

18 - THE IMPORTANCE OF CONTINUED FORMATION TO THE PROFESSIONAL OF PHYSICAL EDUCATION IN SCHOOL

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1 INTRODUCTION

Observing the pedagogical development of Physical Education in public schools of Rio de Janeiro one can notice that some practices are still dominated by sportivism as it is the main or the sometimes the only content to be developed. In such a way, it has been verified that through the decades it has been necessary that some theoretical advances in Education and specially in Physical Education be carried on. Some new approaches then appear and along with some Brazilian guidelines on Education contribute to place this discipline in a prominent position in the formation of critical, participative citizens focused on social responsibility. Since the 80's Physical Education on school has been elaborating some proposals considered as more progressive, such as the humanist, the constructivist, developmentist, the critical-emancipatory and the critical-surpassing, among others. However, one might notice that there is a great distance between these pedagogical proposals and the knowledge built up inside the walls of the school. It's still possible to observe a Physical Education based on the traditional pedagogy, which main content is still sports based, transposing the codes of high performance sports, summarizing it in a simple and alienating practice where pupils are not able to assimilate and transfer this knowledge to their daily life.

In an attempt to break this paradigm in which the contents are all the same through the years and thus we find pupils who still lack discipline and motivation; continued formation might then be the solution for improving quality of education within contemporaneous educational context (NÓVOA, 1991).

The notion of continued formation is linked to the perception of the accelerated social and technical-scientific changes, which are the new challenges of modernity. The target should be to adjust the models of formation to a time of constant emergency for new demands; steady abilities could not be admitted when considering the formation of new teachers.

The idea of continued formation became more evident in Brazil since 1996 with some guidelines been launched by Ministry of Education which seeks to turn the professional working with Physical Education in school to be more valuable as it's a right of all professionals working in schools not only from a functional perspective but also to develop them as professionals articulated with the schools and their projects.

The formation of the professor does not only have to be thought by the Universities, but also by the educator himself and all his network and should not be restricted to their participation in courses, seminars and congresses. It is necessary that this knowledge be transferred the pedagogical practice adapting it to each one's reality. Thus, the continued formation should allow the professor to interact the reality of the pupils with new knowledge. Continued formation should not be faced as something static, finished, but yet as a dynamic process in constant development, as a part of the professional career, for modernity demands changes, adaptations, updating and development. One who is not up to date stops in time, that is, "Nobody is born an educator or marked to be an educator. People make themselves educators, people form themselves as educator, permanently, in the practice and in the reflection of the practice" (FREIRE, 1991), and this continued formation is what we want and what we search as an attempt to rescue the figure of the master, which lacks respect due to his profession, so consumed in our days.

2 INITIAL CONSIDERATIONS

The continued formation of professors is, currently, a basic guideline professional qualification from the Ministry of Education and other managing agencies of the national education. In this sense, such proposals have been understood as necessary and basic so that it can support the performance of professors all over the country. This perspective has been incorporated by different areas of the knowledge which establish distinct strategies for the continued formation of their professors, although topics applied on this formation are generally developed in a dissociated way from the daily practice of the professors.

Molina Grandson (1996) states that generally happen in three ways: those where specialists focus on a specific subject; those in form of scientific congresses among professors and researchers who present their subjects and a discussion is carried on, generally only professors learn with these intellectuals and those in form of seminars between professors of a specific area, limiting the possibility of exchanging experience.

Reflecting over this problem, Molina e Devis (2001, p.325) call our attention for the fact that programs of continued formation should focus on practice as a means of getting to knowledge and not only in courses focused on explaining, reforming and teaching how things should be done.

Although many practices are still limited to this perspective, Montero (2001) explains that only from the moment this type of approach was criticized, a lot of inquiries showed up in order to surpass such relation, making it possible to think about questioning the insufficiency of the technical rationality to answer the complexity of actions found in the educative practice.

Molina Grandson (1996, p. 36) specifically arguing the subject of the continued formation of Physical Education professors in the perspective of what it's called "teaching culture", affirms that this formation implies in considering elements such as those from accumulated experience of the professors, their daily practice in the schools, the knowledge elaborated through this experience and this practice, the process of formation and their beliefs developed from the articulation of these elements in specific contexts and the interaction of the professors in their workplace.

