56 - RESEARCH AND HIGHER EDUCATION: ONE CATEGORY TO BE THOUGHT IN THE UNIVERSITY TEACHING IN PHYSICAL EDUCATION

KALLINE PEREIRA AROEIRA[1];
RENATA DUARTE SIMOES[2].
1. CENTRO UNIVERSITÁRIO VILA VELHA (UVV), VILA VELHA, ESPÍRITO SANTO, BRASIL;
2. UNIVERSIDADE DE SÃO PAULO (USP), SÃO PAULO, BRASIL
aroeiraka@hotmail.com; renasimoes@hotmail.com

The concern in mind that the demand of society, in this beginning of the new millennium, for the teacher, with competence to meet the expectations of the twenty-first century, mobilized scholars and researchers of education to reflect on some points they consider necessary. Therefore, this study seeks systematize knowledge on the situation of research and the question of teaching in Brazilian Universities, since studies in the area of training in Physical Education, suggest the need to expand the dialogue with the investigations in the area educational and to study the teaching of higher education (AROEIRA; NETO FERREIRA, 2001; AROEIRA, 2000).

When production of knowledge is discussed, the eyes turn to the university and, "[…] specifically, this means that universities should take the training of 'teacher researcher', a professional with an interrogative posture and that proves to be a researcher of action teaching" (PEREIRA, 1999, p.118).

The teaching of higher education is taken to find. The proposed university seeks, among other functions, education, research and extension and, accordingly, the teacher is induced to research, to launch a scientific look on the reality, in order to encourage the adoption of attitudes of thought, autonomy, cooperation and participation of the social process. The primary function of search, then, is transforming information into knowledge, providing, in the case of university professor, occupying a space science himself and therefore, build a scientific *habitus*.

The teacher of higher education can not do without the search of his field of expertise, both to keep up to date as to participate in the construction of this update, because the knowledge is always under construction. For the proper exercise of university teaching is not without intense interaction between production of knowledge and activities of education (GATTI, 2003, p.79).

Therefore, what is questioned here is like the university professor in the area of Physical Education has done his research. That concept of the search permeates and based his work teaching? The teacher training search has to develop research in the area of Physical Education?

Being university professor supposes the field of their specific field of expertise. But to have the field of knowledge to teach involves more than one ownership encyclopedic. Experts, to be, must ask himself about the meaning that this knowledge has for themselves, the meaning of this knowledge in contemporary society, the difference between knowledge and information, knowledge and power, where the role of knowledge in the world of work, what is the relationship between science and production equipment, between science and production existential, between science and society computing: how come there knowledge historical, mathematical, biological, of scenic arts, sculpture, music, social science and geography, physical education. What is the relationship between such knowledge. To that teaches them and that have meanings in the lives of young students of whom are teachers. As the institutions working knowledge. What results they can. Working knowledge in the training of young people? What is the meaning of the work of the teacher in that? (PIMENTA; ANASTASIOU, 2002, p. 80).

Accordingly, it is questionable as is the role of university professor in the area of Physical Education and what kind of research has been considered in the context of his professional action. Furthermore, one can not ignore the fact that the university is the place for the search. "The university as an institution of knowledge for excellence is qualified for the production and dissemination of research and knowledge Systematic. Here knowledge is both objective pursued, role and established process" (FRANCO, 2001, p. 84).

Does the university really develops search? The university would not be involved in a false modernity, which replaced the production of knowledge by the consumption of knowledge and information, sometimes of dubious scientific quality, as printed a false feeling to be doing science? What the teacher who serves on the Higher Education of Physical Education has developed for search? For that to happen strategies and actions are needed to develop a university that has committed to the production and dissemination of scientific knowledge coupled to the development of the regions where they are located, presenting some thoughts that refer to the basic principles of search.

The research needs to understand its own proposal to be valid, as the search continues to be sporadic in the national system of higher education. Despite the efforts made by various national plans for post-graduation, the activities of research remain a privilege of an elite, focusing on the master's and doctoral programs located primarily in the southeastern region and the Rio-São Paulo route (GAMBOA, 2000, p.83).

The Brazilian university has not yet developed the search as essence of university activity, except for some universities in greater expression in the country. By this account, many of them devoted solely to education, and distributing of knowledge, often obsolete. Consequently, these difficulties reach the upper courses of Physical Education, as there are still gaps in the production of research on teaching university in Physical Education.

If the science is the knowledge resulting from the process of development of scientific knowledge, it needs to be a form of knowledge that includes, in any manner or measure, a guarantee of their validity. It is a great mistake to imagine that science is a force greater than the natural or man himself. She is a construction essentially human. The science is the result of what the scientific knowledge permits.

