03 - PHYSICAL EDUCATION AS A PROFESSIONAL PRACTICE

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Practice and Physical Education subject. The physical educators has advanced in the scientific world, featuring more national and international publications in recent years. There are countless materials theorists who talk about their specificities (epistemology, professional activity, fields of operation, etc).

The practice of Physical Education puts the educator in permanent emotional exchange with one another, allowing greater accommodation of that individual, because of the informality and closeness with your daily life, which allows reciprocal behavioral changes. The physical educator works with respect to the prospect of transforming the world that he is outside and turn in successive relationships with this world. Thereby, its action communicates and expresses, through movements, gestures, a world of senses, emotions, settings and structures, resulting in the form of social interaction and communication, the fundamental structure of their professional identity. Among the unique elements of its activity in the field of labor theory and technique are used in their professional practice.

Another factor considered important in establishing your relationship with your customer is the culture in which both are embedded, understood as a space favors of subjectivities be traced day by day. Culture, too, is perceived can also be perceived by physical educators as a tool to facilitate the reconstruction of individuality, based resocialization of the individual, recognized as one of the fundamental objectives of your proposed professional. As the purpose of this study is to understand how the physical educator enrolls as a social subject in performing their professional practice, and to explore the matter reflect complex relations that are inserted from which exposes the social productions and prepares individual buildings.

At this point, the physical educators gain the legal prerogatives of other top-level professionals. The professional practice exists in proportion as concrete social relations and making them be recognized as such through certain practices, certain means of action and produce certain theories.

Your professional exercise is designed to unify the set of theories and practices developed by it in everyday institutions where they work, whether they care or training. In this view, the physical educators are placed in a permanent relationship with the theoretical knowledge and the construction of a practice that can undergo changes depending on the need established for the welfare of another.

The physical education teachers, as social subjects, are always included in a society, internalizing social reality structured by objective and subjective dimensions. According to Berger and Luckmann (1999: 173): “As society a reality at the same time objective and subjective, no adequate theoretical understanding concerning it should cover both aspects (objective and subjective). (...) These aspects receive proper recognition if society is understood in terms of a dialectical process in progress, consisting of three stages, externalization, objectivation and internalization (...)”.

In this perspective, the practice exercised by professional physical educator leads him permanently to a dialectical understanding of the objective and subjective aspects, by prioritizing feelings, behaviors and human needs, which leads him to think like plays their roles and how to establish your identity professional. Construction of Professional Identity Who we are is always an open question with a shifting answer depends on the positions available in our discursive practices and other (...)(Davies and Harré, 1990: 46). The study of identity is permeated by two rows of Psychology: Social and the Clinic that focus, respectively, social and personal.

In social psychology, according Lipiansky (1992: 114), social identities are "Subject to the belongings of the bio-psychological categories (gender, age), the socio-cultural groups (ethnic, regional, national, professional ...) or the assumption of roles and social status (family, professional, institutional ...) or to ideological affiliations (confessional political, philosophical ...). Already in Clinical Psychology personal identity is defined as "the awareness of oneself as individuality, uniqueness, endowed with a certain awareness and a certain uniqueness.»

The process of identity construction that evokes the feeling of the individual with himself and the groups to which he belongs. To Lipiansky (ditto) "the sense of identity is part of a voltage and a homology between the individual and the group, between internal needs and social influences, between the singularity and plurality.»

The identity process is also the autonomy with which professional activity is exercised, referring to the level of control over the work performed, and how each professional exerts its function is related to what it is at the moment the plays, being impossible to separate U.S. personnel and U.S. occupation (Nóvoa, 2000). To understand how this process is characterized, leads us to seek to apprehend how is the social vision about the training of Physical Education, marked by stigmata of trivialization and unrewarding job, or occupation as pure body (not mind), devaluing it and making professionals feel professionally unqualified, or even discredited. However, even with this stigmatization of the profession, the physical educator can change this situation, since, as a social subject, take ownership of their professional importance, qualifying and exposing the public their knowledge and reflect on their practice, leaving the scenes of clinical interventions. This position is based on the vision of identity as a dynamic construction between the physical, psychological and social, which according Giust-Desprairies (1996: 30) is not only the product of a history, a context, it also builds second modes of social appropriation of objects found, chosen, created".