To Freire (1991), permanent formation is a conquest of maturity, of the conscience of the being. When the reflection permeates the professor's practice and life, the continued formation will be a *condition sine qua non* requirement so that the man keeps himself alive, energized, operating in his historical space, growing in knowing and in responsibility.

The modern conception of educator demands a solid scientific, technical and political formation, making it possible to perform a critical pedagogical practice aware of the need of changes in Brazilian society according to BRZEZINSKI, 1994. The professional who is conscious knows that his formation does not finish in the University. The University only indicates some paths, supplies with concepts and ideas which are the raw material of his specialty. The rest is all up to him. Many professors, even having been present, studious and brilliant, had to learn in practice, studying, searching, observing, many times making

mistakes, up to the competence they show today. A professor who lacks researching, unable to elaborate himself is an out-of-date figure when will be reproducing the same wrong things that have been practiced through the years.

Alonso (1994, P. 16) draws the profile of the new professional when he says that it is an effective one, opposite to the bureaucratic professional; this professional will have to be faced as somebody that is not ready, finished, but in a constant formation; an independent professional with autonomy to decide on its work and its needs; somebody that is always in the search of new answers, new guidelines for its work and not only a mechanical executor of tasks and, finally, somebody that have its eyes towards the future and not to the past.

There is no use in building facilities with all technological gadgets if the professor lacks motivation and readiness to begin the process. According to Nóvoa, 1992 there is no quality in education, nor educative reform, nor pedagogical innovation, without a proper formation of the professors. Even assuming that the professor has received proper formation, updating is demanding. Paradigms are broken, methods are questioned, concepts are replaced, the world of science, work, politics and companies quickly walk towards many changes. If diploma opens doors of the job market, it does not guarantee the permanence in it.

To Rodrigues and Esteves, the continued formation demands professionals who know the reality of the school, capable of team working and providing means to exchanging experiences, endowed with proper attitudes of professionals whose work implies the relation with the other.

The project of a professional, demanding and responsible autonomy, can recreate the profession professor and prepare a new cycle in the history of the schools and its actors.

3 METHODOLOGY

This research is a descriptive and exploratory one once according to Mattos, Rosseto Jr. and Blecher (2004, P. 15), "its purpose is to get familiar to the phenomenon and have a new perception of it, thus discovering new ideas in relation to the object studied."

The population of the study was formed by professors of public schools of Rio de Janeiro divided as following: 35 male professors between 28 and 49 years of age and 15 female professors between 36 and 42 years of age, having graduated between 5 and 15 years before and between 5 months and 10 years working in public schools.

In order to collect data, an interview was made with opened and closed questions with in 10 schools within different days, one professor per school per day. Almost all of them were cooperative which made the collection easier to be carried on.

4 ANALYSIS OF RESULTS

The association of ideas by the professors interviewed in this study showed an understanding that a continued formation is "the need of a continuous and gradual task of studying and improving." Such information corroborate Morais (1996) who states that continued formation is a continuous and permanent process that must be built up since the beginning of each one's formation, however it is observed that the interest in participating in congresses only exists while graduating or just-graduated which leads us again to Morais (1996) when he says that the daily lack of stimulus is due to the fact that orientations in graduation are very far from reality. Such affirmation is ratified by the existence of reasons as, lack of money, time, release of the work, etc., which justifies the lack of interest in not continuing to attend to such events.

Another important point that should be observed is that almost all professors consider the participation in preparatory courses for contests as a form of continued formation. For us there is a misinterpretation in it for these courses focus only on specific and directed contents aiming to prepare solely to the contest and this knowledge is completely away from the reality of the professors. To some extent, their vision concerning continued formation is a bit distorted because it focus only in the admission to public jobs and it won't improve his pedagogical practice which should be the main objective of continued formation according to Molina and Devis (2001).

Besides, the books read by the professors are only directed to that specific contest, it is not a means to improve his formation.

Only one professor out of all interviewed knew the Secretary of Education organize courses targeting continued formation which shows their lack of interest in the matter which, according to Masetto (1994), should be "inquietude, curiosity and research". It also prove one other item of the questionnaire to be true the one which says that anyone of the professionals had never requested any kind of continued formation even having a legal support for that.

