

### 93 - EXPERIENCED SITUATIONS TAKEN DURING THE STUDENT TEACHER TRAINING CONTRIBUTION FOR THE P.E.TEACHER'S EDUCATION

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#### INTRODUCTION

The distance held between theories (theoretical classes) and practice (experiences taken during the student teacher training program and also later in the professional life) can be proved from any ideological perspective taken according to PICONEZ(1991). However, it's necessary to emphasize that this perspective will be based on how the STT programs development has been organized in school atmosphere as well as in the taught subject for this purpose, in the early stages of the course.

Concerning the relation between Teaching Practice and Student Teacher Training, Azevedo apud Piconez (1991) states that the theories given in the beginning of the courses and the practice given by the end of them as supervised STT is the major evidence of the real distance from Theories and Practice.

Piconez also points out that as a scheduled activity more than as a result of debates between teachers and students occurred in a graduation course. Furthermore, considering the three-year course that precedes the student teacher training, we figured out we were also helped by considerations made on practical situations taken in the school atmosphere, as well as debates held among teachers of a same school and among others from other ones. So, as pointed out by the author, facing the school atmosphere reality through the student teacher training has not been useful to considerations about creative or transforming practices, not even mentioning possible to redefine or rebuild the theories that support the teacher's work.

Through the consulted bibliography we could realize that the purpose of taking the supervised STT became a good opportunity to improve teachers education and consequently achieve a qualitative progress in Education. However, how can graduating students have the necessary theoretical support and, also get opportunities for debating this issue once as pointed by the books, the Didactics studies are not made upon the Brazilian schools.

Piconez developed a survey with graduating STs, and through their notes she realized they couldn't explain theoretically what they have experienced in the school atmosphere. She noticed that the greatest complaint has been the low quality in teachers education but without concerning to explanations that could have been given in all segments of their course, sometimes spotting on the social dimension of the Educational process, sometimes on the Political and Pedagogical dimensions.

The STT should make room enough for the construction of knowledge through a creative and rebuilding process, that wouldn't simply represent a transference and use of the theories or contents studied.

For the author the space given to the STT is the Axis that can integrate theories and practice among the contents of the diversified part and the common core of teachers education, as well as the knowledge of classroom and public school realities.

#### AIM

To think over a blend of theories and practice during that supervised STT program and its contribution for the P.E. teachers education.

#### METHODOLOGY

The Teaching Practice, as a supervised STT technical, took place in the first semester of 2009, consisted of 120 hours divided in 40 hours of observation, 30 hours of regency and 30 hours of projects, and 20 of note writing. Meant for the second part of elementary school (5TH to 9TH grade), the subject was taught at "Faculdade de Ciências e Tecnologia (FCT/Unesp)" that reached, through the STT, some public schools in São Paulo state, specifically in Presidente Prudente, Rancharia, Regente Feijó, Presidente Venceslau and Álvares Machado. This hours distribution made up three moments that were the basis for building up the knowledge of theories and practice along the P.E teachers educational process: Supervised STT program-Observation and Regency in school; complementary reading- theoretical references; debate participation in TelEduc forum about experiences taken during the STT period, as well as the searched theoretical references (TelEduc 2009).

#### RESULTS

The thoughts made up upon the experiences taken in school helped to make some doubts clear up and also point out others related to the practical debate-theories-practice relation. This way the awareness process started with the reality revelation, in which the proximity with school and its protagonists (administrators, teachers, students) was made possible. Going over the studied theoretical references, concluding when observation and regency have really become dynamic in a way to allow, or at least to think about transforming the faced reality. It was spread to and discussed in the other subjects at the same time as in the STT subject, in the same semester.

