22 - TEACHERS`S KNOWLEGDE OF THE PHYSICAL EDUCATION UNIVERSITY TEACHERS

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INTRODUCTION

The teachers' knowledge have been a great interest among researchers of education that study this topic from different approaches. Several authors try to present a knowledge base about the teachers' knowledge, identifying the different types and characteristics and the relationship between the teachers and this knowledge (GAUTHIER et. al, 1998; PIMENTA, 1999; TARDIF, 2002).

The more knowledge is developed and systematized, more is long and complex the process of learning which requires, in consequence, an adequate formalization and systematization (Tardif, 2002). Thus, the various kinds of knowledge are considered as members of the teaching practice.

Pimenta (1999) identifies the knowledge of experience and teaching skills as one of the aspects that should be considered in the construction of teachers' professional identity. In this sense, he considers that the teachers' knowledge are constructed from a reflection on and in the practice.

However, Gauthier et al. (1998) showed that the teachers' attitude has not succeeded in show their knowledge and the education science produces others knowledge that do not match with the practice. Thus, is observed that many teachers who teach in various institutions of formal education did not go through any systematic process of teacher training, which suggests that the important thing is the domain of knowledge of what is been taught together with a professional practice, instead of a teachers' preparation.

Considering this issue, it was tried to raise some guiding questions that can help in the discussion of the study: what is the teachers' knowledge used in the pedagogical practice? Is the knowledge of the experience more "important" than all others teachers' knowledge?

This study has as purpose to contribute for the understanding of the teacher training, since the research on this topic, as well as the dissemination of this production that according to Borges and Tardif (2001), can still be considered recent, but in expansion. In this sense, it is necessary and relevant the production of studies on this subject in order to provide subsidy theoretical and practical guidance to the teachers' actions. So, this study tries to analyze what skills are used by teachers in higher education.

METHODOLOGICAL PROCEDURES

This study is a descriptive research with focus on qualitative analysis (MINAYO, 2004), which is guided by the theoretical assumptions of historical materialism and methodological indications of the dialectical method. According with this, the knowledge and the actions, just as the theory and practice are integrated with each other in a movement where one influences the other, in constantly changing.

The participants of the study consist in three professors who teach the graduation course from the School of Physical Education, University of Pernambuco - ESEF / UPE.

The sample was chosen intentionally using the technique of saturation theory. The sampling technique is characterized by theoretical saturation when:

> the information provided by the new participants of the research almost do not add to the material already obtained, and no longer contributes significantly to the improvement of the theoretical reflection based on data which is being collected (FONTANELLI; RICAS; TURATO, 2008, p. 17).

To obtain the information, it was used the technique of semi-directed interviews, driven by questions concerning the object of study: a) education, b) professional experience c) pedagogical preparing courses d) teachers' knowledge. The data were collected in June of 2008. To conduct this research, a letter was sent to the coordinator of ESEF / UPE and to other teachers, in order to document the request and provide details about the research.

The analysis method used was the content analysis by the thematic method proposed by Bardin (1988). According to the author, the content analysis is a technique for analyzing communications.

RESULTS AND DISCUSSION

The participants of this study consisted in three teachers graduated in Physical Education, with professional experience between 12 to 22 years, participating in education courses regularly.

Comparing the categories of study "professional experience" and "continuing education" with data about teachers' knowledge, it was possible to show that there is no direct relationship between professional experience and educational knowledge, a fact that contrasts with the emphasis, according to Tardif (2002), to the life history. Another aspect that may be highlighted is the type of teacher training that does not guarantee a mobilization of the educational knowledge used in their intervention.

To present the data, the interviews were organized with the purpose of establishing inter and intra relationship between study categories and the teachers. Then, the interviews were analyzed according to the chosen method.

The results were mapped and it was possible to identify the differences and similarities in the teachers' speech. To analyze the information, the teachers were identified as: P1, P2 and P3.

From the content analysis of the speeches of those who were interviewed, there are two categories that guide this study: 1) difficulty in identifying the teachers' knowledge and their relationship in the pedagogical practice, and, 2) the learning experiences are important in relation to others teachers' knowledge.

***Category 1*: difficulty in identifying the teachers' knowledge and their relationship in the pedagogical practice.**

In the identification of the teachers' knowledge chosen by the teachers, it was observed differences in their

understanding and use. Analyzing the speech of P1, it was evident the difficulty in identifying the teachers' knowledge according to the researched literature. According to P1, "the teachers' knowledge are consisted by the teacher's knowledge, the student's knowledge, the curriculum's knowledge and the literature."

Moreover, there was a contradiction in the answers concerning the knowledge identification and their relationship with the teaching practice. This contradiction is also found in the answers obtained about the curriculum and disciplines planning. P1 mentions that "... there is a predominance of curriculum knowledge, the teacher's knowledge and student's knowledge. No discipline is the same as another, so the plan must be modified."

However, the teachers' knowledge are classified by Tardif (2002) as the "skills training" which is a set of knowledge provided by institutions of teacher education, the "disciplinary knowledge" that correspond to different fields of knowledge (science education, pedagogical teaching practice), the "curriculum knowledge" that presents itself concretely in the form of school projects (goals, contents, methods and assessment), the "experiential knowledge" that include individual and collective experiences, and the "pedagogical skills" that are the transmission of knowledge from teaching school.

For Pimenta (1999), the "knowledge of experience" are those learned from the teacher when student, and also produced in practice during the process of reflection and by interacting with colleagues, and "experience knowledge" is to understand the function of the school in the transmission of knowledge and their specialties and in a contemporary context, the "pedagogical knowledge" include the issue of the experience knowledge and the specific content, being built from real educational necessities and the reflections on education practices.

