

47 - CONTINUED TRAINING AND TEACHING PRACTICE IN SCHOOL PHYSICAL EDUCATIONGREICI FIOR
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INTRODUCTION

The training and the teaching practice of the teachers of the Physical Education Curriculum Base component is the main theme of this study, whose general objective is to understand the processes of formation and performance of the educators who teach in the discipline of Physical School Education. For there is a need for the educator to draw a parallel between theory and practice, since the two scopes are dependent on one another in the process of teacher-student interaction and mediation, as well as for the success of the larger goal of this process: teaching and learning.

Through Continuing Education combined with pedagogical practice, teachers and managers of educational institutions become better able to consider all pedagogical aspects and, in addition to them, to propose strategies for the purpose of healing difficulties and installing changes throughout the school community. In this sense, educators should reflect on their pedagogical practice and, from this assumption, go in search of improvements that contribute and subsidize their actions and performances in the classroom. For the professional transformation of the teacher, continuing education becomes one of the basic prerequisites, since it is from the study, research, reflection, constant contact with new conceptions, it is possible to change the teaching practice.

Being one of the topics of great relevance and generating numerous reflections and discussions, training and teaching practice are responsible for improvements and advances in the teaching and learning process. This process is renewed and innovated from initial and continuing training programs.

Aiming to recover this response, through a quantitative research, having Physical Education teachers who teach in the state network of Rio Grande do Sul, as sampling, the present study pointed to the degree of training, the time of performance and the levels of education that the participants act. To that end, it was investigated whether educators seek continuing education, what methodologies are based, and where they obtain the necessary training to adapt and innovate their pedagogical practices. And finally, he discovered how these teachers categorize the teaching of physical education today.

In a constantly evolving social context, where the school receives students who accompany and share this evolution, continuing education becomes extremely necessary, since it enables the teacher to acquire knowledge, to innovate and to meet this demand imposed by society, which demands constant professional update. According to Sousa (2008), being a teacher is more than teaching content, is to provide the exercise of citizenship and be committed to the transformations of society.

It is necessary to have a new teaching professional, so that the changes taking place in today's society can be accompanied, that is, to value research as a teaching strategy, to develop a critical reflection of the practice and to be always concerned with continuing education SHIGUNOV NETO and MACIEL, 2002).

Freire (1996) categorically states: "I search to know what I do not yet know and to communicate or announce the novelty". A necessary improvement that enables the teacher to know and alternatives to improve their pedagogical action, a process of development and interaction with reality, is how one can characterize continuing education.

In the field of Physical Education, research shows that continuing education has been little concerned with the deficiencies of the pedagogical practice of the teacher, as well as with the school context, taking care of the marketing needs and demands of the education systems and, despite the investment in several In this paper, we present the results of the present study. In this paper, we present the results of the study of physical education in the context of physical education.

Continuing education should be a strategy of intervention among physical education teachers to encourage more critical and reflective pedagogical practices. For this, it is important that this training space is also a place of reconstruction of knowledge, which when it occurs in collaboration and sharing of experiences, becomes even more effective in the reconstruction of its pedagogical practice (AZEVEDO et al., 2010).

The federal government promotes actions to encourage teachers of basic education to train, the policy ranges from the creation of a National Teacher Base to the expansion of quality and access to initial and continuing training of teachers of basic education. With these objectives, they offer some training programs such as: Initial and Continuing Program, Presential and Distance, of Teachers for Basic Education (PARFOR) - Institutional Program of Initiation to Teaching Grant (PIBID), Pedagogical Residency Program, New Talent Program Open University of Brazil (UAB), Continuing Education Program for Teachers in Special Education, Teacher Portal, National Continuing Education Program in Educational Technology - PROINFO INTEGRADO (PORTAL DO MEC, 2018).

According to the Minister of Education, Mendonça Filho: "Good teacher training is fundamental and has a direct impact within the classroom, especially on the issue of the quality of teaching and learning of children and young people in primary schools in Brazil". (PORTAL DO MEC, 2018)

When a teacher is updated there are only benefits for the students. In this interview, Moran (2004), questions and justifies: "What should a classroom have for a quality education? It needs fundamentally well-prepared, motivated and well-paid teachers with up-to-date pedagogical training. This is uncontested." In addition to continuing education encouraged by the government, more actions are needed for a quality public education, such as the valuation of professionals, the salary floor, the career and the work with extraclass and appropriate working conditions. All these factors are rights guaranteed by laws. The art. 61 of the Law on the Guidelines and Bases of National Education (LDB), introduced by Law No. 12.014 of 2009, recognized the category of education employees as one of three segments of professionals working in public schools, in the light of the 21st Professional School Support, established by CEB / CNE Resolution 5/2005. And it makes up the struggle for the valorization of these school workers, besides the career and professionalization (CAMARA LEGISLATIVA FEDERAL).

