issues concerning the profession, allowing you to become a working tool for future interventions. Thus, it becomes relevant to the culture of encouragement from initial research in the context of school curricula.

Changes scientific about the process of teaching and learning that characterize the last decade confirm the research practice as a mediator of the educational process because it allows encompass knowledge from different fields of knowledge. Thus, possible to mitigate probable gaps left by the excessive specialization of knowledge.

In the professional training of Physical Education, research, needs to be located so as to contribute to the formation of an investigative approach and reflective of the reality and practice of performance.

It is worth emphasizing the importance of research to be inserted in the daily academic since the initial periods, in order to establish the course of their training a culture accustomed to scientific production. This will strengthen the possibility of establishing such an active stance in academic knowledge production front.

There are many existing limitations to be overcome for both the production of effective research, and for the development within the culture within training. Given this, it is suggested the preparation of studies to identify strategies and methodologies to work with the research process during the initial training.

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ABSTRACT

Analyzes the formative possibilities for research use and its contribution to the professional training of physical education. This is a literature which studies production-related research topic in the process of training. It is understood the research as a tool for training and work, which can be a professional investigative practice. As syntheses of considerations, it appears that work is necessary for the formation favors the research process throughout the historical trajectory of academic and non-timely manner, in order to increase the possibilities of forming investigative professionals.

KEYWORDS: research, training, physical education

RECHERCHE DE LA FORMATION PROFESSIONNELLE DANS L'EDUCATION PHYSIQUE: QUELQUES POSSIBILITÉS

RÉSUMÉ

Analyser les possibilités de formation pour la recherche et sa contribution à la formation professionnelle de l'éducation physique. C'est une littérature qui étudie le sujet de recherche liées à production dans le processus de formation. Il est entendu que la recherche comme outil de formation et de travail, qui peut être une pratique professionnelle d'enquête. Comme synthèses de considérations, il apparaît que le travail est nécessaire à la formation favorise le processus de recherche tout au long de la trajectoire historique de manière académique et non en temps opportun, afin d'accroître les possibilités de former des professionnels de l'investigation.

MOTS-CLÉS: recherche, la formation professionnelle, l'éducation physique.

**INVESTIGACIÓN EN LA FORMACIÓN PROFESIONAL DE LA EDUCACION FISICA: ALGUNAS
POSIBILIDADES****RESUMEN**

Analiza las posibilidades de formación para el uso de investigación y su contribución a la formación profesional de la educación física. Se trata de una búsqueda bibliográfica que estudia temas de investigación relacionados con la producción en el proceso de formación. Se entiende esa búsqueda como una herramienta formativa y de trabajo que puede constituir una práctica de investigación profesional. Como síntesis de las consideraciones, parece que el trabajo es necesario para la formación y favorece el proceso de investigación a lo largo de la trayectoria histórica de carácter académico y no oportuna, a fin de aumentar las posibilidades de formar profesionales de la investigación.

PALABRAS CLAVE: Investigación, Capacitación profesional, Educación Física.

A PESQUISA NA FORMAÇÃO PROFISSIONAL EM EDUCAÇÃO FÍSICA: ALGUNAS POSSIBILIDADES**RESUMO**

Analisa as possibilidades formativas em relação a utilização da pesquisa e sua contribuição para a formação do profissional de educação física. Trata-se de uma pesquisa bibliográfica que estuda produções relacionadas ao tema pesquisa no processo de formação profissional. Compreende-se a pesquisa como instrumento formativo e de trabalho, que pode constituir um profissional investigativo de sua prática. Como considerações-sínteses do trabalho infere-se que é necessário que a formação privilegie o processo de pesquisa durante toda a trajetória histórico-acadêmica e não de maneira pontual, para que se amplie as possibilidades de formar profissionais investigativos.

PALAVRAS-CHAVE: Pesquisa; Formação Profissional; Educação Física.