Therefore, each moment and space will be presented in a connected way so according to this experience we could notice that their particularities contributed one to another during this process and also for our educational process. After withdrawing the schools in which each group of graduating students would have their STT program, a Virtual Ambient for Learning - VAL(AVA- Ambiente Virtual de Aprendizagem) was created. It was called TelEduc and was used as a base for the supervised STT subject, and was also useful for both day and night terms graduation students. They could use it to talk about and share their experiences and doubts with other students. Such method has been proposed to the graduating students as a choice between the report of all classes or the debate of them through the VAL, so it would be followed by the teacher in charge of the STT subject. Instead of reporting all classes the graduating students have just as soon chosen that resource (VAL) for their debates. During the training teacher course, the teacher in charge of it opened two debating forums, which were taken in the first and second bimesters. First the students were asked to search on line papers about the supervised STT program, and then they should discuss about their relevant ideas in the forum.

This activity made possible, even before getting in touch with the school or sometimes in the very beginning of it, that the graduating students could face the theoretical references and/or the experience had by other graduating students who have

already gone through this process, as well as the writers who talk about it. Furthermore, they were completed and discussed among graduating students and their respective teachers during the first bimester forum, as shown in chart 1. It's important to emphasize that each student would keep the paper link available to be opened and accessed by the others.

CHART I – Debates about the searched articles

The searched site shows how important this practice is for the graduating students education, what it is like a preview of what the already graduated students will face in the working place. The supervised STT program is based in the principle action -thought-action in which the graduating student will be able to apply the theories they have learned in college to practical situations.	NIGHT STUDENT
We can notice the STT period must be taken based on practice, theoretical thought, and analyzed and contextualized thought practice. It shows how important it will be in the student's education in the school context so he/she will face the school -students-teachers reality. The proximity to them daily will make the ST able to give a critical opinion through knowing -facing-thinking the daily school problems, and trying to understand their roles educators and possibly as transforming agents of this reality. It also shows the directions and methodological actions taken to have the STT program developed in schools. Many authors and their didactical-pedagogical statements on P.E. are quoted.	DAYTIME STUDENT
The aim of a read paper was to make up strategies and methodologies for STT program which would help the ST to create "two-way route" refers to the exchange and construction of knowledge. Some conclusions, that are going to be discussed, were placed here. They are, the need of classes planning, considering the students' needs and transforming them into aims; to value the body expert exceeds taken by the ST as well as the elementary student's and teacher's ones.	NIGHT STUDENT
From the reading of all those papers, I figured out that the STT program aid is to get the student experienced enough to apply the theories to the real atmosphere -the school - where an inversion in the roles teacher-student will happen we must take advantage of this period of study to solve doubts and check if the in use methodology works out well, and having the chance of changing it. Do you remember the movie played in your first day of class? It was about technology or methodology. You graduating students must choose the STT program best methodology for the P.E. to work out, without forgetting its main objective, the body movement. We must fight hard in favor of moving the human body, making children enjoy physical activities so that they will become active adults.	TEACHER
I've read a paper on supervised STT programs which points out the difficulties faced by STs in developing it. For example, the care less look to the social reality in the learning -teaching process development; the lack of social commitment with the activity: insecurity in planning and giving P.E. classes. I could also see those problems are also faced by the P.E. students from the FCT -Unesp.	NIGHT STUDENT
I also read a paper about how important is the STT program for a P.E. Teacher's education. It analyzes and compares teachers' and students' perspectives on its value. Here's a quote from this paper: "The STT program is the central axis in teacher's education, because through it the professional gets aware of important aspects necessary for the identity construction and for the day-by-day knowledge." (Pimenta e Lima- 2004)	DAYTIME STUDENT
Hi Sharly. For sure, when the STT program is taken seriously( without cheating), it'll become the central axis in teacher's STT program education. In my opinion, we college teachers who form other teachers, must guide them along the best way we can. It really matters for the ones interested in being teachers, otherwise you should quit because being a teacher is not only a profession, You must be skilled for it.	TEACHER
"The theories can feed the practice but cannot offer methodological tools to be STT program immediately used". I believe we must be theorists, but not only that, we'd rather search practice, be close to it, to realize what we have really studied. But the one who is practical and searches for a scientific base in theory can become a successful teacher.	TEACHER

