06 - REFLECTIONS FROM THE PERSON OF THE EDUCATOR: PHYSICAL EDUCATION AND WEIGHTINGS FROM A PROCESS OF CHANGE CONFERENCE OF EDUCATIONAL WORK.

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INTRODUCTION

The purpose of this research is to delve a little reflection on the person of the educator, his teaching thinking as a testimony of their own learning, a condition that gives character to the other pedagogical activities. Boufleuer (2007) says that the understanding of pedagogy as it has always been a driving tool, such a technique as a strategy, finally, as a procedure of "transmission" or "production", in which pedagogy is often a kind wagon used to carry things from one place to another, as "pumpkins" harvested in the fields of cultural tradition and whose fate should be the heads of the younger generation.

[...] Know the students, know their difficulties and their interests is very important for a teacher. None, however, exempt the teacher to be a living witness of the knowledge that purports to teach (BOUFLEUR; FENSTERSEIFER, 2008, p. 7).

The good teacher headstone is far beyond the domain of content, like to teach, to be in the classroom. The good teacher is involved with education and with education, and through their actions, the relationship established in the classroom, the teacher, teaching, exerts significant influence on student learning, leading him to change, modify and transform attitudes, ideas, skills and behaviors, and thus makes its performance exceeds, so the simple transmission of knowledge.

It is this understanding that, in our view, lack the class teacher. The way to be a teacher.That is why there are so many speeches about how we lead our students to learn, make connections. But this becomes difficult when the teacher has learned when he went through that learning content that is trying to convey to their students. It is the relationship of theory and practice essential in the teaching and learning. We must focus on the figure of the educator as a fundamental link between the cultural tradition to be transmitted and student learning.

SELF-KNOWLEDGE EXPERIENCE WHILE YOU AND PRODUCTION REFLEXIVE RELATIONS

Thinkers like Rousseau and Dewey say that education must begin with the experience, the senses, not by reason and the teaching that does not respect the experience becomes tedious and without results. While differing as to the meaning of the concept of experience, both authors to value. Rousseau, in his book Emilio, states that the first duty of the educator is "to himself and that the task of education lies in the education of the natural man to himself and not for others" (ROUSSEAU, 1992, p.285). Dewey criticizes the traditional pedagogy, which was focused on content and teacher authoritarianism, with its belief about the ideal education was "the formation of the capacity of self-control" (Dewey, 1971, p.64).

Since Foucault indicates that self-care involves caring for others. It is from this point of view we believe is one of the school spaces for questioning the rules that govern teachers, students and other education professionals. In reviewing where, when, by whom and to whom interest were instituted such rules of coexistence is possible to construct other than turn against individuals, but if put in their favor, which enables us to think and pursue social relationships based on our experience care of themselves.

Foucault, in his later works, think of providing a relationship of the individual himself who refuses the assumed universality of all foundation, which prevents power relations manifests itself in states of domination, that it becomes a truth without resorting to Inside, given beforehand to the experience and rooted in a deep intimate and inaccessible. In other words is to place the subject in the center of reflection, but a guy released the attributes given to him by modern knowledge, by normalizing and disciplinary power.

Education reduced the aspects of "what" and "how to" educate reflected in discursive practices in the institutions that are structured in the form of patterns of behavior, activities, techniques, methods of transmission and dissemination of knowledge, at the same time impose and maintain such discursive practices. Since education promotes a person-centered process toward humanization, values the critical and creative thinking, building and transforming subjectivity. For Foucault, this subjectivity is the way in which the subject's experience of himself in a game of truth about himself. Larrosa notes that "there is a link between subjectivity and experience of himself [...] The subject, its history and its constitution as an object for himself, would then be inseparable from the technologies of the self" (1999, p. 56).

In his work Foucault recovers some interpretations of the ancient Greek for self-care and notes that, for Socrates, initially self-care is meant to occupy yourself, as this was essential for all those who wanted to start in the art of rule. Later came to consider himself a messenger, one sent by God to remind the men that "they should not take care of their wealth, nor honor, but of themselves and their own soul" (1985, p.50).

The ideal teacher education is not knowledge of theories, methods and practice, but rather lead to self-knowledge, while experience itself, and produce reflexive relations that make possible the guy is built upon self-care. If education, as Foucault (1996, p. 44), "is a political way of maintaining or modifying the appropriation of discourse," in the political field is that we should seek care themselves facing the potential of the subject, notweaknesses, identified in the tests and evaluations that measure just the amount of knowledge learned.