5 FINAL NOTES

During our analysis we could perceive that for the professors continued formation was directly related to the preparation for public contests. In this way, the professors had tried to justify that the possibility of getting a public job which would give them a financial security was the main incentive to keep on studying. Contact with books is only due to the necessity of studying for these contests.

We couldn't make any conclusions as to evaluate the role of the Secretary of Education on continued formation for the professors themselves lack motivation to look for such help.

It is recommended that a research be carried through comparing the speech of the professors with their practice, so that a better conclusion could be reached about the participation in preparatory courses as a form of continued formation which could make it possible to the professor to develop his practice in accordance to the current demands of Physical Education in schools.

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THE IMPORTANCE OF CONTINUED FORMATION TO THE PROFESSIONAL OF PHYSICAL EDUCATION IN SCHOOL

ABSTRACT

Continued formation of professors is, nowadays, a basic guideline of the Ministry of Education of Brazil and other managing agencies of the national education. In such a way, proposals in this sense have been understood as basic and necessary to subsidize the practice of the professors. This study started from the observation that Physical Education professionals working in schools need a continuous process of formation to be in accordance to the current demands of Physical Education in schools. The aim of this study was to verify the benefits of a continued formation on pedagogical practice of these professionals. Data was collected in 10 public schools of state of Rio de Janeiro. Questionnaire was composed by closed and opened questions (when they were asked for some explanation on the alternatives chosen). The conclusion was that continued formation was directly related to the preparation for public contests, which may lead to the interpretation that there is a trend among these professionals to acquire a secure financial support with public jobs. According to Molina and Devis, continued formation should be carried on from the pedagogical practice itself as a means of knowledge and not in preparatory courses that teach and explain how things should be done. It is recommended that a research be carried through comparing the speech of the professors with their practice, so that a better conclusion could be reached about the participation in preparatory courses as a form of continued formation which could make it possible to the professor to develop his practice in accordance to the current demands of Physical Education in schools.

KEYWORDS: Scholar Physical Education, professional practice, continued formation.

L' IMPORTANCE DE LA FORMATION CONTINUE POUR UN PROFESSIONNEL DE L' ÉDUCACION PHYSIQUE SCOLAIRE

ABRÉGÉ

La formation continue des professeurs est actuellement une direction fondamentale des propositions de capacité professionnelle du ministère de l'éducation (MEC). La plupart des organes gestionnaires "directeurs" de l'éducation nationale devraient être souligné dans le plan cible, tous compromis pour l'éducation du MEC (Brésil 2007). De cette façon les propositions de cette nature doivent être entendues comme nécessaires et fondamentales pour que puisse subsister l'action des professeurs de l'éducation basic ainsi que des modalités de l'enseignement du pays. Cette étude partis d'observation des professeurs de l'éducation l'éducation physique scolaire qui nécessite un suivit du processus de formation continue pour que se découle les actuelles orientations à propos des contenus qui devraient être administrés dans les cours d'éducation physique scolaire. L'objectif de l'étude a été de vérifier les bénéfices de la formation continue dans la pratique pédagogique du professeur d'éducation physique scolaire. La collecte des données à été réalisé dans les écoles publiques de l'état de Rio de Janeiro. Le questionnaire a été composé par des questions fermées. La conclusion au sujet de la formation continue a été liée directement avec un travail de préparation pour concours publiques. On peut montrer à l'interprétation qu'il y a une tendance entre les professeurs de l'éducation physique scolaire en acquérant une situation financière sur à partir d'emplois publics. Deuxièmement Molina Alventosa et la formation continue devrait se focalisée à partir de sa propre pratique pédagogique comme source de connaissance et non de petits cours dirigés à expliquer et reformer, enseignant comme doivent se faire les choses. On recommande à partir de cette étude que soit réalisé une recherche qui englobe l'analyse de parler des professeurs avec ses respectifs cours pratiques pour que de forme conforme à ce qui a été obtenu une conclusion plus significative au respect de préparation en cours préparatoire, comme une forme de formation continue que de possibilités aux professeurs une pratique pédagogique, adéquate e cohérente et réaliste de ses élèves.

