83 - PHYSICAL EDUCATION IN THE INITIAL GRADES: WHICH YOUR FORMATION, TEACHER?

VALDELAINE DA ROSA MENDES
UNIVERSIDADE FEDERAL DE PELOTAS, PELOTAS, RS, BRASIL
val@ufpel.tche.br

It is common sense, in the academic means and in the widest ways of the society, that the education process in Brazil faces serious problems. Problems related to the school escape, to the number of illiterates, to the conditions of the school, to the teacher's formation, to the precarious work facilities, to the depreciation of the profession, to the teachers' lack in the schools. Many of these nor they find its essence in the education way, if we consider that we came across a social picture where great part of the population is in unacceptable situations of survival, lacking the low conditions in what concerns to the house, health and feeding.

If on one side we are in the era of the “post-modernity", of the robotics, of the computer science, in that can enjoy powerful machines and to spend little effort in the accomplishment of daily tasks, for other, we found in a large part of our population, the incapacity of to decipher and to interpret the most basic symbols of the reading and of the writing.

The education problems are, in the reality, the reflex of the social inequality printed in each area of Brazil. Many works and statistical risings already accomplished prove such situation.

Like this being, the picture in which comes the education today in Brazil, is fruit of own history built simultaneously to the history political, social and economical of the country. It is not enough, like this, there to be schools and teaching institutions, if the population to which she destine doesn't have the low condition of there to stay.

Same aware of these problems, while educators, we cannot allow these to paralyze our action, due to our responsibilities inside the classroom, even so that we can, in some way, in the acting of our profession, to struggle against these inequalities.

It is possible to affirm that, in the means academic, many works they have been accomplished in the attempt of understanding the problems that involve the education, and some still present proposed looking for to modify them. These works win emphasis (in amount) starting from the beginning of the decade of 80, when the paper of the school in their relationships with the society begins to be questioned, when those problems, previously related, they begin to be analyzed in the context of which they are part. It is still, of the verifications felt in the interior "of the own group that acts in the teaching, that the school doesn't go well and it needs to be changed" (ALVES, 1989, p. 11).

Among these works they are those gone back to the educator's formation, theme of this study. This theme becomes priority in the extent of the discussions concerning the education subjects, for being considered basic in the elaboration of projects for implantation of proposals and education measures in Brazil, and still for being in the teacher's action the possibility to execute great part of these proposals and to provide a quality teaching.

This study locates in the extent of the teachers' formation in institutional level. Undoubtedly, it is important to explain that the teacher's formation is not limited at this level, inside the classrooms of the courses of degree and/or teaching. It happens before of that entrance, during the graduation and extend for a lifetime of the educator.

The fundamental paper of the formation course is, to ours to see, to prepare the teacher so that, in the exercise of his profession, be capable of: to choose for the type of pedagogic action to assume; to understand that the education process is also a formation space and no merely of instruction; and, especially, to understand the relationship of the school with the determinant historical, social and political that condition her.

Then, it is exactly in this universe, in the courses of educational formation, that it is the object of this study; more precisely, in the courses of teachers' formation that prepare professionals, in legal conditions, to supply physical education classes in the initial grades.

In agreement with the effective legislation, three courses form capable professionals to supply physical education classes in the initial grades. They are them: Qualification Teaching, level Medium Teaching, Degree in Pedagogy and Degree in Physical Education. The current legislation foresees that the professional should be qualified to supply physical education classes in these series, not specifying the academic formation that this should have.

Before that, impasses have been generated on the subject of which should be the responsible professional for the physical education classes in the initial grades, if it is a specialist teacher formed in physical education university, or the teacher that supplies the other disciplines, the all-around teacher. It is necessary to recognize that, maybe, for subjects personals, so much the all-around teachers don't want "to give up” the “unidocência”, as the specialist teachers don't want to lose this work space.

It is interesting to point out that we noticed the impasse for the specialist's presence in the initial grades, fundamentally in the physical education, and no rarely in the artistic education. This doesn't happen with the specialists of other areas, as, for instance, in the mathematics, in the language..., fields in that the professionals don't demand this work space. Due to this verification, we lifted the following subject: will it be that the professionals of other areas don't feel more competent to work with their specificity or will it be that you/they possess other understanding of the function of the teacher “unidocente” in the initial grades?

Speeches merely corporativistas, without a doubt, they don't elevate the quality of the pedagogic action, nor they determine the teacher's competence. The discussions should be generated in function of the formation that these professionals receive, of his professional updating, of their work conditions in the school and, especially, of the implications of his teaching in the community in that they act. Finally, they should be discussions to allow to know a little more the profile of the ministrante of the physical education classes in the initial grades, for maybe there to decide which professional should act in these series.