This training area is a field in which many living skills; permeated by knowledge, ways of acting, thinking and relating, configuring a complex territory, where conflicts and disagreements produced within the professional cultures can be overcome, influencing the formation of social identity. It is in this scenario that is establishing an academic background and work experience fighting for its identity, which is being outlined the social image of the professional, caring grasp the elements that will be fixing this social construction.Being and doing the physical educator.

Efforts are made to develop social theories as a way of apprehending reality and behavior of people, whose meaning is increasingly mediated communication is established professionally.

Words and phrases are important human artifacts. As products of social experience, serve as vehicles for everyday much thought and communication, what people say and write are a primary source of evidence about individual and social

processes "(Cohn, 1987: 315).

In Physical Education, the words and phrases are resources used in the performance of their professional activities, by having characters symbolic and concrete that are interpreted in the context, fundamental vehicles of professional communication.

This aspect is emphasized when it becomes evident that happen before seen and experienced a place that corresponds to a specific way of seeing and living, which demonstrates that the social is represented multiply and constant interactions. The place that the subject occupies in society reflects the social practice of this subject. Physical Education is an activity that has been structuring, theoretically and methodologically, in order to follow the dynamics and demands of society. However, this restructuring moves by the reconstruction of each professional, involving experience and interpretation of their training and practice.

Moreover, the existence of an occupation refers to the application of special knowledge, defining vocational training requirement as distinct from practice exercised without formal training.

In this experiment experienced by physical educators the accumulation of knowledge that became part of the specialty of his professional knowledge. These skills do not come, however, only the scientific field, but also of common sense, from the observation of practices developed by himself and by other professionals, and are expressed in speeches or observed behaviors.

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ABSTRACT

A Physical Education as practice. In this article we highlight aspects that involve the practice of physical educator, it can reflect the professional identity of this person and how to derive the construction of their professional identity. In this study we maintain a dialogue between the practice of physical education and physical educator, pointing elements considered relevant to the topic under study

KEYWORDS: Physical Education, Physical Educator; professional Practice

ÉDUCATION PHYSIQUE EN PRATIQUE PROFESSIONNELLE

RÉSUMÉ

A l'éducation physique en tant que pratique. Dans cet article, nous mettons en évidence les aspects qui impliquent la pratique de l'éducateur physique, il peut refléter l'identité professionnelle de cette personne et comment déduire la construction de leur identité professionnelle. Dans cette étude, nous maintenons un dialogue entre la pratique de l'éducation physique et éducateur physique, en soulignant les éléments considérés comme pertinents pour la question à l'étude.

MOTS-CLÉS: éducation physique, éducateur physique, la pratique professionnelle

EDUCACIÓN FÍSICA COMO PRÁCTICA PROFESIONAL

RESUMEN

Educación Física como una práctica profesional. En este artículo se destaca los aspectos que involucran la práctica de educador físico, puede reflejar la identidad profesional de esta persona y cómo derivar la construcción de su identidad profesional. En este estudio se mantendrá un diálogo entre la práctica de la educación física y el educador físico, señalando elementos que se consideran relevantes para el tema en estudio.

PALABRAS CLAVE: Educación Física, Educador Físico, Ejercicio Profesional

A EDUCAÇÃO FÍSICA COMO PRÁTICA PROFISSIONAL

RESUMO

Neste artigo destacamos aspectos que envolvem a prática do educador físico, que podem repercutir na identidade profissional deste profissional e na forma como se estabelece a construção de sua identidade profissional. Neste estudo mantemos um diálogo entre a prática da Educação Física e o educador físico, apontando elementos considerados relevantes para o tema em estudo.

PALAVRAS-CHAVE: Educação física; Educador físico; Prática profissional