MOTS-CLÉFS : L'éducation physique scolaire, activité professionnel e formation continu.

LA IMPORTANCIA DE LA FORMACION SEGUIDA PARA EL PROFESIONAL DE EDUCACION FISICA ESCOLAR RESUMEN

La siguiente formación de profesoras, es actualmente una diretriz fundamental de las propuestas de capacitación profesional del ministerio de la educación (MEC) y de otros organismos gestores de la educación nacional, que merece destacar en el plano de las metas "compromiso de todos por la educación" del MEC. Así, las propuestas de esta naturaleza han sido comprendidas como necesarias y fundamentales para que se pueda subsidiar la actuación de los profesores de la educación básica y de otras modalidades de enseñanza del país. Este estudio comenzó de la observación de los profesores de educación física escolar, que necesitan de un seguido proceso de formación para adecuarse a las orientaciones actuales que deberían haber sido presentadas en las clases de educación física escolar. El objetivo del estudio, fue verificar los beneficios de la formación seguida en la práctica pedagógica del profesor de educación física escolar. La recolección de datos fue realizada en colegios públicos del estado de Rio de Janeiro. El cuestionario fue desarrollado con preguntas cerradas. La conclusión ha sido vinculada directamente con el trabajo de preparación para concursos públicos, lo que nos lleva a creer que existe una tendencia entre los profesores de la educación física escolar, en intentar tener seguridad financiera a través de empleos públicos. Según Molina Alventosa y Devis, la formación seguida, debería enfocarse en la propia práctica pedagógica como fuente de conocimiento y no en cursos hechos para explicar como las cosas deben ser hechas. A través de este estudio, se recomienda realizar una búsqueda con las charlas de los profesores en sus clases prácticas, para que se llegue a una conclusión mas significativa respecto de la preparación en cursos preparatorios como una manera de formación seguida que posibilite al profesor una práctica pedagógica más adecuada y coherente con la realidad de sus alumnos

PALABRAS-CLAVES: Educación física escolar, actuación profesional y formación seguida

**A IMPORTÂNCIA DA FORMAÇÃO CONTINUADA PARA O PROFISSIONAL DE EDUCAÇÃO FÍSICA ESCOLAR
RESUMO**

A formação continuada de professores é, atualmente, uma diretriz fundamental das propostas de capacitação profissional do Ministério da Educação (MEC) e dos demais órgãos gestores da educação nacional, merecendo destaque no Plano de Metas Compromisso Todos pela Educação do MEC (BRASIL, 2007). Nesse sentido, propostas dessa natureza têm sido entendidas como necessárias e fundamentais para que se possa subsidiar a atuação dos professores. Esse estudo partiu da observação dos professores de Educação Física Escolar que necessitam de um contínuo processo de formação continuada para se adequarem as atuais orientações acerca dos conteúdos que deveriam ser ministrados nas aulas de Educação Física Escolar. O objetivo do estudo foi verificar os benefícios da formação continuada na prática pedagógica dos professores de Educação Física Escolar. A coleta de dados foi realizada em 10 escolas públicas do estado do Rio de Janeiro. O questionário foi composto por questões fechadas e por algumas abertas (quando foram pedidas explicações para as escolhas de alternativas). A conclusão sobre formação continuada ficou atrelada diretamente com o trabalho de preparação para concursos públicos. O que pode levar a interpretação que há uma tendência entre os professores de Educação Física Escolar em adquirir uma situação financeira segura a partir de efetivos cargos públicos. Segundo Molina e Devis a formação continuada deveria focalizar-se a partir da própria prática pedagógica como fonte de conhecimento (...) e não em cursinhos dirigidos a explicar e ensinar como se devem fazer coisas. Recomenda-se a partir desse estudo, que seja realizado uma pesquisa que englobe a análise da fala dos professores com suas respectivas aulas práticas, para que de forma condizente seja obtida uma conclusão mais significativa a respeito da preparação em cursos preparatórios como uma forma de formação continuada que possibilite ao professor uma prática pedagógica adequada e coerente à realidade de seus alunos.

PALAVRAS – CHAVES: Educação Física Escolar, atuação profissional e formação continuada.

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