

47 - PIECES OF KNOWLEDGE ABOUT TEACHING OF PHYSICAL EDUCATION TEACHERS

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silviapavesi@bol.com.br**Introduction**

When facing the educational reality, the physical education teacher builds pieces of knowledge related to his/her professional reality. Such pieces are made of teaching pieces of knowledge, foundation of all his/her work. This way, the job of a teacher as a Physical Education professional brings in its core senses and meanings that are inherent to it. Therefore, the job of the teacher is not merely an action over an object, as it is for the artisan and his work. For his/her action is built over the measurement of his/her own action of teaching, the student's learning and knowledge. It is this measurement that gives sense and meaning to the act of teaching which, if lost, will alienate the work of the teacher.

Teaching as a profession is built in multiple relationships in a continuum professional development. Conceiving what Ramalho Nunez and Gauthier said (2004), a professional development process begins by the pieces of professional knowledge about teaching, goes to an individual consideration and, later, to a group consideration over such pieces of knowledge; supported by the critical theory, it questions the pedagogical work and relates the theoretical production so it turns into an ascending spiral continuum development.

Thus, an analysis of the speech of the teacher about his/her work was made in this study, and it was observed that the physical education teachers' professional practice is marked by a tangle of histories and cultures that overcome the pedagogical dimension of the pieces of knowledge that were worked on back at the University. The "Teaching Knowledge" category allowed us to focus on the relations of teachers with the pieces of knowledge that they are sure of so they can teach and those that they teach, mediated by practical pieces of knowledge and creators of it, that turned out to be considered fundamental for the identity configuration and professional competence.

In that sense, Tardif (2002) points out that the experience pieces of knowledge are made during the day-by-day exercises practice of the profession, based on the work and on the knowledge from the mean. Those are pieces of knowledge that come from experience and are validated by it. They are incorporated by both individual and group experience under the habit and ability form, of knowing how to do it, and knowing what to be. These authors work with the *habitus* category from Bourdieu (1996) and try to overcome the technical rationality model drawing attention to the existence of the experience pieces of knowledge that are not for the practice, but from it; those that are originated in the day-by-day practice of the teacher facing the conditions of the profession.

In other studies Tardif and Raymond (2000) showed that professional pieces of knowledge are knowledge of action, knowledge of the work and in the work, which distinguish themselves from the pieces of knowledge from the University the scientific ones. Hence, a teacher never defines his/her own professional knowledge by himself/herself and in himself/herself. On the contrary, this knowledge is socially produced, it is the result of a negotiation among several groups. Therefore, it is necessary to inscribe in the knowledge core of the teachers the relation with the others, and, mainly, with this other group represented by a class of students.

The experience pieces of knowledge are made of the teaching culture in action. Since the teaching activity is really fulfilled in an interaction net with other people, in a context in which the human element is determinant and dominant and in which symbols, values, feelings, attitudes are present and are subject to interpretation and decision. Those interactions occur in an institutional universe in which teachers progressively become aware of it, trying to adapt himself/ herself to it and be part of it. This mean the school is a social mean made by social and hierarchic relationships among rules, obligations, precepts that teachers must know and respect in several levels.

In this study, the analysis over the pieces of knowledge about teaching was made in two different moments: the first one before they took part of the Unicamp extension project and, the second one, after they took part of the project.

In the first instance the pieces of knowledge that were presented by the teachers showed that they were conditioned to complete tasks, to follow pre-determined models, the teachers were not able to make out the reason of the worked pieces of knowledge in their pedagogical actions. Because they did not identify the goal of the Physical Education in the school field, they just understood that their job would be to carry out the pre-established contents.

Physical education contributes for the education. In what ways (...) how complicated it is! I feel that it contributes through the contents that we develop, through the cultural activities, physical activities.

Because we have a content to pass on, we have what to teach. Which are the contents elaborated by the teacher from the municipal schools.

