47 - HYBRID IDENTITY OF THE PHYSICAL EDUCATION PROFESSORS OF UNIPLAC: TENSIONS BETWEEN RESEARCH AND PROFESSORS' CULTURE

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INTRODUCTION

Physical Education is an interdisciplinary academic-professional field articulated to different areas of knowledge. While knowledge, it has been historically constructed with the Health knowledge area, which represents the multiple fields of knowledge for the inclusion of different social segments. However, with its entailment as a scholar subject, human formation aspects were incorporated and Physical Education was engaged in the educational area as well (SCHERER, 2005). So, Physical Education is characterized as a knowledge field comprehended by several segments, making possible to develop research activities which are connected.

Even though the tragic Brazilian educational context, it is important to highlight that there is an expressive parcel of qualified Physical Education teachers. For this reason, we understand the necessity for investigating the professional formation in Physical Education, more specifically the teachers' formation (Physical Education students from UNIPLAC), in order to understand how the identity of that professional is constructed, which, to the best of our knowledge, it should be oriented on the relation between research and knowledge construction in classroom.

When we deal with the professional identity matter while the fundamental category of this paper in the conceptual relation between research and knowledge construction in classroom environment means no cohesion among Physical Education professionals dividing the same actions or predetermined models to a theoretical-practical approach. On the contrary, the professional identity is in conformity with Holanda (1995, p.37) when explains its formal aspects in a single and plural way of the Brazilian culture, indicating: "[..] Because, in fact, the doctrines that proclaim free will and personal responsibility are everything but not promoters of the association among people". So, the professional identity of the Physical Education teacher is characterized by its single and plural aspects at the same time. In this manner, the professional identity "finds adjust possibilities" to its several contexts through research and knowledge construction (Idem, 1995, p.40).

In this paper, knowledge is not understood like that heavy and inactive one, how it happens in some theories as time goes by; conversely, knowledge is a light and fast movement, and according to Serres (1999, p.96) "while writing, go to a point of the sky to another one" through the comparison and allowing connections "that bring near very unequal things" (Idem, 1999, p. 96) in such a way causing a permanent actualization not only on the students but also on the teachers, discovering and creating new possibilities to enhance knowledge while principle of construction and comparison among things and concepts, refusing the fragmentation caused by any kind of rationalism.

We allude to Morin (2001) to make significant the research concept, because, starting from the conjecture that knowledge is constructed in an integral way, that is, at the same time it resorts to a comprehension of the global matter to understand the local one and vice versa, in this sense research and knowledge production denote that: "It is needed to replace a belief which isolates and sets apart for another one that discerns and connects. It is necessary to replace a disjunctive and reducing belief for a complex one, in the original sense of the *complexus* term which means *composed with*" (Idem, 2001, p. 89).

According to Demo (2005, p. 8), to deal with the research subject

[…] always includes the emancipatory perception of the subject, who intends to make and make himself/herself an opportunity, as he/she begins and reconstitutes himself/herself through the systematic idea of the reality. Including praxis as a vital component of the theory and vice versa, so agglomerating the ethics of the purposes and values.

This way, according to the authors above, research and knowledge production are developed through the complex belief (MORIN, 2001), by the comparative method (SERRES, 1999) and by the reconstructive interrogation (DEMO, 2005), that is, they are not developed in a dualist logic between true or false. However, those authors have showed countless to think the qualification in Physical Education formation dealing with the research as a guide that promotes teaching and the hybrid identity of the Physical Education teacher.

PERSPECTIVES AND CHALLENGES IN PHYSICAL EDUCATION TEACHERS' FORMATION

In an article wrote for Motrivivência Magazine, Kunz (1999), a well-known author in Physical Education area for developing a differentiated teaching methodology, the Emancipatory-Critical Methodology, which leads the students to an attitude of thinking critically the conjuncture as a whole, so establishing a communicative action among the subjects in the development of Work, Interaction and Language categories[1], he affirms that (1999, p. 71-72):

It is essential in the formation of Physical education teacher, in order that he/she knows how to use and develop his/her *teaching* method, that he/she *receives* wide possibilities of knowing and understanding, deeply, Sports, Movement, School, Gender conceptions […] (My highlight).

On that formation perspective, we think that that author does not go far away in a discourse plan when he named teaching and receive terms like aspects to the learning processes and inherent knowledge production to the teacher. We agree with Demo (2005, p. 78) "that, formally, teaching is a product of research". That is, the student is the author in that knowledge production process; he/she does not receive, but looks for knowledge, calls into question, reinterprets, formulates, (re) elaborates, proposes and opposes through the scoring by the research. We also agree with Morin (2001, p. 22) when he invokes to the "exercise of the doubt" any activity in the education field, mainly by the research, in the development of the general intelligence.

