20 - RELATIONSHIP THEORY-PRACTICE IN TEACHING IN PHYSICAL EDUCATION

CLAUDIA STEFANINI
UNIÍTALO - São Paulo - SP, Brazil
claudia.stefanini@professor.italo.br

1 INTRODUCTION

This study has reference to the physical education classes that are applied in an Institution of Higher Education in Sao Paulo. From the Resolution CNE / CP 01 and 02, 2002, which established the Curriculum Guidelines for Undergraduate Programs, there was a reorganization of the curriculum of courses in Physical Education.

The main change relates to the course load, set at 2800 hours and the possibility of 400 hours of teaching practice as a curricular component along the course. This change enabled the Bachelor of Physical Education to distribute to the different disciplines of the course to practice teaching.

The aim of this study is to establish the benefits of teaching practice as a curricular component of the course subjects and see if the future physical education teacher has the perception of bringing together theory and practice. One should not confuse the practice of teaching with supervised training, because it starts from the second half of the course while practice teaching from the beginning of the course.

By drawing a parallel between the practice of teaching and supervised practice, it appears that both seek to bring theory and practice. Supervised internship in the student experiences the everyday situations of the school, checking its operation, the methodology used by the school and teacher and has a profile of the procedures used in professional practice. The hallmark of educational practice is to establish a reflection of theory studied in the classroom and its application in professional practice under the guidance of the teacher's discipline, where future teachers can experience in practice teaching.

2 TRAINING

According to Freitas (1996), the practice of teaching was approached as a discipline of training courses for teachers in a particular area of knowledge, not to be confused with the research opportunities and academic research. Other studies, such as Enricone (1985), argue that the practice of teaching as a discipline reaffirms the link between the disciplines of content and pedagogical subjects.

Resolution No. 01 of 2002 outlines the guidelines for undergraduate courses, which includes the perspectives of the teacher profile that we want to form. Establishes the competencies and skills for the teacher and determines the areas of knowledge to be worked. Following this resolution was issued Resolution No. 02 of 2002, which specifies the duration and workload of teaching courses. It appears that in 2800 proposed workload hours divided by 1800 hours of instruction, 400 hours of teaching practice that can be distributed along the course, and 400 hours of supervised practice to be started from the second half of course.It appears that it establishes a very clear distinction between training and supervised teaching practice. Currently, no longer considers himself the Practice of Teaching / Supervised as a single discipline, but the Pedagogical Practice (or Teaching Practice) as a curricular component, which undoubtedly encourages reflection on the organization of work practices that give credence to the school culture as a whole in the areas of sports, arts, entertainment and knowledge.

Justified this break with the Supervised Practice Teaching in the CNE / CP No. 28/2001 which included:

The practice as a curricular component is therefore a practice that produces something in teaching. Being a conscious effort to practice (...) it will have an activity to be as flexible as the other points of the training process in order to realize the multiple ways of being the academic and scientific activity. Thus, it must be planned when the project's development and its pedagogical happen should be given since the beginning of the duration of the training process and extend throughout the process. In conjunction with the intrinsic supervised training and the activities of academic work, she competes together to form the identity of the teacher as an educator. (p. 9)

Note that there is a concern to bring the future teachers for a school reality where the latter is characterized by institutional support in the theoretical and practical, not possible to unlink the reflection between the University and School.

It can be concluded that there is an attempt to make both - teaching practice and supervised practice - more consistent with an integrated training to the school routine, and thereby enable the production of knowledge is reflected in the performance of the teaching profession.

3 THE RELATIONSHIP THEORY AND PRACTICE IN TRAINING

According Piconez (2006), teacher training should be based on five areas: solid theoretical background, theory and practice unity, social commitment, team work and coordination between the initial and continuing training.

The axes of the theory and drive theory and practice are discussed below, with the intention of referring to the reflection of the curricula and methods to be adopted in teacher training courses.

The problem of drive theory and practice is an issue present in the curricula of teacher training. Ludke (2001) refers to University's preoccupation in the processes of academic education, because students are unprepared and uncommitted of professional practice. To Candau (1989), one must observe the formation of a critical awareness of education and the role played by the teacher in society. States that the unit theory and practice should be worked in various components, so that future student teacher does not lose sight of the entire teaching practice.