In contradiction, a search for clearer and more significant ways were observed. However, such thoughts were only centered in their own practices:

(...) I see the school contents, who has created those contents and had left others out. This goal, the way it is, I'm not sure whether it is relevant, the same way I don't know whether some classroom stuff is relevant. We're trying to find it out, but I think it is difficult. I myself modified many things of the school content.

Teachers showed that their concepts over Education and School are structured on the common sense level. They even, sometimes, were not able to answer the questions.

Education (...) what is education? It is to learn something. Everything that is experience contributes with the education. Physical Education contributes to the education. In what ways, though?

Education in what sense? (...) It contributes, it adds up. It has pieces of knowledge that belong only to it. If she doesn't acquire this knowledge at Physical Education, she will not acquire it at any other knowledge field.

It was identified that teachers were not able to find the reasons in their conceptions. Some aspects on the teacher's speech presented strong utilitarian visions of the school, of the Education and of the Physical Education. When they were asked about this theme, they showed that they do not reflect over their own conceptions and their arguments become empty because they do not understand the sense and the meaning of their actions.

(...) Wow! We never stop and think about this subject. It is really hard. The school must have the education role, the role of teaching things to this student, the subjects. And, the Physical Education is also part of this school and this is how the integration happens.

It is absolutely a subject like the others. It is a knowledge area. This relation is not clear to me.

Again, positions that indicate ways of overcoming the current situation were identified. Because, when they talk about

the school Physical Education they show concerns regarding the human formation and the pieces of knowledge fragmentation among the school disciplines.

It exists in the sense that with Physical Education, you are teaching this student for life, for the day-by-day, for living in society.

The school is an educational environment, and Physical Education is there, other subjects are there, but the relationship among them is very difficult, I myself have never seen it happening. It's kind of isolated, indeed. I think that the school contents should be related, but there's not enough time for it.

The analyses when crossed with the literature allow us to conclude that the notion of knowing must be linked to a rationality demanding. Knowing something or doing something in a rational way it is to be capable of answering these questions: "why do you say this?" and "why do you do that?", offering reasons, justifications that are susceptible to the speech or action validation. In this perspective, knowing to do something well so to talk about "knowing how to do it" is not enough, it is necessary that teachers know why they do things in a certain way.

In that sense, knowledge is a social construction produced by the rationalization and motivations that are made from their judgment, choices and decisions. Therefore, the competence of teachers are directly connected to their capacities of rationalizing, criticizing, revising and objecting their own practice, trying to build it upon reasons of acting. Thus, the practical reflective corresponds to the professional that owns a reason that is conceived in an argumentative and deliberative approach.

As Pimenta (2005) points out, being a teacher has always been a synonym for being a sager, a thinking, reflective, planning, evaluator subject. That seemed to give the teacher the status of being a professional that projects and, because of that, of a professional that is constantly looking for ways of enhancing his/her practices.

But the constant criticisms to the repetitive practice Physical Education teachers; the reminiscent of teachers who produce stereotyped gestures that are repeated and reproduced year after year by the students are part of the criticism to the model of technical rationality which introduced the Taylorism into the education. This paradigm is marked by the fragmentation of the functions, parting researchers and experts the ones who produce pieces of knowledge from the teachers, who usually are considered mere pedagogical proposal consumers and who simply put in practice the policies that are defined from the top to the bottom.

The analyses showed the power of teachers not only over the school life, but also on his/her own work development, is really reduced. Such situation leads to an alienation of the pedagogical work. However, in order to turn teachers into subjects of knowledge, it is necessary to give them time and space so they can act as autonomous actors of their own practices and as competent subjects of their own profession. What does being a Physical Education teacher mean? What is the sense and the meaning of teaching Physical Education?

In order to understand, in an effective way, the meaning of the teaching work, it is necessary to point out the mediation action made by other individuals in the appropriation process of the social practice results. This mediation concept fulfilled by the teacher between the student and the culture presents some specificities, that is, the formal education is qualitatively different because it has as a specific goal to make it possible the appropriation of basic cultural tools that allow the understanding elaboration of a social reality and fostering the individual development. This way, the pedagogical activity of teachers is a set of intentional, conscious actions that lead to a specific goal. (BASSO, 1998).