This is a subject that difficultly will be judged in function of who has more competence and responsibility to the school and infantile physical education. This problem, probably, it will be solved in economical terms, where the solution more used will be the "more cockroach", taking the specialist teacher, then, certain disadvantage (FREIRE, 1991, p. 79).

This is a problem that a lot of times the professionals' interests that work with the physical education in the school pass, which attempt for better teaching conditions and for a quality education. To illustrate such subject, in Governor Alceu Collares's administration (1990/1994) in the State of Rio Grande do Sul, the specialist teachers were moved away of the initial grades, of the state public net of teaching. The justification used by the General office of Education of the State of Rio Grande do Sul, for such a measure, it was the need to guarantee the “unidocência” of the all-around teachers and to supply the physical education teachers' demand from 5th to 8th series of the state net of teaching.

But it is not alone in the State of Rio Grande do Sul that the specialist teachers were moved away of the initial grades; the same happened in the State of São Paulo in the year of 1995. And this is a controversial subject in other States in Brazil, in some of the which, it is the all-around teacher that supplies the physical education classes in the initial grades and, in other, it is the specialist teacher. It is still possible to suppose that, in some States, as much an as the another they can supply

the classes, depending on the specialist teacher's readiness in the school.

To corroborate these verifications, we can use as example the own city of Pelotas - RS, universe of this study. There we found professionals with different formations, acting in each teaching net. The students that frequent the initial grades of the fundamental teaching in schools of the municipal net of education are attended in the physical education classes, in its majority, for specialist teachers, that is, those enabled in the physical education universities. However, the students linked to the schools of the state net in this same teaching level, they are attended by the all-around teachers, in other words, those educational ones formed in the courses of qualification teaching and/or pedagogy. This means that, in a same city, we found different realities.

Therefore, it seems to be necessary a discussion about these professionals' formation to act at the school. In that way, it is in function of all of the lifted up subjects and of this "double" (or any) responsibility for the physical education in the initial grades that we accomplished this study.

It is not intention here to determine which professional should supply the physical education classes in the initial grades, or who has more competence to supply her. Our work if intends to analyze and to discuss the responsible teachers' formation for the physical education classes in the initial grades, the ones which, independently of the responsible professional for this component curricular, they suppose a qualified and competent formation.

Like this, before all of the concerns and discussions that involve this problem, it was objective of this work to investigate how it is the professional formation that the educational futures of the Courses Magesterial Course , Degree in Pedagogy and Degree in physical education - that will come to constitute all-around teachers and specialists respectively, they receive while students and academic to work the physical education in the initial grades.

The interest for the theme of this study began when we frequented the course for teachers' formation in level medium Magesterial Course, and we noticed that there, it was not released to the physical education supplied in didacticism form, the same attention that approached in the course to the other disciplines, so much in what its refers to the workload, as for the relevance of its practice. Consequently, this would be reflected later, especially in the obligatory apprenticeship, in a great difficulty of working with this component curricular in the initial grades. In other words, to leave of that moment, we started to understand that an inadequate formation, allied to bad work conditions, they form the combination that justifies the absence of the physical education in the initial grades.

On the other hand, we noticed that some studies accomplished in the decade of 80 in the State of Rio Grande do Sul, whose intention was to discover which were the main problems faced by the all-around teachers, they demonstrated that one of the main difficulties found by these professionals was exactly the preparation lack to work the physical education in the initial grades. The current state in that it is the school physical education in the country this situation, of which she can infer pressing demands of changes contemplates. Such changes, for they be put in practice, they need investigations (diagnosis, reflection, analysis) of the reality that is at the school, today.

Considering the objective of this study, of analyzing the formation that the academics of Magestrial Teaching's Courses, Degree in Pedagogy and Degree in Physical Education receives to work with the physical education in the initial grades, we believed that the qualitative methodological approach would be the most appropriate in the accomplishment of this study. The choice of the qualitative approach is justified for the interest in extracting data of the reality to make possible to analyze the professional formation that the academics of those courses receive. In this analysis, we looked for to understand why the data come in such a way, deepening investigations in the historical constitution of those courses and also considering the conditions in that the data were collected; in an attempt of unmasking the daily of the formation courses.

The data were collected in the city of Pelotas-RS, close to the courses of Magesterial Course of the Education Institute Assis Brasil, Degree in Pedagogy and Degree in physical education, the last two linked to the Federal University of Pelotas.