In addition, self-care also involves the relationship with another, since, to take good care of yourself, you need to listen to the lessons of a master. They need a guide, a counselor, a friend, someone to tell you the truth. Thus, the problem of relations with others is present throughout this development of self-care (FOUCAULT, 2004b).

That is why we can not take education as a simple space of possibilities to develop or enhance self-awareness, autonomy, self-confidence, "but as ways of producing self-experience in which individuals can become subjects in a particular way" (LARROSA, 1999, p.57). Understanding the relationship from experience that there is a culture between different fields of knowledge, rules of conduct and forms of subjectivity, it is possible to construct a story in our training as teachers able to experience himself.

Considering also that the theory Foucault power is not possessed, but exercised, and is therefore present in all relationships, the person exerts power and is also broadcast center it, and, therefore, is able to generate resistance and changes. In this sense, the training of educators dedicated to building a new ethical system, new perceptions and new values is a more

feasible alternative for education.

The aesthetic perspective in this review suggests Foucauldian analysis to models and standards in teaching practice so that we can break the circularity of relations knowledge / power, and in our case also the relations know-how that constitute us as well as the other subjects involved in education and especially in teacher training.

In his later work, Michel Foucault mentions how the man in our culture develops knowledge about yourself through specific techniques that allow you to perform a set of operations on the body and soul, the thoughts and behaviors in order to reach a state of happiness or wisdom (MARTIN, GUTMAN, HUTTON, 1988). These techniques allow you mentioned by Foucault that the subject is led to changes in itself, is the relationship between speech and action. Davis reflects on this issue saying that

[...] Foucaltiana reflection about self-care allows us to rethink the processes in the crisis of today, and on the other hand, it also brings to light the challenge of philosophy thematize the experience with new figures, rather than reductionist views who insist on classical divisions that separate subjects from objects, the body of the soul, the self in the world of culture and nature (2009, p. 4).

The relationship of "I can even" it's still a process by which individuals must pass. Through information and training received through the external challenges that family, school or society, the subject needs to experiment with and relate to the external as well able to define your relationship with yourself and also make changes in habits and concepts when need be.

Thus we can see that an event, a place, or even a person having an effect on another individual. But one can be influenced and the other not, this "influence" does not influence per se, but only to those who are influenced by this influence. As you type G. Canguilhem, "a living being is not reducible to a crossroads of influences,"the living being is not to seek, receive nothing,"between the living and the environment, the relationship is established as a debate" (CANGUILHEM apud CHARLOT, 2000, p 78). For men this means is a world he shares with others. The relationship between knowledge of a subject's relationship with the world, with himself and with others. It's relationship to the world as a set of meanings, but also as a space for activities, and is inscribed in time.

In this sense, we note the need for both the teacher's reflection on their practice as the relationship it establishes with its performance. As the teacher relates to a process of changing their perspectives of teaching? Specifically in the area of Physical Education, whose recent history has given her new perspectives of teaching, so that it would hold up in school, how the teacher handles situations that lead to change both your speech as your practice?

METHODOLOGY

Methodologically is characterized as a field of ethnographic. So research was done about the teachers at a school in the state education system, a municipality in northeastern Rio Grande do Sul. The subjects of research are physical education teachers, competitions and has always resided in the context where the research takes place, and had his school education at school in which we operate. These subjects were chosen because they work in the same context and present two different modes of action adapting to the intentions of the research, and therefore the choice of the institution where the research takes place.

In the first contact with the teachers for information about their respective work, open interviews were conducted, where issues were addressed on training, class dynamics, concepts of teaching hours. From there, performed the routine follow-up of school teachers for 6 months where there was only observation, without direct interaction with the subjects, with regard to class. The observations occurred in the performance of one of the teachers with students in two classes of sixth grade of elementary school that include between 26 and 28 students each and another teacher with a class of 8th grade student that includes around 28 students.

Another moment of the research refers to the study group, held every two weeks, where the teachers, along with researchers working on the (re) construction of a "study plan" for the discipline.