The goal of the teaching work consists on making it possible for the students to have access to everything that is not reiterative in the social life. The teacher would have a mediative action between the formation of students in the everyday life where he/she gets hold of the language, objects, usages and customs in a spontaneous way, the influence of the cultural industry in the everyday life of students and the formation of the students in the non-everyday levels of the social life, making it possible the access to goals like science, art and moral, and making it possible, at the same time, the critical attitude of the student.

The speech of teachers revealed that their actions were shown as lacking sense and meanings to the profession, since they did not find reasons to their actions and thoughts. This reveals alienation to work and to the teaching profession.

Such claim is supported by Basso (1998) when he says that the job of the teacher will be alienated when his/her sense does not correspond to the meaning that was given to the effective content of this socially predicted activity, that is, when the personal sense of work is parted from its meaning. If the sense of the teaching work, which is given by the teacher who makes it, is only to guarantee his/her living, working only for his/her salary without conscious of his/her part in the production of the goals in the general perspective, there will be a split with the socially steady meaning.

This meaning is understood as a mediator between the student and the cultural tools that will be appropriate, aiming to widen and systematize the understanding of the reality, and making it possible to have goals in non-everyday levels. In that case, the alienated teaching work may uncharacterize the school educational practice.

Therefore, the individual and group reflection based on the critical theory becomes a fundamental aspect for the professional development of the teacher. But, how can it be made in the pedagogical work of teaching?

The Reflection Processes

The critical reflexive practices were turned into a tool of surpassing the actions and thoughts presented by the teachers previously. What does reflecting on the teaching action mean? What kind of reflection are we talking about?

We understand reflection as being the possibility that is developed from the dialogue between the human being and his world. It means that education is a concrete social and historical practice, and it is intrinsically linked to the own human's building process and to the human world. Education is a political practice! And that is why the formation of teachers requires a solid human formation.

Contreras (2002) explains that teachers tend to limit their action and thinking world to the class and to its most immediate context and, by that, they prefer to submit themselves to the routine and to their immediate experience without being able to see the structural conditionings of their work, their culture and the ways of their socialization. Because of that, a **critical theory** becomes necessary which would allow the teachers to see further than their own situation. This leads the teachers to the real intellectual and political autonomy path. The author points out the following issue:

(...) it is defined a relationship configuration between some intentions and the professional actions in a performance context, but no content is being revealed for the so-called reflection. Therefore, it is not suggesting which reflection field it must be nor which are its limits. It is supposed that the thinking potential will help rebuilt implicit emancipated traditions in the values of our society. However, the so-called values are not the only ones that represent emancipation but also the ones that represent domination. The question here is whether the reflection processes, by their own qualities, are led to the consciousness and to the fulfillment of emancipation, equality or justice ideals. (p. 110).

Libâneo (2005) made a map of current conceptions over the formation of teachers and he suggests two basic types: the neoliberal reflection and the critical reflection. In the neoliberal field, the reflective method is placed upon the positivism ambit,

having the instrumental rationality as a common denominator. In the criticism field, it says of the criticizing reflection, the critical, social reconstructionist, communicative, hermeneutic, communitarian reflection. Considering that there is variation in each of them. We go through Contreras for the critical field definition:

The critical theory is not only a simple external perspective over the transformation processes that some social groups take over. Its commitment to the emancipation (...) becomes part of the transformation process, helping the groups to comprehend each other within the domination ways in which they are subdued and help them glimpse into the possibilities of action that open up for them. (CONTRERAS, 2002, p. 127)

Based on this assumption, the critical theory acquires an emancipator character as it helps the creation of conditions in which social groups can look for the practical ways of relating without restraint, that is, the inter-subjective deals. The communicative rationality would be the mean in which the inter-subjectivity can resist to the system and widen the world space of life.