According to Tardif (2002), the "knowledge of the subjects" and the "curriculum knowledge" that teachers have and transmit are not the teachers' knowledge. So the teachers' knowledge, to be more than a simple transmission of knowledge, must be related to the teaching procedures.

Category 2: **the learning experiences are important in relation to others teachers' knowledge.**

Analyzing the speech of P1, it is possible to identify a variety of teaching skills, as described below: “(...) there is not a predominance of a single teacher's knowledge (...) because there are several knowledge."

In the speech of another teacher, there was a predominance of disciplinary, experience and curriculum knowledge in their teaching practice: "the teachers' knowledge are constructed by literature, professional and life experience as well by experience with students" (P2). This was evidenced in the way of organizing classes and use of resources for the transmission of knowledge.

According to the information obtained into P3 speech, it is possible to identify a relationship between the classroom flexibility, the space organization for collective construction and discussions and the use of material resources.

"The collective construction takes place in the planning relationships of education and also in moments of action with the students. So, it is necessary to ensure a space that allows the discussion of the problem by the group" (P3).

In all examined cases, it was possible to see the different views on the teaching skills and consequently, different possibilities in the development of the study, something which was clearly showed in the different ways to evaluate, organize and plan the classes.

From this perspective, Tardif (2000) proposes an epistemology of the professional practice from the professional knowledge, highlighting some of their characteristics: temporary, plural, heterogeneous, customized and situated, presenting a subjective character of historical and social construction. Knowledge built from the differences, from personal aspects, including the skills, abilities and attitudes of the teachers, is often called know-how.

FINAL CONSIDERATIONS

According to what was showed, it was concluded that the teachers' knowledge presented according to the literature are implicit and explicit included in the speeches of the teachers interviewed. However, it was clearly identified the teachers' difficulty in identify their knowledge used in their practices in the bachelor's degree courses in Physical Education.

The difficulties in recognize a predominant knowledge in the speeches may be linked with factors such as teachers' training and life experience, the recent curriculum reform in the institution and the fragility of an analytical method.

It is suggested a reflection by part of the teachers about the necessity to rethink about the teachers' knowledge that are being transmitted or constructed from their own practices in order to promote a quality growth in education and teachers' performance.

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TEACHERS`S KNOWLEGDE OF THE PHYSICAL EDUCATION UNIVERSITY TEACHERS

ABSTRACT

This study aimed to analyse which teachers' knowledge are adopted by teachers in university. This descriptive and dialectic research was realized by semi-structured interview with three teachers who teach in the *Escola Superior de Educacao Fisica da Universidade de Pernambuco*. The results show that the teachers knowledge presented according to literature are implicit and explicit inserted in the interviewed teachers speeches. It is suggested a reflection by the teachers about the necessity of think again on the teachers' knowledge which had been transmitted and constructed, in order to promote a qualitative growth in their teaching's formation and performance.

Keywords: Teachers' Knowledge; University; Physical Education.

DES SAVOIRS ENSEIGNANTS DU PROFESSEUR DE L' ENSEIGNEMENT SUPÉRIEUR EN ÉDUCATION PHYSIQUE

RESUMÉ

L' étude ili présentée cherche analyser quels savoirs enseignants sont adoptés par les professeurs dans l' enseignement supérieur. Cette recherche descriptive de caractère dialetique a été realisée à travers l'interview demi structurée avec trois professeurs qui enseignent à l' école supérieure d' éducation physique de l' Université de Pernambuco. Les résultats montrent que les savoirs enseignants présentés selon la littérature sont implicites et explicites aux discours des professeurs interviewés. Une réflexion est suggerée de la part des professeurs quant au besoin de penser de nouveau sur les savoirs en enseignants repassés ou construits avec l' intuition de promouvoir la croissance qualitative dans sa formation et performance enseignants.

Mots-Clés: Savoirs Enseignants; Enseignement Supérieur; Éducation Physique.

CONOCIMIENTOS DE LA ENSEÑANZA DE LOS MAESTROS DE EDUCACIÓN SUPERIOR EN EDUCACIÓN FÍSICA

RESUMEN

El estudio tiene como objetivo examinar cuáles conocimientos son usados por los maestros en la enseñanza superior. Esta investigación descriptiva de concepción dialéctica fue guiada por la entrevista semi-estructurada con tres profesores que lecionan en la Escuela de Educación Física de la Universidad de Pernambuco. Los resultados muestran que los conocimientos presentados de acuerdo a la literatura están implícitos y explícitos en los discursos de los profesores entrevistados. Se sugiere una reflexión sobre la necesidad de repensar los conocimientos transmitidos o construido con el fin de promover un crecimiento cualitativo en su formación y actuación de los profesores.

Palabras-Clave: Saberes de La Enseñanza; La Enseñanza Superior; La Educación Física.

SABERES DOCENTES DO PROFESSOR DO ENSINO SUPERIOR EM EDUCAÇÃO FÍSICA

RESUMO

O presente estudo procura analisar quais saberes docentes são adotados pelos professores no ensino superior. Esta pesquisa descritiva de caráter dialético foi realizada através de entrevista semi-estruturada com três professores que lecionam na Escola Superior de Educação Física da Universidade de Pernambuco. Os resultados demonstram que os saberes docentes apresentados de acordo com a literatura estão implícitos e explícitos nos discursos dos professores entrevistados. Sugere-se uma reflexão por parte dos professores quanto à necessidade de repensar sobre os saberes docentes transmitidos ou construídos, com o intuito de promover o crescimento qualitativo em sua formação e atuação docente.

Palavras-Chave: Saberes Docentes; Ensino Superior; Educação Física.