It considers the positive meaning of the theory and practice, which may be represented by the reciprocity of theory and practice, which is the reciprocal subject-object. In this sense, the evolution of the theory is linked to developments in practice and this is always linked to the theory. (RAYS, 1996). Both the theory and practice are dynamic, although many teachers believe that the theory is always the same. Thus, a reciprocal relationship, both moving and become continuously. This ongoing relationship enables future teachers to know the essence of the world, yet permits the reflection, through the promotion of critical and changes in objective reality and pória personal conduct. Thus, Rays (1996, p. 37) states that "it is the productive activity of man-evaluative, about the theoretical and practical act, which operates positive changes in the act and the act of producing it."

It is important to understand that the activity of teaching practice should chance the review of the theories that support

the work of teachers and some thoughts about a transformative practice. So Piconez (2006) states that the student is an opportunity to have contact with the school, the experience of planning practice, and articulate in a reasoned manner the theoretical knowledge to professional practice.

The pedagogical practice linked to action theory should provide future teachers three types of learning - reflection in action, on action and reflection on reflection in action.The teacher should stress that these issues require important decisions and should be well founded and consistent with the reality in which it is inserted. (SILVA; BRACHT, 2005).

The authors emphasize that one should not make a practice artificially induced, or held in places unrelated to teaching experiences. The more the practice is close to reality, the better chance of training and criticality of future teachers. The practice in schools is primarily the place of professional practice and is promoting the practice and this deals with the knowledge that is theoretical, and promotes action.

But one should not think that only the discussion of the problems of teaching practice can be the basis of the theory. One should not eliminate the theoretical training of future teachers, because only then would become a practical, an instructor. Indeed, the issue is not to increase practice over theory or vice versa, but to adopt a new way of producing knowledge within the teacher training courses.

The role of theory in training courses for physical education teachers may have a specific contribution to the teaching practice, while systematic knowledge of reality, knowledge of teaching and learning in society historically located, while the ability to predict reality, while identifying and creating technical-instrumental conditions appropriate to the reality you want. Anyway, while theoretical training unit where theory and practice are essential for transforming praxis. (PIMENTA, 2006).

4 TEACHING PRACTICE: A PRACTICAL EXPERIENCE

Overcoming the challenges posed by the current legislation, the restructuring of the Bachelor's Degree in Physical Education at Higher Education Institution - IES - in question has been applied in the areas of knowledge, ie, in most subjects offered during the course, since the entry of future teachers in the degree course in Physical Education as a curriculum component and not as an autonomous discipline. Rules were established so that there was a preliminary organization on how the outputs would be made to schools, both morning shift as the night.

The first problem facing referred to the evening course. Where would schools with children in this period? The first solution was to going to orphanages in the region that had this specific audience.

The second problem was about the acceptance of schools in the program area of teaching practice, as an activity different from that previously held. There was an awareness among the directors of schools for this activity.

The third problem was related to the provision and student understanding about the proposed practice of teaching as a component of the subjects offered in undergraduate programs. The "escape from the routine" implies acceptance of and predisposition to the new.

The fourth issue referred to the acceptance by the faculty in HEIs meet the specificities of new pedagogical project, where the practice of teaching would be experienced by all areas of knowledge of the course. Sensitization meetings were held and teachers were compromised by the new proposal.

5 METHODOLOGY

The research presented here is called descriptive. The structuring of the field research took place from a theoretical framework that was built according to a literature review. The theoretical development is essential, since the frame of reference, according to Alves-Mazzotti (2004) makes clear the logic of constructing the object of research, guides the definition of relevant categories and provides support and assistance to the relationship early in the hypothesis, but more importantly refers to be the main instrument for the interpretation of research results.The questionnaire was constructed and the instrument consisted of open and closed questions, was applied after the annual period of course.