Since there is not only one way of teaching, it needs to harness itself to the web of meanings that involves the school context. For that reason Gimeno Sacristán (1998) claims that between knowledge and action the mediation of the subject is introduced, and it acts with an intention guided by necessities, desires, emotions that mark their thinking. Hence the interpretation of knowledge of the subject. For that reason the author claims that the thinking processes must happen in the previous phase (planning) and posterior phase (revision; criticism).

The author presents three levels of reflection: the first one corresponds to a distance from the practice in order to see it, understand it and assess it. It refers, at the same time, to the practice and to the cognitive apprehension of the practice from the everyday doing, from the common sense. The teacher acts according to his/her representations, that is, the teacher's reflection is the knowledge deduced from his/her actions. The second level is the science apprehension to the common sense. The third is the reflection over the reflective practices, it is about considering the characteristics of the two other levels of reflection.

Critically reflecting means to put oneself into an action context, in the history of the situation, it means to participate of a social activity and to face the problems. It means to exploit the social and historical nature, both related to us as actors in the institutionalized practices of education, and in the relationship of our reflection and our educational action. The critical reflection must be a public activity, demanding the organization of the people who are involved in it and being led to the elaboration of systematic processes of criticism that would allow the reformulation of its theory and of its social practice and of its working conditions. (CONTRERAS, 2002)

A thought that does not become a political action, that transforms the practice itself, has no sense in the educational horizon. Reflection takes us away from the enigmatic, uninstalls us from the present moment. However, the human being tends to remain settled. There is always a wish of changing, of something new, of revolution but it is oppressed by the difficulties and by the risks implied. Everyone wants things to change, but there is some kind of fear when facing uninstalment. This is an innate tendency of the human being. So, having the thought as a pathway demands an act of willingness and courage that generates and stimulates the changing.

It is also indispensable that this reflection is well informed by its theory. However this is not enough to guide it through the actual problems to be faced by the teaching work. It is necessary, still according to Contreras, that the teacher compromises himself/herself with the transformation of the reality, when it comes to these problems, and here is where the ethical and political components of his/her work takes place. Besides, it is necessary that the teacher develops an open sensitivity to the pluralism, and that it assures the consideration of other points of view, different from his/her own, even if it seems to be too critic and emancipator.

From this critical reflexive conception on, the collaborator teachers were put into the reflexive practice and they presented the transcendence of their actions and thoughts. This was the destination and the building of new pieces of knowledge of the teachers, pieces of knowledge that were based on arguments and reasons.

Before that, Physical Education was understood to be an activity area. The teachers used to show an eclectic understanding of this field, that is, the traditional tendencies of this area (a sportive, motor, healthy curriculum) were mixed with their thoughts, without the understanding of the political subordinators that involve such tendencies. In this stage other positions were verified.

Teaching...it is related to getting to know this culture, these livings, to build the pieces of knowledge about several questions that go around culture (sex, power, gender). I help the students to have a view over these aspects, the critical sense related to their social condition.

Since Physical Education is about the body culture of movement, the manifestations, the themes that will be worked on will depend on the context, on the place that each social group is in. The cultural part is meaningful to my students.

We still haven't done a change in our class practices. But, there was a change of heart. This is a very complicated subject, because my conceptions over the developmentalism that comes from my formation are still very strong. For some time now I believe that the activity for itself is not characterizing the teaching, he is learning a new game, but does it mean it will be useful for his life?

After the critical reflective practices made in the group a set of changes was observed. The teachers started to justify their thoughts. They conceived the Physical Education as a knowledge to be treated into the school Education, they insert the culture as one of the components of Education, they realized the influences that they received in their formation and they adopted a critically position to the previous paradigm.

Now I'm bringing up to them the body culture, which ones they know, that they live with in their region, at home, with friends. Which ones they would like me to work with in my classes. Because it has to come from something meaningful to the group.

It start with the knowledge that my students bring so I develop my planning. Before I started with the group, there were contents that I used to bring so the students would adapt it to their reality, to the mean where they are. Now, I start from the opposite, I start from their knowledge, so they elaborate their knowledge and they modify the way they see and act over this knowledge.