RESULTS AND DISCUSSION

The first analysis of this investigation indicate that the observed teachers guided their involvement with the renewal of the discipline of Physical Education in school from their knowledge and understanding of the area and the social function of the school. So they are based on analysis of different aspects: a) setting classes before and after the start of meetings, and b) the expectations of teachers in relation to the "new" elements in the discipline.

Reflections from the interaction with the teacher Julia

By observing the profile of the teacher Julia is already possible to describe a series of elements that form their work with the classroom. By tracking the teacher for four months was possible to observe an educational investment profile (Faria, 2009). In outlining the work of this profile is observable, that teacher has organized its practice planning and reflecting on the classroom as a result of the previous lectures.

With initial analysis on how to configure the classes of Professor Julia, you can see that, although it has a commitment to teach, is willing to rethink their practice before the content and how students are led to interact with them. Also that little intervention that characterized his performance in class may be the product of a lack of strategies for dealing with the content and the relationship between students practitioners and observers of the activities developed on the court.

Professor Julia came the responsibility of building the prospect of Physical Education, from what we already understood about what is proposed this course. Your views on school Physical Education, already show the wait for "something more" than the practice by the practice or theory by theory.

The teacher, whose profile points to innovative practices, can have greater clarity about the responsibilities assigned discipline in schools. However initially appears that his problem is how to promote it in the classroom, ie how to address all the issues in physical education classes.

So the reflections of the teacher Julia are both in establishing and organizing the structural issues within the context in which the school serves as your expectations are focused on the development of these themes in a context in which the structure is limited and social issues related to the involvement of students both with the school in all disciplines, as with physical education specifically, directly influence the space of class.

Reflections from the interaction with the teacher Daniela

Professor Daniela has a very characteristic profile of physical education of school, when the practice is limited to teaching students with activities to occupy or supervise them while playing. Among the first contacts and observations of classes was possible to capture the profile of disinvestment / teaching (MACHADO, 2009) of the teacher. In outlining the work of this profile is observable that this teaching is set up from different elements. With regard to the scenario initially composed by classes that develops, there is a concern to take students with activities, which are subject to the possibilities of structure and climatic conditions. Although establish which "content" is working in the quarter due, in this case soccer does not mean that systematize the

relevant content as a function of having the goal of bringing students to learn. It is rather to provide / futsal play to teach / learn mode.

From the changes in the dynamics of the lessons from the study group, it seems that although fits a profile exit / abandonment, it is linked to confusion about how to develop discipline. The first hypotheses that emerge then point to the fact that the maintenance of discipline in the traditional or even give the students find interesting practice intertwine in factors such as changes in the area, the objective conditions of work, school culture andthe personal disposition.

The reflections of Professor Daniela are intertwined with issues relating to insecurity in their teaching to do. It is noticeable that during the explanations in the teacher study group is envisioned as "everything" that physical education must meet, however, for a number of factors finds himself unable to meet these responsibilities and discipline still has a concern related to the students appreciate the fact or not that is developed in class.

Thus, for this teacher, to become involved as the reformulation of the curriculum of the school, has meant the disruption of conceptions that supported the practice. In the same way that many questions arise, it seems that the discipline has to rethink a new life given to the teacher, because even with the difficulties related to the type of training they had, has been to understand proposed.

Regarding the teacher Daniela, besides trying to locate it on the responsibilities of physical education, it may be necessary to assist it to develop mechanisms that allow an intervention whose character is centered on student learning and not just by what theythemselves would like to "learn."

CONCLUSIONS

Initially, some aspects can be considered under the different profiles and modification processes. These aspects are connected to both the performance in the classroom as well as demonstrations of the propositions due to discipline. Professor Julia realizes that job satisfaction is to conduct an effective job, in which students actually learn something from it and it makes sense to them. Soon his involvement in the reshaping of the discipline is linked to this reading that makes you as a professional and discipline in the school context.

Other than that are the manifestations of teacher Daniela. In many lines it is clear that what she considers a successful classroom is linked both to the sport as the main theme, the voice of the students. Thus, engaging in a re covering different subjects, establishing a relationship of conflict between what you believe to be the Physical Education, what has been proposed and what students expect from classes.