In the sense that teaching means an action of knowledge transmission from the teacher to the students and that (de) formation happens by the reception of knowledge, in the words of Carvalho (1997) cited by Ferraz et al (2004, p. 117)

scholarization involves teaching and the notion of the verb "to teach", no matter the definition of development it asks for a triadic framework. Any time there is teaching, *there is someone who teaches, something to be taught and someone to who is taught*. However this looks like trivial, this is the specificity and the concretizing of the teacher's job (Author's highlight).

That thinking details teaching and teachers' formation in the meaning of entrusting to the teacher the learning task of the students, because, on that perspective, teaching means knowledge transmission. For Michel Serres (2004, p. 83) "teaching

that puts students in front of mediocre teachers leads to servitude and to the freedom interdiction of thinking by themselves. Pressure performed by couples can teach, but envy that it presumes can produce stupid people".

In fact, transforming formation makes possible to excite in students and teachers in development a permanent inquiring, reflexive and critic attitude of their own performance, as well as educational, organizational and functional proposes of the educational institutions.

RESEARCH STEPS

The research daily praxis could be the main signification for the awareness of the Physical Education teacher, surpassing anachronous processes of subjects still current in universities. It is important to highlight that research, in its multiple methodological experiences, takes shelter different philosophical currents and promotes the active participation of students and teachers for knowledge production.

Thus, this research was made as a case study. Case study, for Stenhouse apud Andre (2005, p. 21) looks for:

[…] an one case or a set of cases which are studied deeply in order to supply information to educators or to who take *decisions* (managers, teachers, parents, students, etc), like this helping them to decide the credit or value of politics, programs and institutions.

From that perspective, we understand this case study according to Peirce (1974, p. 52), because research is accomplished into a deduction, abduction and induction process, that is, "abduction is a process to form explicative hypothesis. It is the only logic operation to introduce new ideas; because induction just determines a value, and deduction involves just the necessary consequences of a pure analysis". On those conditions, we conclude that we reach new information about the matter of this research, in an union of three focal points which guide the formulation of new hypothesis, that is, by abduction in agreement with deduction and induction in the process of knowledge construction.

Thus, the case study is developed in this "unexpected association, which is the heart of investigation, and searches for phenomenons, steps, signs, indications for researching, associative ways: indexes from indexes, signs from signs" (FERRARA, 1993, p.162). From those complex combinations the way of discovery can be developed without the use of recipes or formulas in order to reach a new knowledge.

Research sample was constituted by ten Physical Education students from UNIPLAC - Universidade do Planalto Catarinense (University of the Mountainous Area of Santa Catarina). Choice criteria were oriented by professors who work in specific areas of Physical Education, as exercise physiology, sport traumatology, handball, etc.

We made use of interviews as methodological resource for data collection with formative professors in order to understand how professional identities of Physical Education teachers are constructed from the conceptual relation between construction / production of knowledge and research in classroom environment. Interviews were focalized according to Ander-Egg (1978) apud Lakatos e Marconi (2001, p. 197), in the following way:

There is a schedule related to the matter that is going to be studied and the interviewer is free to ask questions he/she wants: examines reasons and motivation, clarifies through responses, and, as a rule, does not obey a formal framework. For that, the interviewer needs to have ability and insight.

ANALYSIS OF THE INTERVIEWS

All interviewed professors are awake for the necessity of own production and research in classroom, as from professors as students, in order to advance and find ways to guarantee their performance in that formation process. In this sense to surpass the dualist practices of knowledge transmission and the lack of interest from the students it is recognized formation while a process of meaning construction and reconstructive matter (DEMO, 2005).

In Physical Education teaching it was possible to note the hard performance of the professors in relating knowledge production and research in classroom environment. However, it was clear professors recognized that lack and could improve formation quality if they work in the perspective of this research. At the same time they are awake about that lack they know that they can make better through new ways, in this case, this research matter.

The research matter deals with the interpretation which use to revert on it, that is, it is just for few researchers and it is a difficult step of the science. According to Demo (2005, p. 75-85), research should be made from the first years in school, accomplishing all the different stages of development until the Post-Graduation. So, research is related to the formation process making possible the ability for knowledge systematization in different stages.