Researcher: How do you relate these contents?

It doesn't matter. The media issue, because, the issues of gender, of identity, of ethnicity. I don't know how I'm working it, but I realize the necessity of those relations around the movement, the body practices. Not only repeating, but also practicing and understanding the relations around these body practices. I believe that the comprehension of these relations will be bringing a greater benefit for them. It is to be acting in a different way among them.

Final Considerations

This work represented a stage on the professional development of Physical Education teachers. Many problems were

solved and many others came up and are being discussed. For those collaborating teachers being part of this process meant:

The group represents a path that takes me to an understanding process about my work. The studies have been giving me a lot of support to work in my class. The text readings were very deep and the changes of experience have been helping me a lot to understand the process of knowledge building.

Got out of college, with the school Physical Education lost over what to be working. I started working for the City Hall and there was already a curriculum and word had it that it was the best thing in the world, that had ever come up. And then I started working those contents, in the meetings, many questions would come up and I wasn't being able to work properly, that's why I was feeling run down. And I couldn't see any sense on the curriculum contents, neither I could understand what that was. When I started with the group and we started studying culture and curriculum, I could realize clearer relations that were felt about my work. That is why I'm interested in continue with it next year.

The conclusions of this work reveal that the pieces of knowledge of teaching are constructions that continue throughout the professional career in a professional development process. The denomination of the teacher as a professional implies in considering a teaching action based on the teaching and research reflection. The reflection is understood as a dialect movement between the theoretical knowledge and practical knowledge, which are meant again in the action-reflection-action mediation. Teaching is a group of complex operations that transforms the school pedagogical project into a real practice. The research turns into a guide to the debates over the pieces of knowledge that are treated in the educational practice, being able to become an attitude adoption that suppose the use of methods and scientific productions as a reference to the building of pieces of knowledge that make it possible to build the professional autonomy.

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PIECES OF KNOWLEDGE ABOUT TEACHING OF PHYSICAL EDUCATION TEACHERS

The present exploratory type study has as its investigation starting point the problem over the building of the pieces of knowledge of the physical education teachers' profession. To answer this question, it was analyzed the speech of teachers who collaborated with the extension project from the Universidade Estadual de Campinas together with the municipal education network of Londrina-Pr. A semi-structured interview was used as a tool to collect the data, which was made before and after their part in the project. The analyses allowed us to conclude that physical education teachers build their knowledge based on their life histories, and their experience on working at a school field. Another aspect shown in these analyses is that when facing each of the school institutions, teachers also build specific knowledge that become part of both individual and group experience in the educational field. Physical education teachers have little autonomy in their pedagogical work. After one year of critical reflexive work experienced in the extension project, teachers showed that their ideas were now supported by rational justification over their actions aiming to the construction of new knowledge and the search for a professional autonomy. Thus, it was concluded that pieces of knowledge are result of a whole professional career building in a professional development process. The pieces of knowledge become competence whenever it is permeated with consideration, criticisms and research.

Key-words: Pieces of knowledge; Teaching; Physical Education

CONNAISSANCE DE L'ENSEIGNEMENT DES PROFESSEURS D'ÉDUCATION PHYSIQUE

La présente étude exploratoire type a son enquête comme point de départ le problème de la construction de la connaissance des pièces de l'éducation physique des enseignantes et des enseignants profession. Pour répondre à cette question, il a été analysé le discours des enseignants qui ont collaboré avec le projet d'extension de l'Universidade Estadual de Campinas avec le réseau d'enseignement municipal de Londrina-PR. Un entretien semi-structuré a été utilisé comme un outil pour la collecte des données, qui a été faite avant et après leur part dans le projet. Les analyses nous a permis de conclure que les professeurs d'éducation physique à renforcer leurs connaissances sur la base de leurs histoires de vie, et sur leur expérience de travail dans une école domaine. Un autre aspect montré dans ces analyses est que face à chacun des établissements, les enseignants aussi construire des connaissances qui deviennent partie à la fois individuel et en groupe dans le domaine de l'éducation. Professeurs d'éducation physique ont peu d'autonomie dans leur travail pédagogique. Après une année critique réflexive de l'expérience de travail dans le projet d'extension, les enseignants ont montré que leurs idées ont été soutenues par plus de justification rationnelle de leurs actions visant à la construction de nouvelles connaissances et la recherche d'une autonomie professionnelle. Ainsi, il a été conclu que des morceaux de connaissances sont résultat de toute une carrière professionnelle dans un bâtiment processus de développement professionnel. Les pièces de la connaissance deviennent compétence chaque fois qu'il est imprégné d'examen, des critiques, et de la recherche.