Thus, analyzing both educators, we clearly see the differences. It is essential to the formation of a teaching professional practical-reflective, endowed with knowledge and skills and especially able to reflect on their own practice. From the moment you begin interactions with teachers, we realize that encourage one to think, an action-reflection, becoming possible to analyze, critique and reflection on the situation of the professional physical education curriculum and its relations with himself as Foucault. Thus it is perceived to be a time devoted to reflection on your area of teaching, the teacher provides a more secure and motivating to their area of expertise.

Maturity is also an essential quality of true educators. As a social being, intellectually and emotionally mature, will surely be a big change in the society, agents balanced with wisdom that will face all the challenges of their profession. Education needs of competent teachers, balanced, fearless, bold, critical, ethical, able to fight for a more egalitarian society and lonely. The new millennium requires a professional who direct their gaze to the future. Exercising the imagination and fantasy of his students to try to solve problems or situations that bring new times. Thus it is important that it is provocative and challenging, contributing to the formation of autonomous and critical citizens. A commitment to each educator is to cultivate in students the inquiring mind, teach you how to adequately express their ideas, learn from mistakes, and face obstacles, get him to believe in themselves and discover their talents and potential, raising the desire for knowledge. So the teacher with a vision for the future extends its field of educational practice, which provides the student discover the function and meaning of what is offered him, knowing why and why the teaching of learning.

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REFLECTIONS FROM THE PERSON OF THE EDUCATOR: PHYSICAL EDUCATION AND WEIGHTINGS FROM A PROCESS OF CHANGE CONFERENCE OF EDUCATIONAL WORK.

ABSTRACT

This research is part of the school context in which the teacher is the guy who fits with the practice teacher permeated by personal beliefs and the relationships you have with the other actors school, both for the convictions of the area in which it operates or the human relations with which it engages. The main objective is to observe focuses specifically in the area of Physical Education, whose recent history has given her new perspectives of teaching, how the teacher handles situations that lead to change both his speech and his practice. For both the theoretical discussions are based on reflections on the speeches of two teachers of Physical Education, basic education, followed for 6 months. This analysis is based on different theoretical, where the discussion goes back to teaching practice that is permeated by different aspects directly linked to these establish the relationship with his acting, 'watching and reflecting, "and pointing to a consistent and relevant teaching. The results show that the different profiles of the teachers directly affect involvement with issues ranging from organization of classes, the choice of the themes proposed in the area to be long-term planning of the course, until the relationship with the student, that which has had been established. These emerging signs of change in methodology of teaching offered to students as well as commitment, security or insecurity of the group of subjects who engage in this reflection process. Thus it is perceived to be a time devoted to reflection on your area of teaching, the teacher provides a more secure and motivating to their area of expertise.

KEYWORDS: Physical Education Teachers Performances; Reflective Practice

RÉFLEXIONS DE LA PERSONNE DE L'ÉDUCATEUR: ÉDUCATION PHYSIQUE ET DES COEFFICIENTS D'UN PROCESSUS DE CONFÉRENCE SUR LE CHANGEMENT DU TRAVAIL ÉDUCATIF.

RÉSUMÉ

Cette recherche s'inscrit dans le cadre du contexte scolaire dans lequel l'enseignant est le gars qui s'intègre avec l'enseignant la pratique imprégné par des convictions personnelles et les relations que vous entretenez avec l'école d'autres acteurs, tant pour les convictions de la zone dans laquelle elle exerce ou les relations humaines avec laquelle elle s'adonne.L'objectif principal est d'observer se concentre spécifiquement dans le domaine de l'éducation physique, dont l'histoire récente lui a donné de nouvelles perspectives de l'enseignement, comment l'enseignant gère les situations qui conduisent à changer à la fois son discours et sa pratique. Pour les deux débats théoriques sont basés sur des réflexions sur le discours de deux enseignants d'éducation physique, éducation de base, suivis pendant 6 mois. Cette analyse est basée sur différents théoriques, où le débat remonte à la pratique d'enseignement qui est imprégné par différents aspects directement liés à ces établir la relation avec son action, regarder et de réfléchir», et pointant vers un enseignement cohérent et pertinent. Les résultats montrent que les différents profils des enseignants influent directement sur l'implication des questions allant de l'organisation des classes, le choix des thèmes proposés dans la zone à planification à long terme du cours, jusqu'à ce que la relation avec l'élève, ce qui a avait été établie. Ces signes émergents du changement dans la méthodologie de l'enseignement offert aux étudiants ainsi que l'engagement, la sécurité ou l'insécurité du groupe de sujets qui s'engagent dans ce processus de réflexion. Ainsi, il est perçu comme un temps consacré à la réflexion sur votre domaine d'enseignement, l'enseignant fournit un. Plus sûr et plus motivant de leur domaine d'expertise.