To analyze the collected data, interviews and documents, we used the method of Analysis of the Content of the type theme, following Laurence Bardin's orientations (1977) on such analysis type.

The lifted up data in this investigation appear, fundamentally, for the need of a collective work inside the formation courses, a better articulation among the contents worked in the disciplines that compose their grating and a wider and integrated understanding of education:

[...] the teacher's formation is not rendered of only one time. It is a process. It is not just produced inside a group, nor it is done through a course. It is the result of historical conditions. It is necessary and intrinsic part of a certain concrete reality. Reality this that cannot be taken as some ready thing, ended or that it repeats indefinitely. It is a reality that is done in the daily. It is a process and, as such, needs to be thought (FAVERO apud CANDAU; LELIS, 1991, p. 61)

The subject imposed in the title of this work: "Physical education in the Initial Grades: which your formation, teacher"? can it be answered with the result of the conclusions of the analyses, discussions and readings made in elapsing of this, which did the ones point that, in the formation of the responsible future for the physical education in the initial gardes, is it necessary there to be:

- better understanding of the context historical, political, economical, social and pedagogic of the educational action;
- specific formation for the area of performance, above all in the methodological aspect;
- wider character in the formation, in which the physical education is understood as part of a process;
- work understanding with the physical education in the initial grades, that it involves the infantile body as a whole - at the level of the social, of the cultural, of the motor, of the symbolic, of the actions, of the understanding, of the resolution of problems....;
- opportunities and existences close to the area of performance, that it makes possible an approach with the school reality;
- understanding that the academic formation is not an only moment and finishing, but a continuous and permanent process of learning;
- subsidies that make possible to the educating future, to build, along his educational performance, a continuous formation.

Although it is necessary to improve many aspects of the course of teachers' formation, the study revealed positive points on this, which, in a certain way, he makes to believe us that "nor everything is lost" in that compound education process that comes today in Brazil. Among those aspects, it is possible to detach the desire, identified in the teachers' speech, of preparing students to carry out the work with the physical education in the initial series with competence and seriousness, besides the will of building a less lonely, more collective pedagogic practice.

Although it has not been objective of this study to appear which professional should act with the physical education in the initial grades, if is the specialist or the “unidocente”, it was possible to infer, with base in the collected data, that the teacher “unidocente”, originating from of the Courses of Pedagogy, is the professional with better subsidies to act with this component curricular, given the widest and integrated character of his formation and a tendency to man's most unitary understanding and of knowledge.

However, we ended through the accomplishment of this research that, the ambiguity regarding the educational responsibility for the physical education in the initial grades tends to stay, given the different visions and uncertainties on such

subject.

Specifically regarding the teachers' formation, we understood that can never lose of view the importance of preparing teachers critical, conscious, articulate and coherent with pedagogic practice.

With the accomplishment of this study, we didn't drain the discussions about the teacher's formation to work with the physical education in the initial grades, but we just presented some answers to the inquiries that originated the research. We suggested, then, they are also accomplished studies about the teacher's performance, enabled so much in the courses that prepare the "unidocente" as in the courses that form the specialists.

To think in forming teachers only makes sense if, at the same time, we think about that future teacher's student. In that way, to contain this walk, we left the following inquiry, appeared in elapsing of this study: And for the student, what has the physical education been in the initial grades?

Bibliografia

ALVES, Nilda. Formação do jovem professor para a educação básica. In Cadernos Cedes, nº 17, São Paulo: Cortez, 1989.

BARDIN, Laurence. **Análise de Conteúdo**. Lisboa: Edições 70, 1977.

CANDAU, Vera Maria; LELIS, Isabel A. A relação teoria- prática na formação do educador. In CANDAU, Vera Maria (org). **Rumo a uma nova didática.** Petrópolis: Vozes, 1991.

FREIRE, João Batista. **Educação de corpo inteiro**: teoria e prática da educação física escolar. São Paulo: Scipione, 1991.

LELIS, Isabel Alice. **A formação da professora primária:** da denúncia ao anúncio. São Paulo: Cortez, 1993. 2ª ed.

Valdelaine Mendes
Rua General Argolo, 337/208
Centro Pelotas/RS CEP: 96015160
Telefone: (53) 32722886 (53) 99887585
val@ufpel.tche.br

PHYSICAL EDUCATION IN THE INITIAL GRADES: WHICH YOUR FORMATION, TEACHER?