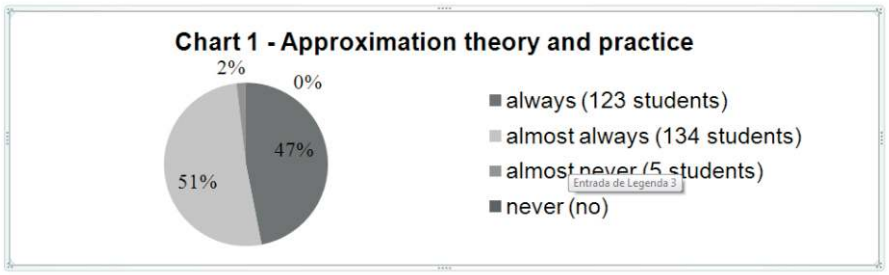
The research is focused on students entering the undergraduate course in Physical Education, a private institution of higher education in São Paulo, who experienced the discipline of Physical Education.

The survey sample was 262 first year students of Bachelor's Degree in Physical Education of the morning and evening.

6 PRESENTATION AND DISCUSSION OF RESULTS

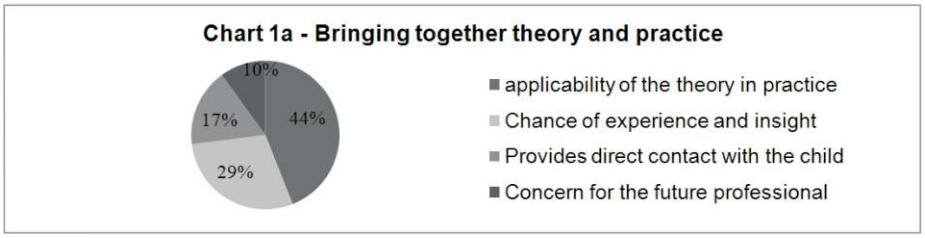
The first question asked referred to the rapprochement between theory and practice in the schools visited. It was observed that 98% of students stated that the Teaching Practice can bring theory and practice. That is, the issues noted in the lectures were related to visits to the school. Students were able to verify the proposed content and its applicability in schools visited, as shown in Chart 1.

Question: Visits at schools closer to the theory of practice?



Question: Why?

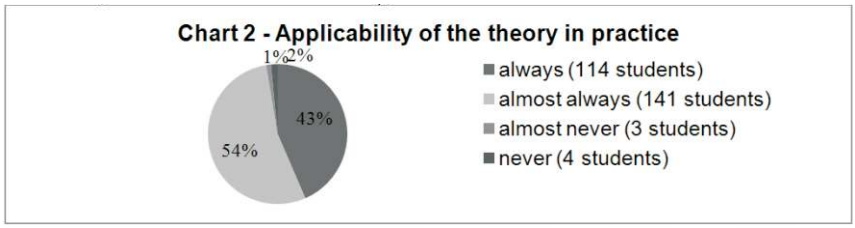
Among students who answered that there is always bringing together theory and practice, 44% claimed that what was seen in the theory applied in practice, and that facilitated contact with the children. Evidence in practice than in theory helped was studied in reflection and knowledge construction. To 29%, the lessons of practice teaching experience provided on the situation of professional reality. Although 17% claimed that the main benefit was to have direct contact with the child. Thus, the theory could be studied compared with the practical experience, as studies of child development, child psychology and child behavior. Another 10% worried about their professional future and the role of the teacher conducting the classes and relate not only the theoretical aspect of the discipline, as well as establishing a projection of their role as teacher. We highlight one by one student: "For me to be a teacher." See the 1a chart.



Among students who claimed that almost always approaches the theory of practice, and reported that this link between theory and practice can not always be so ideal. For the reality of schools is different than expected by the student.

Another issue presented to verify whether the classes offered in the classroom, in a theoretical way, allowed the association with the activities at school.

Question: Were you able to relate their college classes with activities at school?

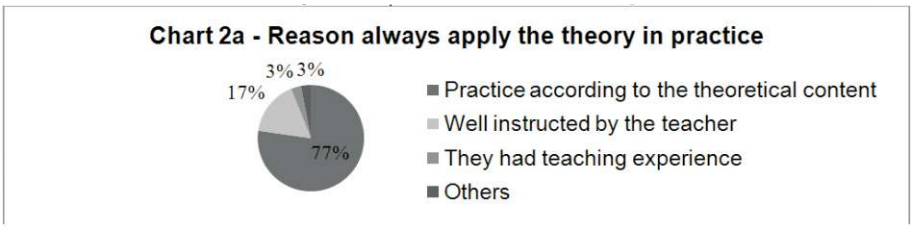


For the second graph it appears that the vast majority (97% of students) sees that the theory is to support teachers to perform their tasks in professional practice. The practice of teaching linked to the knowledge area provides the student's reflection on the teaching task, enabling new interference in the professional action. It's like an action - reflection - action. Thus, students - future teachers - their professional structure, becoming responsible.