In his studies, Romanowski (2010) emphasizes that teaching and learning are processes that meet the same goal: cognition and the relationship between subjects, and it is in this dynamic, contradictory and conflicting interaction that the knowledge of this pedagogical practice is built and rebuilt. This, justifies the importance of the teacher to acquire formative knowledge, because during the pedagogical action conflicts and difficulties will arise and the teachers need to be prepared to

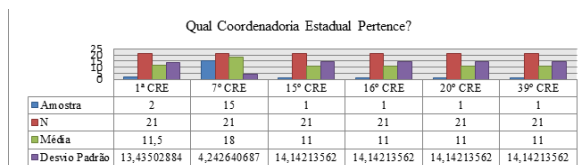
solve what happens in the exercise of the function.

METHODOLOGY

The subjects of this research are Physical Education teachers appointed and hired by the State of Rio Grande do Sul, the participants are volunteers and answered a questionnaire composed of 19 questions (objective and dissertative); for the research presented here, 8 of the 19 questions were selected. The questionnaires were answered with the prior authorization of the Coordinator of the 7 CRE, which was responsible for sending the questionnaires to the 123 Schools of this coordination. The N.T.E (Educational Technology Center) also sent the questionnaires directly to Physical Education teachers. After data collection, the results were tabulated in an Excel spreadsheet from Microsoft Corporation, using descriptive statistics in terms of means, standard deviation and frequency. As a low number of questionnaire responses were obtained, the researcher used social networks to disseminate the research, in groups containing teachers as members.

Graph 1 characterizes the State Coordination that the participant teaches, within the State of Rio Grande do Sul, since the questionnaire was made available in social networks throughout the State.

Graph 1: Characterization of the Coordination



Source: Research Authors

Of the 21 responses, 15 were from the 7^oCRE which was the target audience of the research, obtaining an average of 18 and a standard deviation of 4.24. The 1^oCRE obtained 2 responses, obtaining an average of 11.5 and a standard deviation of 13.435 and the 15^o, 16^o, 20^o and 39^o CRE obtained an average of 11, and a standard deviation of 14,142.

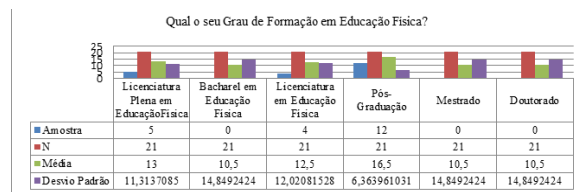
It is believed that these responses were fruits of the researcher's publication in social networks. The expected number of survey participants has not been reached. This may have occurred because of the state magistrate strike, and because the coordinator did not provide contact and data from the schools and teachers so that the researcher obtained direct access to the target public.

RESULTS

After completing the questionnaire stage, the tabulation and interpretation of the data, aims to investigate with the research sample in relation to its continuing education and pedagogical practice.

Graph 2, refers to the degree of training of Physical Education Professionals participating in this Study.

Graph 2: Degree of Formation of the Professor of Ed. Physics of the State of Rio Grande do Sul



Source: Research Authors

In Graph 2, it is noticed that all teachers have the necessary qualification to act in the discipline of Physical Education, according to current legislation, LDB n. 9394/96 in its article 62: "The teacher training to act in basic education will be at a higher level in the course of undergraduate, full undergraduate, university and higher education institutes." (BRAZIL, 1996).

It is pertinent to emphasize here the question number 4 of the questionnaire, since it refers to the professional that does not have habilitation in Physical Education and teaches classes in the discipline. It is known that for many years this practice was allowed to complete workload and fill teacher shortages. Due to the fact that all professionals are qualified, the issue becomes irrelevant.