ABSTRACT

Physical Education at initial grades has been of concern for professionals since the end of the 1970's, with the belief that specialist teachers should teach Physical Education classes for those grades. Since then, specialists and all-around teachers have shared the responsability for the work with Physical Education at initial grades. The aim of this paper was to analyse the professional schooling of the specialist teacher, as well as the all-around teacher, to work with Physical Education in those grades. The study was carried out in the city of Pelotas-RS: at the College level in a Magesterial Course, and the Undergraduate level in both a Pedagogy and a Physical Education Course. We started from the pressuposition that Physical Education at initial grades has to be understood in a wide range as well as being integrated to the curricular components of these grades. Thus, it is no longer viewed as an ancillary activity at the edge of others which from the curriculum, in order to be taken as a goal in itself. Take into account the qualitative nature of the study, we utilized the semistructural interview and the record analysis (curricular reports, adenda, course plans) as tools to investigate within these Courses what the instructional basis of the teacher is for his working with Physical Education at initial levels. Such investigation showed that the urgent need to start from a better quality of professional schooling of the Physical Education teacher in initial grades is a consensus in the Teaching Training Courses. This urgency, however, is not always translated into the attitudes of such professionals. The collected data point to the need of a better articulation among the contents worked out in the activities being part of the curricular plans of these Courses, as well as a need of a better understanding of the historical, social, political, economic, and pedagogical context in which Physical education is inserted.

Key-words: formation, physical education, teacher

PHYSICAL EDUCATION IN THE INITIAL GRADES: WHICH YOUR FORMATION, TEACHER?

Physical Education at initial grades has been of concern for professionals since the end of the 1970's, with the belief that specialist teachers should teach Physical Education classes for those grades. Since then, specialists and all-around teachers have shared the responsability for the work with Physical Education at initial grades. The aim of this paper was to analyse the professional schooling of the specialist teacher, as well as the all-around teacher, to work with Physical Education in those grades. The study was carried out in the city of Pelotas-RS: at the College level in a Magesterial Course, and the Undergraduate level in both a Pedagogy and a Physical Education Course. We started from the pressuposition that Physical Education at initial grades has to be understood in a wide range as well as being integrated to the curricular components of these grades. Thus, it is no longer viewed as an ancillary activity at the edge of others which from the curriculum, in order to be taken as a goal in itself. Take into account the qualitative nature of the study, we utilized the semistructural interview and the record analysis (curricular reports, adenda, course plans) as tools to investigate within these Courses what the instructional basis of the teacher is for his working with Physical Education at initial levels. Such investigation showed that the urgent need to start from a better quality of professional schooling of the Physical Education teacher in initial grades is a consensus in the Teaching Training Courses. This urgency, however, is not always translated into the attitudes of such professionals. The collected data point to the need of a better articulation among the contents worked out in the activities being part of the curricular plans of these Courses, as well as a need of a better understanding of the historical, social, political, economic, and pedagogical context in which Physical education is inserted.

Key-words: formation, physical education, teacher

ÉDUCATION PHYSIQUE DANS LES PREMIÉRES SÉRIES: LEQUEL VOTRE FORMATION, PROFESSEUR?

L' éducation physique dans les premières séries commence à être une préoccupation pour les professionnels qui travaillent avec cette discipline à la fin des annés 70 avec la croyance qu'un professeur spécialiste devrait donner des cours d' éducation physique dans ces séries. Depuis lors, spécialistes et instituteurs partagent la responsabilité du travail avec l' éducation physique dans les premières séries. L'objectif de ce travail a été d'analiser la formation professionelle du professeur spécialiste et instituteur pour travailler avec l'éducation physique dans les premières séries. L'étude a été réalisée à la ville de Pelotas-RS; au cours meyen, dans un Cours de Formation d' Instituters et au cours supérieur, dans un cours de Pedagogie et dans un cours d' Éducation Physique. On a eu comme point de départ, l'idée que léducation physique dans les premières séries doit être comprise d'une large façon et integrée au cursus de ces séries et pas comme une activité auxiliare sans avoir la même importance que les autres disciplines pour être comprise comme une discipline importante por ses propres valeurs. Considérant la nature qualitative de l'étude, on utilisé l'interview demi-structurée et l'analise de documents (cursus, amendements, plans de disciplines), comme instruments à fin de savoir dans les cours étudiés, comment est faite la formation du professeur pour travailler avec l'éducation physiquedans les premières séries. La recherche a démontré que

ceux qui travaillent aux cours de formation de professeurs partagent de la même idée; celle de la nécessité d'une meilleure préparation professionnelle du professeur d'éducation physiquedans les prèmieres séries. Cependant, on remarque que tal exigence on ne peut pas proveur avec le travail de ces professionnels. Les données recherchées montrent le besoin d'une meilleure articulation entre les sujets travaillés dans les disciplines qui constituent les cursus de ces cours et une meilleure compréhension du contexte historique, social, politique, économique, pedagogique dans lequel l'éducation physique est comprise.