The previous analysis of theoretical references let us know and recognize in which technical basis and what are the main scientific questions already identified by other graduating students as well as researchers. So the STs, through this reading, stated each one their perspective in the VAL forum. This way it was possible for us to have a conversation about that, what wouldn't always be possible personally in classroom. Furthermore it became possible to be done among different groups( daytime and night ones). The STs, or even most of them, have a hard time talking about their experiences, doubts and points of view in the classroom, so they avoid doing that, may it be due to some insecurity or shyness. It makes difficult the teacher's intervention as well as make impossible for the students to review their perspectives or even to make up new ones or discussion about them. That's why we realized how important the VAL is to make possible this participation and interaction.

You can have as an example a North American student's speech, identified in Moore and Kearsley books ( 2007), who said:

" (...) in my opinion the on-line interaction is probably ten times bigger than in the traditional atmosphere of a classroom. In that one I could hardly manage to follow what was being said, not to mention questions not made and the hard time I had in stating my opinion right away. On the other hand, through the on-line classes I can read their messages, questions and conclusions over and over until I understand their ideas. The best of all is that I can take my time to think that over, and then answer all questions after I have my ideas already organized."

( student's notes from ADTED 531 at Penn. State University )

Besides the allowed interaction in discussions about theoretical references, some good and bad experiences occurred in classroom could be mentioned, as shown in chart II below. It was made possible to compare, learn and think about with the other students notes placed this way.

CHART II – STT program reports

The teacher can't control the class and ask me to help her doing that. First I've got afraid the students wouldn't like my help, but they did and have always asked for it. I realized then that when the teacher isn't sure about what she's doing the students feel it and don't respect him/her, making a fuss in classroom. In my opinion the STT program is the best way to get aware of the great variety in school realities.	NIGHT STUDENT
The teacher has trouble in working out the tasks with the female students, as they've asked to make up the training group but just few of them come for classes and are always late. On the other hand, the male students get more involved, are in greater number ( more than 15), and always arrive very early.	DAYTIME STUDENT
The teacher in charge of this class is new in the school and doesn't seem to have the control of the students. Otherwise a teacher who has been teaching here for a long time, and knows the community really well, gets along well with the students and is always trying new things for his classes. From my observation I inferred that we must first do our best to get along well with any kind of student (from the shyest to the most extroverted) and then start teaching them.	DAYTIME STUDENT
Even though the teacher is well prepared, the students don't collaborate doing their job, so I realized how difficult teaching is. Some lazy girls don't want to work, the noisy boys disturb the class talking or teasing each other, and most of them don't pay attention to the teacher's explanation.	DAYTIME STUDENT

Through the graduating students' notes we could figure out that they talked, thought and questioned about observing the professionals and the students attitude in class while taking theory STT program. This fact was important as we noticed that in the beginning the spot was on the observed professional's attitude rather than on the students. However, when taking the professional's role, we easily realize how unfair a previous evaluation of them may be. As a dialogue is established we can see that a sudden interest in knowing more about the other's experience may pop up. It is shown in chart III.

CHART III – Popped up curiosity about other STT program

This was a good week at school. The teacher does a good inter subjects job. Every week, 2 students from each class must go to the library and study an article from "Citizenship Today" magazine, searching for issues related to fitness and health. Then they make a speech on it to the class. Finally the teacher asks the other students what they have understood, creating this way the opportunity for a debate, and the students participate and enjoy it.	DAYTIME STUDENT
Hi guys I've got interested in the teacher in which class you are taking your STT program. Could you please tell me how he does his job? And how does he get involved with the students?	DAYTIME STUDENT

Through the reports it was also possible to notice similarities happening to the graduating students in the experiences they were having in school reality. It'll be exemplified in chart IV.