MOTS-CLÉS: éducation physique. Faculté des spectacles. Pratique réflexive

REFLEXIONES DESDE LA PERSONA DEL EDUCADOR: EDUCACIÓN FÍSICA Y COEFICIENTES DE UN PROCESO DE CAMBIO DE LA CONFERENCIA DE TRABAJO EDUCATIVO.

RESUMEN

Esta investigación es parte del contexto escolar en el que el profesor es el tipo que encaja con el profesor de la práctica impregnada de las creencias personales y las relaciones que tienen con la escuela de otros agentes, tanto de las convicciones de la zona en la que opera o las relaciones humanas con el que se involucra. El objetivo principal es observar se centra específicamente en el área de Educación Física, cuya historia reciente ha dado sus nuevas perspectivas de la enseñanza, cómo el maestro maneja las situaciones que conducen al cambio tanto en su discurso y su práctica. Tanto para los debates teóricos se basan en reflexiones sobre los discursos de los dos profesores de educación física, educación básica, seguido por 6 meses. Este análisis se basa en la teoría diferente, donde la discusión se remonta a la práctica docente que está impregnado de diferentes aspectos directamente relacionados con estas establecen la relación con su actuación, 'mirando y reflexionando ", y que apunta a una enseñanza coherente y pertinente. Los resultados muestran que los diferentes perfiles de los profesores inciden directamente en relación con temas que van desde la organización de las clases, la elección de los temas propuestos en la zona a largo plazo, la planificación del curso, hasta que la relación con el estudiante, lo que ha se había establecido. Estos signos emergentes de cambio en la metodología de enseñanza que se ofrece a los estudiantes, así como el compromiso, la seguridad o la inseguridad del grupo de sujetos que participan en este proceso de reflexión. Por lo tanto, se percibe como un tiempo dedicado a la reflexión sobre su área de enseñanza, el profesor ofrece un. Más seguro y motivador para su área de especialización.

PALABRAS CLAVE: Profesores de Educación Física; Actuaciones maestros; La práctica reflexiva

REFLEXÕES A PARTIR DA PESSOA DO EDUCADOR: A EDUCAÇÃO FÍSICA E AS PONDERAÇÕES A PARTIR DE UM PROCESSO DE MUDANÇA COLETIVA DO TRABALHO PEDAGÓGICO.

RESUMO

A presente pesquisa se insere no contexto escolar no qual o professor é o sujeito que se insere com a uma prática docente perpassada pelas convicções pessoais e das relações que estabelece com os demais atores escolares, tanto pelas convicções da área em que atua ou pelas relações humanas com as quais se envolve. O principal objetivo está se centra em observar, especificamente na área da Educação Física, cuja recente história tem dado a ela novas perspectivas de ensino, como o professor lida com situações que levam a mudar tanto seu discurso como sua prática. Para tanto as discussões teóricas se baseiam nas reflexões sobre os discursos de duas professoras de Educação Física, da educação básica, acompanhadas durante 6 meses. Essa análise se baseia em diferentes teóricos, onde a discussão remete a prática docente que está perpassada por distintos aspectos diretamente vinculados a relação que esses estabelecem com a sua atuação, “cuidando e refletindo” e apontando para um ensino consistente e relevante. Os resultados apontam que os diferentes perfis das professoras afetam diretamente no envolvimento com questões que abrangem desde organização das aulas, a escolha pelos temas da área a serem propostos no planejamento em longo prazo da disciplina, até a relação com o aluno, diante daquilo que já havia sido estabelecido. Esses indícios emergem das mudanças ocorridas na metodologia das aulas proporcionadas aos alunos, bem como o comprometimento, seguranças ou inseguranças dos sujeitos do grupo que se envolvem nesse processo de reflexão. Desse modo percebe-se que ter um tempo dedicado a reflexão sobre a sua área de ensino, proporciona ao docente uma relação mais segura e motivadora com a sua área de atuação.

PALAVRAS-CHAVE: Educação Física; Atuações Docentes; Prática reflexiva