Question: Why?

When asked what motivated these responses, it appears that 77% of students answered that one can always apply what was studied in practice. Said the main reason why it has been the theoretical content be related to the lessons applied in teaching practice. The visits took place after periods of study with content that were requested in the application of the lessons of teaching practice. Another 17% claimed to be the teacher's guidance. Felt safe in the activities taught in school, they had their teacher's supervision which enabled interventions when necessary. The same that supported the teacher lectures.

Importantly, the supervised training of the teacher of this action does not directly IES, which makes the practice of teaching directly. The reflection of student teachers on issues becomes more linked to the theory discussed in the lectures. Arguments in the 2a chart.



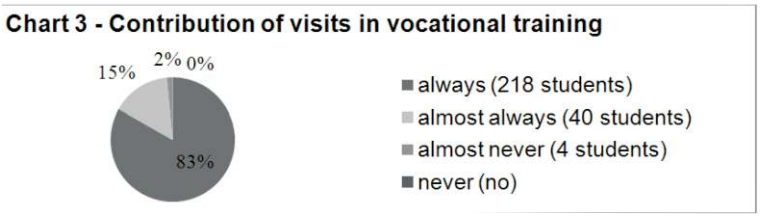
Students who answered that question almost always is mainly justified by having previously studied the content in lectures and then be able to experience in teaching practice. Undoubtedly, the action must have professional experimentation as a means of ensuring the skills and abilities necessary for teaching.

The next question referred to the acquisition of competence to teach, to the extent that students were able to acquire teaching experience.

Question: Do you believe that these visits were for enriching your training?

In the question presented, 98% of students believe that there is the contribution of these experiences provided by the practice of teaching in their professional lives. If the degree provides training in a teaching qualification, teaching practice exercise that allows a teacher is in a reflexive way, no doubt a great contribution to the teaching profession. Not enough students know, but do know it is essential to its classification as a teacher.

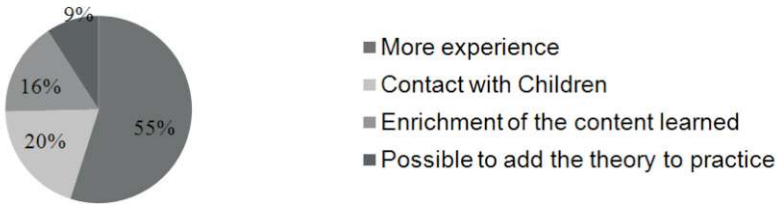
If the "how to be" and "know-how are essential guidance to teacher training, it can be stated that the practice of teaching contributed to the incisive thinking and acceptance of the teaching profession, allowing the formation of competencies and skills related the profession, as shown in Chart 3.



Question: Why?

When asked why the always promote vocational training, 55% of students claimed that the experience gained in the practice of teaching experience enabled the teaching function than those studied theoretically. Enables the decision-making according to the theoretical study in the classroom. Another 20% stated that close contact with children helps to understand the infant universe, which is directly related to the teaching function. 16% of students claim that the experience of teaching practice enables exemplify the theory, enriching the content learned. Although 9% of students believe that the association between theory and practice is based on the practice of teaching. There is on the 3a chart.

Chart 3a - Reason always encourage vocational training



7 FINAL

Through this study it was found that the legislation has changed the paradigm of teaching practice in undergraduate courses. Brought the possibility of performing this practice as a curricular component of the knowledge areas of the course.

For the proposed objective - to verify the benefits of teaching practice as a curricular component of the disciplines of the Bachelor's Degree in Physical Education, while the possibility of reflection of the practice it appears that the practice of teaching allows an approximation theory and teaching practice, which enables reflection of professional action. The perception of future teachers to the practice linked to different areas of knowledge of the course allowed a reflection of professional action that allowed a more critical and comprehensive teaching.