CHART IV – similarities in experiences taken

Talking about the STT program, we haven't seen that much because the teacher has been working on the required content, leaving only Friday for sports practice (on a one-sport-per-bimester basis), so that we have just seen the students playing basketball. Even though all the students participate, most girls come in jeans pants and flip-flops	DAYTIME STUDENT
All the students in the school I'm taking my STT program participate, even though the all come to P.E. classes in jeans pants and flip-flops too. The teacher asked them to bring some shorts and tennis shoes but they don't do it, so the teacher asks them to take their sandals off and play bear foot. They don't like that but they do it. I also ask them to play bear foot. Once a girl's flip-flop broke and I had to lend her ones I had in my car. It always happen and some students, after the P.E class, go to other classes bear foot because their flip-flops are damaged.	NIGHT STUDENT

The difficulties faced by the professionals and graduating STs about given theoretical classes in classrooms have also been reported as seen in chart V. The students don't face P.E as a subject, in which they need much more than just playing games but getting knowledge about what is around practice and that it must match their concepts as well as their attitude.

CHART V – Questions on how to teach theories in P. E. Class

Today I could notice that it was difficult for the teacher to give the classes since they were all taken in the classroom. It seems like the student can't understand why a P.E class should be taken there. They keep on running, fighting, disturbing the class to get the teacher take them outdoor to the court.	DAYTIME STUDENT
I thought today's class was interesting. The teacher doesn't always have them at the court. Sometimes she writes the concepts on the board, and sometimes have the students take oral tests. But they don't like, in their opinion all classes should be taken outdoor, in the court.	DAYTIME STUDENT

When we know only one reality in school we may have a reduced amount of knowledge. But using the reports others have made we can broaden it, and get better prepared, as demonstrated in chart VI.

CHART VI – Other realities

When the teacher entered the classroom she asked who has had lunch that day. First it seemed funny for me, but then came the surprise - not all of them have. So the teacher wrote down their names for later arrangements. How can the students be asked to develop physical activities if they even have something to eat?	DAYTIME STUDENT
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Concerning to the STT program development in another school, in which negative experiences had been taken, we realized that what was experience didn't stand for a common motto among teachers. We could know there are other professionals who are committed with their job as well as with their students, as shown in chart VII.

CHART VII – Good experiences

The teacher tries hard to have the students involved in the activities as he uses some games that are appealing to them. One day he asked them to bring, for the next class, games their parents used to play with when they were children. Based on what they brought from home, and choosing the most quoted ones, he introduced in their classes "bets" and "queimada" (team games played with a ball). He also played some videos about beauty stereotypes and opened a class debate about it. I thought it was really interesting.	DAYTIME STUDENT
In the school I'm taking my training program, the teacher follows the of ficial guidelines and manages to have the students taking dancing classes and learning some marcial arts. I've got very surprised because it's so different from other schools. The teacher is really committed with education.	NIGHT STUDENT
The teacher gradually reduced the time for training, and then she started a dance program in all classes. On each class two groups, one of boys and the other of girls, were formed. Each group should develop a choreography for a free-choice music.	NIGHT STUDENT

However, we noticed that some classes were given in a questionable way. It was also experienced by other classmates, who didn't agree with that either. All the ST students had the same opinions about that kind of classes. It'll be shown in chart VIII.

CHART VIII – The bad experiences

The teacher said bad things about P.E. teachers in all. "The P.E classes are a mess; the teachers just give a ball to the students, sit down and watch them playing the way they want" said the teacher. In my opinion he acted demagogically, as he himself did the same with his students, without even trying to change this paradigm.	DAYTIME STUDENT
The teacher in the school, in which I'm taking my STT program, doesn't really follow the proposed guidelines, she uses it as a punishment- if the students behave well, they'll go to the court to play ball; if they don't, the teacher makes them stay in the classroom and give them some written task.	NIGHT STUDENT

As Souza (2009) reported, the experiences in teaching P.E., its planning data and the strategies teachers use are not let out neither published so that a lot of useful information is wasted, not shared. We believe that communication based on experiences taken is extremely necessary; this way teacher's education will get better and better.