Mots-clés: connaissance; Enseignement; l'éducation physique

EL CONOCIMIENTO DE LA ENSEÑANZA DE LOS PROFESORES DE EDUCACIÓN FÍSICA

El presente estudio de tipo exploratorio tiene como punto de investigación el problema sobre la construcción de los conocimientos de la profesión de profesores de educación física. Para responder a esta pregunta, se analiza el discurso de los profesores que colaboraron con el proyecto de extensión de la Universidade Estadual de Campinas, junto con la red de educación municipal de Londrina-Pr. Una entrevista semi-estructurada se ha utilizado como una herramienta para recopilar los datos, que se hizo antes y después de su participación en el proyecto. El análisis nos permitió inferir que los profesores de educación física la construcción de sus conocimientos sobre la base de sus historias de vida sobre sus experiencias con el trabajo de campo de la escuela. Otro aspecto mostrado en estos análisis es que, cuando se enfrenta cada una de las instituciones escolares, los maestros también construir conocimientos específicos que se convierten en parte de los dos individuales y de grupo experiencia en el campo de la educación. Profesores de educación física tienen poca autonomía en su trabajo pedagógico. Después de un año de trabajo crítico reflexivo con experiencia en el proyecto de extensión, los maestros demostraron que sus ideas estaban apoyadas por la justificación racional de sus acciones destinadas a la construcción de nuevos conocimientos y la búsqueda de una autonomía profesional. Así, se llegó a la conclusión de que el conocimiento de la enseñanza de los profesores son resultado de toda una carrera profesional en la construcción de un proceso de desarrollo profesional. El conocimiento de la enseñanza se convierten en competencia siempre que sea impregnado por reflexión, la críticas y la investigación.

Palabras clave: Conocimiento; Enseñanza; la Educación Física

SABERES DA DOCÊNCIA DOS PROFESSORES DE EDUCAÇÃO FÍSICA

O presente estudo de caráter exploratório teve como ponto inicial de sua investigação a problemática sobre a construção dos saberes da profissão dos professores de educação física. Para responder a esta indagação foi analisado o discurso dos professores colaboradores do projeto de extensão da Universidade Estadual de Campinas em parceria com a rede municipal de Londrina-Pr. A coleta de dados utilizou como instrumento a entrevista semi-estruturada, a qual foi aplicada antes e depois da participação no projeto. As análises permitiram-nos inferir que os professores de educação física constroem seus saberes baseados em suas histórias de vida, em suas experiências com o campo de trabalho escolarizado. Outro aspecto mostrado nestas análises é que no confronto com cada instituição escolar os professores também constroem saberes específicos que se incorporam a vivência individual e coletiva do campo educacional. Os professores de educação física possuem pouca autonomia sobre o seu fazer pedagógico. Após um ano de práticas reflexivas críticas vivenciadas no projeto de extensão, os professores mostraram que seus discursos estavam agora apoiados por justificativas racionais sobre suas ações tendo como ponto de chegada à construção de novos saberes e a busca por uma autonomia profissional. Por fim, concluiu-se que os saberes são construções que se dão por toda carreira profissional num processo de desenvolvimento profissional. Os saberes se torna competências quando permeados pela reflexão, a crítica e a pesquisa.

Palavras-chave: Saberes; Docência; Educação Física.