Mentions to research are made on the reports. However, these statements point out research as knowledge increase and transmission, and, on the other hand, this study is developed on research for the imperative of knowledge production/ construction, as reconstructive and innovative matter. In the words of Professor 1:

I am sure one completes another, there is no way you work in classroom without elements of research like tools that you can debate day-by-day experiences, or questions in class, or data; they are useful as tools and can qualify much more your class in classroom environment…

In face of that, it is possible to perceive the nature of research understood by professor 1 on the perspective of the appropriation of knowledge historically produced in this area. Alternatively, in the words of Professor 2:

How is possible to develop a pedagogic praxis without considering data and knowledge produced recently? How is possible do not think from them? They are indicators! Thus, this relation between teaching and research from real data, researched data, what is new in scientific production is this area; how is not this part of teaching? I cannot see that possibility!

In conformity, it s notable that the relation between research developed for knowledge transmission and research for knowledge production looks like interrelated dimensions, but research that its goal is the reconstruction/ production of knowledge always takes place, according to Demo (2005), in the relation of reconstructive matter, in "know to think about", in fomenting initiatives.

The relation between knowledge production and research in classroom environment, for the professors, is not clear while diary praxis in Physical Education course of Uniplac. It is notable professors' speeches about teaching their subjects or knowledge transmission as diary attitudes inside the university. As a rule, the interviewed professors recognize the "becoming" or "change" (LEZAMA LIMA, 1988) of research and knowledge production as crucial elements in classroom, but in contrast, their reports highlight knowledge transmission.

Thereby, we can affirm that professional identity which qualifies Physical Education teacher in university and in other areas, in conformity with Demo (2005) is the professional competence of research, own knowledge elaboration and reconstruction.

The approach on the importance of the imaginary for the production of cultural practices has been developed from the beginning of the past century in our continent through the contribution of several authors; in the brazilian case Holanda (1995)

elucidates clearly some elements in our history.

To illustrate a better insight of this discussion and comprehension about what is professional formation related to research and knowledge production in classroom in the imaginary for the production of future practices, we take the speech of professor 6 from Physical Education course:

I think research is important without any doubt, but from what the university propitiates for you, I am more inclined to teach my classes, I do not go to the field of research, because my job is more directed to sports. I work with training, as in little schools as with team training, so you get very limited to this king of job.

Unquestionably, when teachers' formation process is made aside from the dimension of the research and knowledge production, the performance undertaken by the professor is just accomplished through the canal of knowledge transmission and accumulation. We noted that the most of interviewed professors develops practices which reinforce to teach and repeat; otherwise, the collaborators of this research confirmed the "becoming" or "change" of the research and knowledge construction are characteristic elements in a professional formation with more quality and signification.

More simply, the imaginary of Physical Education professors from Uniplac converges for a "way of 'change' or 'becoming'" (LEZAMA LIMA 1988) through the research and knowledge construction in classroom, decentralized and sinuous, searching for its self-achievement. Nevertheless, to have in the imaginary the research like a qualification point for "think free and opened" (MORIN, 2001, p. 11), for the reconstructive matter in classroom (DEMO, 2005), projects a modification in the relation between professors and students, in what both of them are authors and apprenticeships and, of course, having a new manner to construct knowledge (PINHEIRO, 1994, p. 25-27).

FINAL CONSIDERATIONS

In terms of the construction of a professional identity in what the professor, in any place he/she is, be a researcher orienting his/her praxis from the research and assuming a role of guide on the students' reconstructive matter, we discern interviewed professors admit the necessity of working with research in classroom so qualifying the professional formation and their praxis in Physical Education field. Nevertheless, few of them get to develop that project methodologically in their day-by-day. For surpassing those subjective practices it is essential to stimulate knowledge production, reconstruct their practices permanently, innovate, call into question and fundament, and those elements should be present in the professional identity of Physical education teachers.

As we have seen, subjective practices developed by Physical Education teachers and investigated through interviews in this research showed that university is still a field of knowledge transmission. However, the advance we perceived was about the professors' consideration for research in classroom while a "change" or "becoming" in their skills and the comparison between knowledge transmission and research practice in a future. After all, this research can visualize an ideal of research in the perspective of Uniplac, in Physical Education course, through a long way of cordial debates according to Holanda (1995), articulating professors and researchers greeted in the same university project.