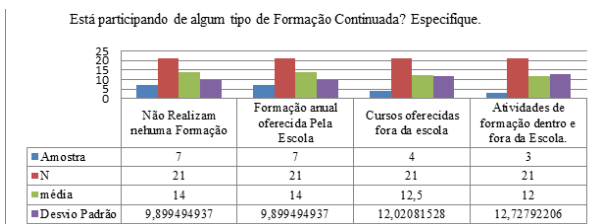
We obtained 5 professionals with Full Degree, 4 with Bachelor's degree and 12 of them have a Post-Graduate course. No professional Bachelor's degree in acting, and none of them holds degrees at the master's and doctoral level.

Knowing that the maximum degree of qualification for the teaching profession of the state of Rio Grande do Sul, according to its statute, LEI Nº 6.672: Art. 7 - The levels constitute the qualification line for teachers and education specialists, as follows: [...] Level 6 - Specific postgraduate qualification obtained in doctoral, masters, specialization or improvement courses, with a minimum duration of one academic year, in the last two cases "(ESTATUTO MAGISTÉRIO ESTADUAL, 1974).

This explains the low index and lack of interest in continuing studies, at the stricto sensu level, since there is no recognition and higher career projection, postgraduate, master's and doctorate are together at the maximum level of teacher promotion.

Chart 3 points out that even though they do not invest in the master's and doctoral programs, the professionals in their majority 14 of them carry out studies, updates and continuous training.

Graph 3: Continuing Education of Physical Education Professionals in Rio Grande do Sul



Source: Research Authors

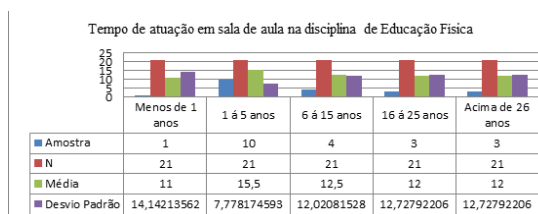
Only 7 of the interviewees do not invest in their continuing education, not making updates and training courses. Another 7 teachers participate in the training provided by the school, and 4 of them participate in activities besides, those offered by their school and 3 of them the formations of the school and outside. Among the actions of valorization, the importance of continuing education, especially of the teachers, stands out, since its permanent updating is fundamental for the quality of the teaching.

According to Opinion No. 545/2015, art. 9 of the National Curricular Guidelines - Resolution CNE / CEB No. 4/2010, establishes requirements for the social quality of education, among which, in its section VIII, "the valuation of education professionals, with a continuing education program, , permanence, remuneration compatible with the working day defined in the political-pedagogical project;"

We know that the educator is not valued enough by the work that develops, however, it has been realized that, the professionals are not leaving and will not stop going in search of continuous training to better carry out the exercise of their profession.

Graph 4 shows the time of classroom performance of the study sample.

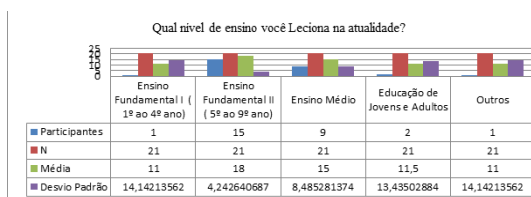
Graph 4: Classroom Actuation Time



The data in Graph 4 show that: 1 professional works less than 1 year, the majority of professionals, 10 of them work from 1 to 5, 4 of the respondents have 6 to 15 years in the classroom. From 16 to 25 years old are 3 acting teachers and over 26 years old 3 professionals. This shows that renewal is occurring in the magisterium of the State, a fact that is due to the retirement of teachers in the area. It was expected that the professionals with more time of participation participated in a smaller number in the training activities (Graph 3) since they are closing the labor activities. But this did not proceed in the study. This factor did not influence teacher training. The 7 educators who do not perform any training have less time in school than the others who perform. It was concluded that no matter the time of school performance, but the availability and willingness of the teacher and seek new knowledge and update their pedagogical practice.

Figure 5 shows the levels of Teaching that educators teach.