CONCLUSION

Methodologically, conclusion and recommendations come in the end of papers. So the conclusion send us to the evolution of the procedures perceived. In our opinion, since the selective process for the admission to the P.E. course, going on

through the subjects, may these ones be elective or not, which have been studied, the STT program, the search for rhetorical references, at last, the conclusion may seem to be the top of the proposed paper.

As a result, we tried to make considerations about achieved experience taken through the observation, the intervention and the regency during the Supervised STT program in public school with students from 5th to 9th grade of elementary school.

So we believe that the STT program experience, when taken by the subjects that make up the graduating course collectively and properly related one to another may assure and favor the collective systematization of new knowledge, and also prepare the future teacher to understand, learn to propose and get organized in the meaning of turning learning into practice, trying a possible transformation.

Finally, we point out how important a wider integration and discussion about the experiences taken is, since they can contribute greatly for the graduating students' learning and teaching process so that they can feel better prepared to deal with the challenge that the daily practice represents.

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#### EXPERIENCED SITUATIONS TAKEN DURING THE STUDENT TEACHER TRAINING CONTRIBUTION FOR THE P.E. TEACHER'S EDUCATION

##### ABSTRACT

Concerning the relation between Teaching Practice and Student Teacher Training, Azevedo apud Piconez (1991) states that the theory given in the beginning of the courses and the practice given by the end of them as supervised STT is the major evidence of the real distance from Theorie and Practice. Object this paper is to think over a blend of theory and practice during the supervised STT program and its contribution for the P.E. teachers education. Meant for the second part of elementary school (5TH to 9TH grade), the subject was taught at "Faculdade de Ciências e Tecnologia (FCT/Unesp)" that reached, through the STT, some public schools in São Paulo state and region. The thoughts made up upon the experiences taken in school helped to make some doubts clear up and also point out others related to the practical ask about theory practice relation. This way the awareness process started with the reality revelation, in which the proximity with school and its protagonists (administrators, teachers, students) was made possible. Going over the studied theoretical references, concluding when observation and regency have really become dynamic in a way to allow, or at least to think about transforming the faced reality. It was spread to and discussed in the other subjects at the same time as in the STT subject, in the same semester.

**KEY WORD:** teacher's education, student teacher training program

#### VÉCU DES SITUATIONS PRISES AU COURS DE LA FORMATION DES ENSEIGNANTS AUX ÉTUDIANTS DE LA CONTRIBUTION DE L'ENSEIGNANT ENSEIGNEMENT

En ce qui concerne la relation entre les pratiques d'enseignement et aux étudiants la formation des enseignants, Azevedo apud Piconez (1991) indique que la théorie donnée dans le début des cours et la pratique donnée par la fin de leur programme comme étudiants supervisés de formation des enseignants est la preuve majeure du réel la distance de Théorie et pratique. Objet Le présent document est de réfléchir à un mélange de théorie et la pratique au cours de ce programme supervisé des étudiants de formation des enseignants et sa contribution à l'éducation des enseignants. Conçu pour la deuxième partie de l'école primaire le sujet a été enseigné à "Faculdade de Ciências e Tecnologia (FCT / UNESP)" qui a atteint, à travers les étudiants du programme de formation des enseignants, certaines écoles publiques de l'État de São Paulo et la région. Les pensées composés sur les expériences suivies à l'école a contribué à faire quelques doutes manifestes et aussi signaler d'autres liées à la pratique, poser des questions sur ce qui concerne la pratique Theorie. De cette façon, le processus de sensibilisation a débuté avec la révélation de la réalité, dans la sorcière la proximité avec l'école et ses acteurs (administrateurs, enseignants, étudiants) a été rendue possible. En parcourant les références théoriques étudiés, concluant lorsque l'observation et de la régence sont vraiment devenus dynamique d'une manière à permettre, ou tout au moins réfléchir à la transformation de la réalité vécue. Il s'est aussi propagé et discutés en les autres sujets en même temps que dans le domaine des enseignants en formation des étudiants du programme, dans le même semestre.