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HYBRID IDENTITY OF THE PHYSICAL EDUCATION PROFESSORS OF UNIPLAC: TENSIONS BETWEEN RESEARCH AND PROFESSORS' CULTURE

ABSTRACT

This essay analyses the relation among several identities of Physical Education professors from Uniplac and the research production as a cement element in university teaching. Considering that Brazilian culture was constructed by the miscegenation of several people, our objective is to indicate the influence of that miscegenation as a mediator among human body, culture and research production integrally contributing for the professors' professional formation, more directly in Physical Education field. Through interviews with ten professors from Physical Education course, Uniplac, we could detach some subjects. It was possible to notice that professors are still developing a methodology based on knowledge transmission in

classroom; however, most of the interviewed professors are awake about “changes” they need to do in their practices, specifically research and knowledge production in the university. Thus, it is essential to stimulate knowledge production, to be in a constant reconstruction of the praxis, innovating, calling into question and proving, and those elements should be present in the professional identity of Physical education professor.

KEY-WORDS: Professional identity; teaching and research; hybrid identity.

L´IDENTITé MéTISSE DES ENSEIGNANTS D´éDUCATION PHYSIQUE DE L´UNIPLAC: TENSIONS ENTRE LA CULTURE DE LA RECHERCHE ET LA CULTURE DES ENSEIGNANTS

RESUMé

Ce travail porte sur la relation entre les différents identités des enseignants d´Education Physique de l´UNIPLAC et la production dans le domaine de la recherche, comme élément de lien dans l´enseignement de niveau universitaire. Une fois que la culture brésilienne est constitué par une sorte de mélange de peuples de différents origine, notre but est celui d´indiquer l´influence du métisage en tant que médiation entre corps, culture et production en matière de recherche cientifique. Ces trois dimensions portens sur la formation de l´enseignat à l´université. On a interviuvé diz enseignants du cours d´éducation physique d´UNIPLAC et constaté qu´ils exercent leur métier, surtout dans le domaine de la transmition de savoirs. Pourtant, ils considèrent important pour leur dévelopement professionel d´être capable de practiquer la recherche et de produire des nouvelles connaissances. On considere donc important que la recherche figure comme élément substantiel de l´identité de ce professionel.

MOTS-CLEFS: Identité professionelle, enseignement et recherche, métisage.

LA IDENTIDAD MESTIZA DE LOS PROFESORES DE EDUCACIóN FíSICA DE UNIPLAC: TENSIONES ENTRE LA INVESTIGACIóN Y LA CULTURA DOCENTE

RESUMEN

Este trabajo trata de la relación entre las diversas identidades de los profesores de educación física de la UNIPLAC y de la producción de investigación como elemento aglutinador en la enseñanza de nivel universitario. Considerando que la cultura brasileña se construyó con la mezcla de vários pueblos, nuestro objetivo es indicar la influencia del mestisaje como elemento mediador entre el cuerpo, la cultura y la producción de investigación. Elementos que contribuyen para la formación del profesor universitario, sobretodo en Educación Física. Por medio de entrevistas con diez profesores de ese curso constatamos que ellos todavia desarrollan predominantemente metodologias de transmisión de conocimientos en clase, pero son sensibles a la importancia de la investigación, y piensan que en el futuro, la practicarán. Por eso pensamos que la investigación debe ser parte integrante de la propia identidad del professor.

PALABRAS-CLAVE: Identidad profesional, enseñanza y investigación, mestisaje.

A IDENTIDADE MESTIçA DOS PROFESSORES DE EDUCAçãO FíSICA DA UNIPLAC: TENSõES ENTRE A PESQUISA E A CULTURA DOCENTE

RESUMO

Este trabalho aborda a relação entre as diversas identidades dos professores de Educação Física da Uniplac e a produção da pesquisa como elemento aglutinador dentro do ensino da sala de aula no espaço universitário. Considerando que a cultura brasileira se construiu pela mistura de diversos povos, nosso objetivo é indicar a influência desta mestiçagem como elemento mediador entre o corpo, a cultura e a produção da pesquisa que contribuem integralmente para a formação do professor universitário, mais diretamente na área da Educação Física. Através das entrevistas com dez professores do curso de Educação Física da UNIPLAC conseguimos destacar algumas reflexões. Constatamos que os professores ainda desenvolvem no ensino da sala de aula a metodologia da transmissão do conhecimento, entretanto a maioria dos entrevistados acolhem enquanto devir de suas práticas a pesquisa e a produção do conhecimento dentro da universidade, portanto é imprescindível estimular a produção do conhecimento, estar permanentemente reconstruindo a prática, inovando, questionando, fundamentando, e esses elementos devem estar presentes na identidade profissional do professor de Educação Física.

PALAVRAS-CHAVE: Identidade profissional; ensino e pesquisa; mestiçagem.