Graph 5: Level of Education which we teach professionals from Ed.Física do Estado do RS

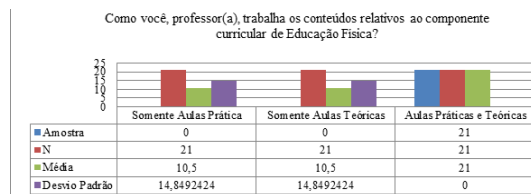


Source: Research Authors

When looking at Graph 5, it is observed that most of the participants teach in Elementary School II (15), followed by High School (9), EJA (2) and other levels only 1. It is also noticed that of the 21, 6 participants teach on 2 different levels of Education. As there is no homogeneity in content and selection of them sequentially appropriate to learning and goal-oriented, and according to the area of knowledge (COLL 1987), classes end up being often only with the sport (s) that the teacher has preference and mastery and the same contents are still studied in all series, in a repetitive way. Thus, training is necessary in this scenario, coming from aid to the Physical Education teacher, since in this discipline teachers do not have a teaching material guiding for their pedagogical practice, even being a mandatory component of the National Curriculum Base.

Graph 6 illustrates the methodology that the subjects of this study use in their pedagogical practices.

Graph 6: Characterization of the classes in the Physical Ed of the state of Rio Grande do Sul



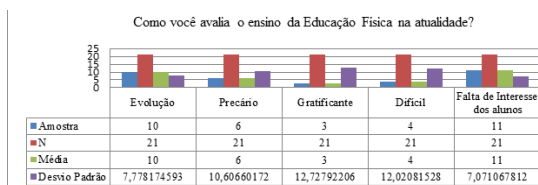
Source: Research Authors

Although Physical Education has a history and a sportivist and recreationalist line, Graph 6, demonstrated an advance in the pedagogical practices of the teachers, since they are doing theoretical classes in a discipline seen only as practice in their contents. All the participants reported that they teach practical and theoretical classes for their classes, which shows that they are aware of the importance of the theoretical contents of the various manifestations of the body and of the movement.

Mattos & Neira (2000) suggest in their studies that, ideally, classes should be divided into two parts: theoretical and practical. The theoretical part aims to provide the student with knowledge of the main concepts of the subject being developed, and also express meaning in the classroom. The practical part should present the experience of the concepts studied in theory. The teacher should act as supervisor, so that the movements are performed correctly. Enabling the learning of conceptual content and movement.

Figure 7 is a demonstration of the evaluation of Physical Education classes in the present time.

Graph 7: Evaluation of the Physics Ed of the State of Rio Grande do Sul by the teachers of the area



Source: Research Authors

When the participating teachers were questioned regarding the current situation of Physical Education classes, 11 of them reported the students' lack of interest as one of the greatest difficulties to act in the classroom. This fact can be explained, for the students' interest in other activities, such as technological ones, for example. The students have not seen Physical Education with great importance, probably due to the way of the professionals of the area themselves, who only allow the practice and the sport, and do not aim at the knowledge to be developed, experienced and constructed (PICOLLO, 2007). This confirms the importance of pedagogical updates to resolve the conflicts of practice. Thus, the teacher can easily combine the contents and insert technological resources in their classes. Highlighted by Pereira (2011), digital educational resources (RED) can be used to help learning and to develop creativity, concentration and motivation for new learning. Ten of the participants considered education as an evolving discipline. This is corroborated by the data in Chart 3, when they perceive the importance of reflections on body movements when using both practical and theoretical classes. However, this curricular component still does not have an adequate standard to work the contents referring to each level of education, as it happens in other disciplines

Physical Education was classified by 6 of the educators as precarious, a factor that hinders the pedagogical practice of Physical Education. According to Bracht (2003), "the existence of adequate materials, equipment and facilities is important and necessary for Physical Education classes, their absence or insufficiency may compromise the scope of pedagogical work." Another 4 participants rated it difficult for all of the above. Of the 21 participants, only 3 of them point to Physical Education as rewarding, which demonstrates the dissatisfaction of professionals with current area. We know that the moral and financial devaluation of the teacher, has been affecting even the teaching in the classroom. Because of the lack of motivation, many of these professionals are leaving to teach, seeking in another profession the financial achievement and the improvement of self-esteem. The lack of classroom teachers is only happening due to the devaluation of the profession.

FINAL CONSIDERATIONS

This study makes it evident that the work of the Physical Education teacher is a permanent challenge and one of great heterogeneity. Therefore, the educator should seek continuous training that supplements and requalifies in the professional, not meaning, however, that the continuous formation is built only by of course accumulation, and should have an essential and close relationship with the recurrent classroom practice. In the practice of teaching, it is important that the professional is kept in constant study, because the new conceptions of continuing education give the teacher a greater view of the role of his profession in society in the present, which is inserted in a context that requires going much further of its initial training course, which is insufficient in the face of the evolution that society has been imposing. In fact, it is no longer possible to teach classes only with what was learned at the undergraduate level. However, the educator in the area of Physical Education should not repeat the vicious circle of the ancestors, because in this way it will be stagnant. A conscious teacher committed to their work invests in their training, not to be frustrated professionally, to demand respect, improvements and the long-awaited and dreamed professional appreciation. Aware that this research does not exhaust the theme in question, a reflexive look is launched from a given reality and it was observed that there are multiple variables of the educational process.