Without doubt, a benefit to consider is getting reflective discussions about teaching activities in all its perspectives, which makes the future teacher has more power and ability to serve as teachers.

If on one hand the training of teachers is concerned with the placement of future teachers in the labor market, on the other side facilitates the formation of teachers more aware of their professional action, which undoubtedly shows the possibility of professionals willing to change school for the better, before a reflex action and research.

Although there are areas of expertise to address all the issues encountered in teaching practice, direct contact with children provided by the experiences made the students realize the reality of school, the difficulties faced by teachers and children themselves. Thus, provided a window into scientific studies that can reflect and get solutions to the needs of Brazilian school.

REFERENCES

ALVES-MAZZOTTI, A. J.; GEWANDSZNAJDER, F. **O método nas ciências naturais e sociais**. São Paulo: Pioneira Thomson Learning, 2004.

BRASIL. Conselho Nacional de Educação. **Resolução CNE/CP nº 01 de 18 de fevereiro de 2002**. Institui as Diretrizes Curriculares Nacionais para a formação de professores da Educação Básica.

_____. Conselho Nacional de Educação. **Resolução CNE/CP nº 02 de 2002.** Institui a duração e a carga horária dos cursos de licenciatura, de graduação plena, de formação de professores.

_____. Ministério da Educação. **Referenciais para formação de Professores.** Brasília: MEC, 1999.

_____. Conselho Nacional de Educação. **Parecer CNE/CP nº 28/2001. Projeto de Resolução instituindo as Diretrizes Curriculares Nacionais para a Formação de Professores da Educação Básica.**

CANDAU, V. M. (org). **Rumo a uma Nova Didática**. Petrópolis: Editora Vozes, 1989.

ENRICONE, D. A **avaliação da sistemática da prática de ensino.** Revista Educação, PUCRS, v.8, nº 09, p. 83-94,1985.

FREITAS, H. C. L. de. **O trabalho como principio articulador na prática de ensino e nos estágios.** Campinas: Papirus, 1996.

LÜDKE, M. **O Professor, seu saber e sua pesquisa.** Revista Educação e Sociedade. Dossiê: os saberes dos docentes e sua formação. Campinas: CEDES; year: XXII; Campinas: CEDES, n. 74, p. 77-96, apr. 2001.

PICONEZ, E. **A Prática de Ensino e o Estágio Supervisionado.** 12ª edição. Campinas: Papirus Editora, 2006.

PIMENTA, S. G. O **Estágio na formação de professores: unidade teoria e prática.** 7ª. Ed.. São Paulo: Editora Cortez, 2006.

SILVA, M. S.; BRACHT, V. 2005. **Intervenção profissional durante a formação inicial – contradições e possibilidades das experiências docentes precoces em Educação Física.** Revista Motrivivência nº 25, UFSC, december/2005.

R. Julio Antonio dos Santos, 524 - apt. 11
Morumbi - CEP: 05661-020
São Paulo - SP
claustefanini@globo.com

RELATIONSHIP THEORY-PRACTICE IN TEACHING IN PHYSICAL EDUCATION
ABSTRACT

This study is referenced classes teaching practice component Curriculum for Physical Education which are applied in an Institution of Higher Education in Sao Paulo. From CNE Resolutions 01 and 02, 2002, which established the Curriculum Guidelines for Undergraduate Programs, there was a reorganization of the curriculum of courses in Physical Education. One of the main changes is the possibility of 400 hours of teaching practice as a curricular component along the course, which made it possible to distribute the different disciplines of the course to practice teaching. The aim of this study is to establish the benefits of teaching practice as a curricular component of the course subjects and the perception of approximation theory and practice of future teachers. The methodology was a descriptive, and the instrument was a questionnaire. The data showed that 98% of respondents reported that visits schools allow the questioning of the theories presented in class, and believe that the lessons of teaching practice contributed to the training. It was concluded that vocational training was more linked to professional practice, allowing the student teacher a teaching practice more responsible.