Gatti (2003, p.75) assumes that science needs credibility and to analyze the study of Beillerot, presents the considerations on the search. To be considered a search would be necessary to use six criteria to establish whether there is a search. That analysis could be performed in two stages. In the first, would be considered the production of new knowledge, the procedure for rigorous research and the communication and discussion of results. In the second, an analysis and reflection on the sources, methods and ways of working, the systematic collection of data and, finally, the presence of interpretations based on current theories and recognized.

The seriousness with which examines a search may withdraw trivialization of the word as used in the media academics.

Many forms of research apparently only produce something new, that is, have some answers that confirm some data collected, but not move in the direction of building or add something to a theory or even ask it. It seems the main objective of an investigation. Overcoming the finding (statistical or otherwise) and contribute to the production and, also, to reflect on the

knowledge produced, the constant questioning, the search for alternatives, is the act of research, to find (OZELLA, 2003, p.130).

In order to build the scientific knowledge, research and the methodology are fundamental assumptions without which does not produce the science. It is important to note that the scientific activity involves the specific relationship between subject and object, to which, mediated by its interaction, comes to the possibility of building science. The search is therefore the search, research, driven by the need to solve a specific problem. Thus, it is a search systematic, planned and rigorous.

The dichotomy theory and practice should not be haunting the reality educational, but "in this regard, we have found that many searches are conducted, but that their reports are in the dossier of the funding agencies or the libraries of courses in post-graduate" (FAZENDA, 2004, p.78).

A scientific attitude should be the confrontation of the problems daily, as these are part of the historical context of mankind. The understanding of the world pervades the understanding of the origin of that context, and this must be the starting point for the design of the research. Thus, the man must be seen as active, social and historical and society as a historical production of men, that through the work, produced his life material. From the base material, it must be understood throughout the production of ideas, including science.

So with the advent of modernity, happened not to devise more scientific knowledge as a revelation of the gods and not as something given, absolute: need is constant search, research. Thus, the question is the starting point for the construction of scientific knowledge; Is it that generates the need for the search. It is exactly here that the methodology will be made necessary. In order to do the research and produce scientific knowledge, needs is method.

Gamboa (2000, p.103) states that, "depending on the method used, you can reach different results on the same problem or not reach any results. It is important to the methodology and theoretical clarity on the subsidies scientific base that the practice of search".

Rethinking the research in higher education and in the area of Physical Education has been an increasingly pressing need for the universities, in view of the contemporary challenges.

The big question surrounding the position of the search, in a new perspective the search continues for a long time and will continue to be discussed and certainly not with their programs will be once and for all. Our experience in this search led us to believe that each search, each group of researchers, must be attentive to each step in your job search, not to fall in extreme equally undesirable, represented by the positions of those who have solutions to demagogic and populist, on one side, or those who just walk by the realities studied, as mere tourists or *voyeurs*, as suggest Roman and Apple. […] Fixed that reality is the complex issue of relations between researcher and researched, whose deployment ethical and epistemological is asking for a deeper reflection (LÜDKE, 2004, p. 42).

The lack of training for the research may lead to the isolation of the teacher the classroom, a situation aggravated by the disrepute of career and the lack of time and incentive for reflection and study.

The search for the teacher could ensure the identification of the value of the attitude of research. There is difficulty on the part of him, to develop a systematic method of work and that jeopardizes the result, making sometimes as little useful research.

Accordingly, emerges is the importance of examining how the university professor in the area of Physical Education has considered the search in his professional action, in addition to discussing possibilities to consider the research as a strategy of intervention and training continued under the teaching in higher education for Physical Education.

References

AROEIRA, Kalline Pereira; FERREIRA NETO, Amarílio. Currículo e educação física na Revista Brasileira de Ciências do Esporte (1980-2000). In: FERREIRA NETO, Amarílio. **Pesquisa histórica na educação física**. Vitória: Proteoria, 2001.

AROEIRA, Kalline Pereira. A **constituição curricular no ensino fundamental, médio e superior no Brasil:** o debate na Revista Brasileira de Ciências do Esporte nas décadas de 1980 e 1990. 2000. 129 f. Monografia (Licenciatura Plena em Educação Física) - Centro de Educação Física e Desportos, Universidade Federal do Espírito Santo, Vitória, 2000.

FAZENDA, I. (Org). **Novos enfoques da pesquisa educacional**. São Paulo: Cortez, 2004.

GAMBOA, S.S. A pesquisa na construção da universidade: compromisso com a aldeia num mundo globalizado. IN: LOMBARDI, J.C. **Pesquisa em educação**: história, filosofia e temas transversais. 2 ed. Campinas, SP: Autores Associados: HISTEDBR; Caçador, SC: UnC, 2000.