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CONTINUED TRAINING AND TEACHING PRACTICE IN SCHOOL PHYSICAL EDUCATION

This study investigated the relationship of continuing education in the area of Physical Education with the development of teaching pedagogical activity, based on the perspectives and experiences of a group of twenty one Physical Education teachers from the state public network that teach in the State of Rio Grande do Sul South. Participants answered a questionnaire with the purpose of confronting ideas, experiences and experiences, as well as the association with the problems faced in teaching practice in order to respond to the challenges in the classroom. It is understood that, in identifying the training needs expressed by the educators, this study may present as indicative contributions to (re) think about the formative actions in the area of physical education, so that they correspond adequately to the reality that the teachers are inserted in their areas of action for the satisfactory outcome of the teaching and learning process in school physical education.

Keywords: Teacher Training; PE; Pedagogical Practice

RESUME

Cette étude a examiné la relation entre l'éducation permanente en éducation physique et le développement des performances pédagogiques de l'enseignement, à partir des perspectives d'un groupe de 21 professeurs d'éducation physique appartenant au réseau public de l'État qui enseigne dans l'État de Rio Grande do Sul. a répondu à un questionnaire dans le but de confronter les idées, les expériences et les expériences, mais aussi de réaliser l'association avec les problèmes rencontrés dans la pratique de l'enseignement afin de répondre aux défis de la classe. Il est entendu que, en identifiant les besoins de formation exprimés par les éducateurs, l'étude peut présenter des contributions indicatives à la réflexion sur les actions formatrices dans le domaine de l'éducation physique, de manière à ce qu'elles correspondent bien à la réalité qui anime les enseignants. domaines d'action pour le résultat satisfaisant du processus d'enseignement et d'apprentissage en éducation physique à l'école.

Keywords: Formation des enseignants; Éducation physique; Pratique pédagogique;

RESUMEN

Este estudio investigó la relación de la formación continuada en Educación Física con el desarrollo de la actuación pedagógica docente, a partir de las perspectivas de un grupo de veinte y un profesores de Educación Física de la red pública estatal que enseñan en el Estado de Rio Grande do Sul. respondieron a un cuestionario con el propósito de confrontar las ideas, experiencias y vivencias, y también de realizar la asociación con los problemas enfrentados en la práctica docente para responder a los desafíos en el aula. Se entiende que, al identificar las necesidades de formación manifestadas por los educadores, el estudio podrá presentar como contribuciones indicativas para (re) pensar las acciones formativas en el área de la educación física, de modo que correspondan adecuadamente a la realidad que los docentes están insertados en sus áreas de actuación para el resultado satisfactorio del proceso de enseñanza y aprendizaje en la educación Física escolar.

Palabras clave: Formación Docente; Educación Física; Práctica pedagógica;

A FORMAÇÃO CONTINUADA E A PRÁTICA DOCENTE NA EDUCAÇÃO FÍSICA ESCOLAR

RESUMO

Este estudo averiguou a relação da formação continuada na área de Educação Física com o desenvolvimento da atuação pedagógica docente, a partir das perspectivas e vivências de um grupo de vinte e um professores de Educação Física da rede pública estadual que lecionam no Estado do Rio Grande do Sul. Os participantes responderam a um questionário com o propósito de confrontar as ideias, experiências e vivências, e também de realizar a associação com os problemas defrontados na prática docente a fim de uma resposta para os desafios em sala de aula. Entende-se que, ao identificar as necessidades de formação manifestadas pelos educadores, este estudo poderá apresentar como contribuições indicativas para (re) pensar as ações formativas na área da educação física, de modo que correspondam adequadamente à realidade que os docentes estão inseridos em suas áreas de atuação para o desfecho satisfatório do processo de ensino e aprendizagem na educação Física escolar.

Palavras-chave: Formação Docente; Educação Física; Prática Pedagógica;