KEYWORDS: teaching; vocational training; school physical education

RELATION THÉORIE – PRATIQUE DE L'ENSEIGNEMENT DANS L'EDUCATION PHYSIQUE
MOTS-CLÉS

Cette étude est référencé classes d'enseignement composant la pratique du curriculum de l'éducation physique qui sont appliqués dans un établissement d'enseignement supérieur à Sao Paulo. De résolutions CNE 01 et 02, 2002, qui a établi les lignes directrices pour les programmes d'études de premier cycle Études, il ya eu une réorganisation du programme de cours en éducation physique. Un des principaux changements est la possibilité de 400 heures d'enseignement pratique comme une composante du curriculum long du parcours, ce qui a permis de distribuer les différentes disciplines de la formation à la pratique enseignante. Le but de cette étude est d'établir les avantages de la pratique de l'enseignement en tant que composante du curriculum des sujets de cours et la perception de la théorie de l'approximation et la pratique des futurs enseignants. La méthodologie était descriptive, et l'instrument a été un questionnaire. Les données ont montré que 98% des répondants ont indiqué que les écoles visites permettent la remise en cause des théories présentées dans la classe, et nous croyons que les leçons de pratique de l'enseignement a contribué à la formation. Il a été conclu que la formation professionnelle a été davantage liée à la pratique professionnelle, permettant à l'élève-maître une pratique d'enseignement plus responsable.

MOTS-CLÉS: enseignement; formation professionnelle; l'éducation physique.

RELACIÓN TEORÍA-PRÁCTICA EM LA ENSEÑANZA EN EDUCACIÓN FÍSICA
RESUMEN

Este estudio se hace referencia a las clases de la práctica docente componente curricular de la Educación Física que se aplican en una Institución de Educación Superior en Sao Paulo. De las resoluciones del CNE 01 y 02 de 2002, que establece las Directrices Curriculares de Pregrado Programas, hubo una reorganización del currículo de los cursos en Educación Física. Uno de los principales cambios es la posibilidad de 400 horas de práctica docente como un componente curricular a lo largo del curso, que hizo posible la distribución de las diferentes disciplinas del curso de la práctica docente. El objetivo de este estudio es establecer los beneficios de la práctica docente como un componente curricular de las asignaturas y la percepción de la teoría de aproximación y la práctica de los futuros docentes. La metodología fue un estudio descriptivo, y el instrumento fue un cuestionario. Los datos mostraron que el 98% de los encuestados informó que las escuelas visitas permiten el cuestionamiento de las teorías presentadas en clase, y creo que las lecciones de la práctica docente contribuyó a la formación. Se concluyó que la formación profesional era más vinculados a la práctica profesional, permitiendo que el estudiante para profesor de una práctica docente más responsable.

PALABRAS CLAVE: enseñanza; formación profesional; educación física de la escuela.

RELAÇÃO TEORIA-PRÁTICA NA FORMAÇÃO DOCENTE EM EDUCAÇÃO FÍSICA
RESUMO

Este estudo tem como referência as aulas de prática de ensino como componente curricular da disciplina de Educação Física Escolar que são aplicadas em uma Instituição de Ensino Superior em São Paulo. A partir das Resoluções do CNE 01 e 02 de 2002, que instituíram as Diretrizes Curriculares para os Cursos de Licenciatura, houve uma reorganização da grade curricular dos cursos de Educação Física. Uma das principais mudanças é a possibilidade de 400 horas de prática de ensino como componente curricular ao longo do curso, o que possibilitou que se distribuísse às diferentes disciplinas do curso a prática pedagógica. O objetivo do presente estudo é estabelecer os benefícios da prática de ensino como componente curricular das disciplinas do curso e a percepção da aproximação teoria e prática pelo futuro professor. A metodologia utilizada foi de uma pesquisa descritiva, e o instrumento utilizado foi um questionário. Os dados obtidos apontam que 98% dos pesquisados relatam que as visitas nas escolas possibilitam o questionamento das teorias apresentadas em sala de aula, e que acreditam que as aulas de prática de ensino contribuíram com a formação profissional. Concluiu-se que a formação profissional foi mais vinculada com o exercício profissional, possibilitando ao futuro professor uma prática docente mais competente.

PALAVRAS-CHAVES: prática de ensino; formação profissional; educação física escolar.