GAMBOA, S.S. A pesquisa na construção da universidade: compromisso com a aldeia num mundo globalizado. In: LOMBARDI, J.C**. Pesquisa em educação**: história, filosofia e temas transversais. 2. ed. Campinas, SP: Autores Associados: HISTEDBR; Caçador, SC: UnC, 2000.

GATTI, B. A. **A construção da pesquisa em educação no Brasil**. Brasília: Editora Plano, 2002.

LÜDKE, M. (Coord.). **O professor e a pesquisa**. Campinas, SP: Campinas, 2001.

LÜDKE, M. Aprendendo o caminho da pesquisa. In: FAZENDA, I. (Org.). **Novos enfoques da pesquisa educacional**. São Paulo: Cortez, 2004.

OZELLA, S. Pesquisar ou construir conhecimento - o ensino da pesquisa na abordagem sócio-histórica. In: BOCK, A.M.B. **A perspectiva sócio-histórica na formação em psicologia**. Petrópolis, RJ: Vozes, 2003.

OZELLA, S. Pesquisar ou construir conhecimento - o ensino da pesquisa na abordagem sócio-histórica. In: BOCK, A.M.B. **A perspectiva sócio-histórica na formação em psicologia**. Petrópolis, RJ: Vozes, 2003.

PIMENTA, S.G.; ANASTASIOU, L.G.C. **Docência no ensino superior.** Volume 1. São Paulo: Cortez, 2002.

Rua Nogueiras, 39
José de Anchieta - Serra/Espírito Santo
CEP: 29162-670
Tel: (27) 33288747
e-mail: aroeiraka@hotmail.com

RESEARCH AND HIGHER EDUCATION: ONE CATEGORY TO BE THOUGHT IN THE UNIVERSITY TEACHING IN PHYSICAL EDUCATION

ABSTRACT

It refers to the reflection developed in the course of the Post-Graduate School of Education/University of São Paulo. It is bibliographic research that uses as a source, studies in the educational area. Based on the analysis of the theoretical

references, the results of the study indicate that the discussion on the search category, related to teaching university teacher in Physical Education, indicates elements to think the importance of search in professional performance and the need to think it as strategy in the training continued.

KEY-WORDS: University Teaching, Research, Physical Education

RECHERCHE ET L'ENSEIGNEMENT SUPERIEUR: UNE CATEGORIE A ETRE EXAMINE EN DE L'ENSEIGNEMENT UNIVERSITAIRE EN EDUCATION PHYSIQUE

RESUMÉ

Cette étude renvoie une réflexion développée dans le cadre de la Post Graduate School l'Education/Université de São Paulo. Il est recherche bibliographique qui utilise comme source, les études dans le domaine éducatif. Se fondant sur l'analyse des références théoriques, les résultats de l'étude montrent que le débat sur la catégorie de recherche, liées à l'enseignement universitaire des enseignants en éducation physique, des éléments pour penser indique l'importance de la recherche dans les résultats professionnels et la nécessité de penser en tant que Dans la stratégie de formation continue.

MOTS CLES: University Teaching, Recherche, Education Physique

PESQUISA Y EDUCACIÓN SUPERIOR: UNA CATEGORÍA PARA SER CONSIDERADA EN LA ENSEÑANZA UNIVERSITARIA EN LA EDUCACIÓN FÍSICA

RESUMEN

Este estudy se refiere a la reflexión desarrollada en el curso de postgrado de la Escuela de Educación/Universidad de São Paulo. Se trata de investigaciones bibliográficas que utiliza, como fuente, los estudios en el área educativa. Basándose en el análisis de los referentes teóricos, los resultados del estudio indican que el debate sobre la categoría Pesquisa, en relación con la enseñanza de profesor universitario en Educación Física, indica elementos para pensar en la importancia de la investigación en el desempeño profesional y la necesidad de pensar esa categoría como Estrategia en la formación continua.

PALABRAS CLAVE: Docencia Universitaria, Investigación, Educación Física

PESQUISA E ENSINO SUPERIOR: UMA CATEGORIA A SER PENSADA NA DOCÊNCIA UNIVERSITÁRIA EM EDUCAÇÃO FÍSICA

RESUMO

Este estudo se refere à reflexão desenvolvida em curso de Pós-Graduação da Faculdade de Educação/Universidade de São Paulo. Trata-se de pesquisa bibliográfica que utiliza como fonte, estudos na área educacional. Com base na análise das referências teóricas, os resultados do estudo apontam que a discussão sobre a categoria pesquisa, relacionada à docência universitária docente em Educação Física, indica elementos para se pensar a importância da pesquisa na atuação profissional e a necessidade de pensá-la como estratégia na formação continuada.

PALAVRAS-CHAVES: Docência Universitária, Pesquisa, Educação Física.