Clé parole: formation, physique education, professeur

LA EDUCACIÓN FÍSICA EN LAS CALIDADES INICIALES: ¿QUÉ SU FORMACIÓN, MAESTRO?

La Educación Física a las calidades iniciales ha sido de preocupación para los profesionales desde el extremo de los 1970, con la creencia que los maestros especialistas deben enseñar la Educación Física clasifica para esas calidades. Desde entonces, especialistas y todos-alrededor de maestros los responsability han compartido para el trabajo con la Educación Física a las calidades de la inicial. El objetivo de este papel era analizar la instrucción profesional del maestro especialista, así como el todos-alrededor de maestro, para trabajar con la Educación Física en esas calidades. El estudio se llevó a cabo en la ciudad de Pelotas-RS: al nivel de la Universidad en un Curso de Magesterial, y el Estudiante nivela en una Pedagogía y un Curso de Educación Física. Nosotros empezamos del pressuposition que la Educación Física a las calidades iniciales tiene que ser entendida en una gama amplia así como integrándose a los componentes curriculares de estas calidades. Así, ya no se ve como una actividad auxiliar al borde de otros que del plan de estudios para ser tomado como una meta en sí mismo. Tenga en cuenta la naturaleza cualitativa del estudio, nosotros utilizamos los semistructural entrevistan y el análisis del registro (los informes curriculares, el adenda, el curso planea) como las herramientas para investigar dentro de estos Cursos lo que la base instruccional del maestro está para su funcionamiento con la Educación Física en los niveles de la inicial. La tal investigación mostró que la necesidad urgente de empezar de una calidad buena de instrucción del profesional del maestro de Educación Físico en las calidades iniciales es un acuerdo general en los Cursos de Entrenamiento Instrucción. No siempre se traduce esta urgencia, sin embargo, en las actitudes de tales profesionales. Los datos reunido apuntan a la necesidad de una articulación buena entre los volúmenes funcionó en las actividades que son parte de los planes curriculares de estos Cursos, también como una necesidad de un entender bueno del contexto histórico, social, político, económico, y pedagógico en que la educación Física se inserta.

Las palabras claves: la formación, la educación física, maestro

EDUCAçãO FíSICA NAS SéRIES INICIAIS: QUAL A TUA FORMAçãO, PROFESSOR?

A educação física nas séries iniciais começa a ser uma preocupação para os profissionais da área no final dos anos 70, com a crença de que um professor especialista deveria ministrar as aulas de educação física nestas séries. Desde então, especialistas e unidocentes dividem a responsabilidade pelo trabalho com a educação física nas séries iniciais. O objetivo do presente trabalho foi analisar a formação profissional do professor especialista e unidocente para trabalhar com a educação física nas séries iniciais. O estudo foi realizado na Cidade de Pelotas- RS; no ensino médio, em um Curso de Habilitação Magistério, e no ensino superior, em um curso de Pedagogia e um de Educação Física. Partiu-se do pressuposto de que a educação física nas séries iniciais precisa ser compreendida de forma ampla e integrada aos componentes curriculares destas séries, deixando de ser entendida como uma atividade auxiliar e à margem das demais que compõem o currículo, para ser compreendida como fim em si mesma. Considerando a natureza qualitativa do estudo, utilizamos a entrevista semi-estruturada e a análise de documentos (grades curriculares, ementas, planos das disciplinas), como instrumentos a fim de apreender junto aos cursos estudados como é a formação do professor para trabalhar com a educação física nas séries iniciais. A investigação mostrou que é consenso nos cursos de formação de docentes a urgente necessidade de se partir para uma preparação profissional do professor de educação física nas séries iniciais com melhor qualidade. Entretanto, tal urgência nem sempre se traduz na ação dos profissionais que lá atuam. Os dados levantados apontaram para a necessidade de uma melhor articulação entre os conteúdos trabalhados nas disciplinas que compõem as grades curriculares dos referidos cursos e uma melhor compreensão do contexto histórico, social, político, econômico e pedagógico no qual a educação física está inserida.

Palavras- chave: formação, educação fisica, professor.