**MOT CLÉ:** étudiants du programme de formation des enseignants

#### VIVENCIAS Y EXPERIENCIAS EN LAS PRÁCTICAS LABORALES. CONTRIBUCIONES PARA LA FORMACIÓN DE PROFESORES DE EDUCACIÓN FÍSICA.

El objetivo de este, estudio es reflejar sobre la asociación de la teoría y de la práctica durante el período de la realización de la práctica laboral supervisada, así como, su contribución para la formación del profesor de Educación Física. Por eso como procedimientos metodológicos, se hicieron en tres momentos y espacios que sirvieron como base para la construcción del conocimiento sobre la teoría y práctica en la formación del profesor de educación física. Observación y regencia en la escuela lecturas complementares; referencias teóricas, participación y discusiones, en el foro del TelEduc. sobre las vivencias, experiencias en la práctica laboral, así como de los referenciales teóricos investigados. Los resultados adquiridos por

medio de los relatos fueron presentados en los cuadros, visibles en el artículo completo. Además, en su discusión se buscó trazar consideraciones sobre las experiencias, adquiridas a través de la observación de la intervención y de la regencia durante la realización de la práctica laboral supervisada en Educación Física en escuelas públicas involucrando alumnos del quinto al noveno año de la enseñanza fundamental. Se cree que la problemática de la vivencia de la práctica laboral desarrollada colectivamente por las asignaturas que componen el curso de licenciatura desde que sean articuladas pueden garantizar y favorecer para la estructuración colectiva de nuevos conocimientos y preparar el futuro profesor para comprender, aprender a proponer y organizarse para que ponga en práctica su aprendizaje objetivando favorecer una posible transformación.

**PALABRAS CLAVES:** Educación Física. Práctica laboral y Formación del Profesor.

#### **VIVÊNCIAS E EXPERIÊNCIAS NO ESTÁGIO ESCOLAR: CONTRIBUIÇÕES PARA A FORMAÇÃO DO PROFESSOR DE EDUCAÇÃO FÍSICA**

A dissociação entre o ensino (teoria) e a prática (vivência no estágio e posteriormente na atuação profissional), é constatado a partir de qualquer enfoque ideológico assumido de acordo com Piconez (1991). No entanto, torna-se importante ressaltar que tal visão dependerá de como o desenvolvimento dos estágios estão sendo organizados no âmbito escolar, bem como, dentro da disciplina ministrada para esse fim, na formação inicial. Objetivou-se, nesse estudo refletir sobre a associação da teoria e prática durante o período da realização do estágio supervisionado, bem como, sua contribuição para a formação do professor de educação física. Para tanto, como procedimento metodológicos perfizeram-se em três momentos e espaços que serviram de base para a construção do conhecimento sobre a teoria e prática na formação do professor de educação física: observação e regência na escola; leituras complementares: referenciais teóricos; participação de discussões no fórum do TelEduc sobre as vivências, experiências no estágio, bem como dos referenciais teóricos pesquisados. Os resultados adquiridos por meio dos relatos foram apresentados em tabelas, como pode ser visualizado no artigo completo, sendo que em sua discussão buscou-se traçar considerações sobre as experiências adquiridas através da observação, da intervenção e da regência durante a realização do Estágio Supervisionado em Educação Física em escolas públicas envolvendo alunos do 5º ao 9º ano do ensino fundamental. Acredita-se que a problematização da vivência do estágio desenvolvida coletivamente pelas disciplinas que compõe o curso de licenciatura, desde que articuladas podem assegurar e favorecer para sistematização coletiva de novos conhecimentos e preparar o futuro professor para compreender, aprender a propor e organizar-se no sentido de por em prática sua aprendizagem com vista o favorecimento de possível transformação.

**PALAVRA CHAVE:** Educação Física, Estágio, Formação de Professor

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