36 - TEACHER AND STUDENT RELATIONSHIP AND TEACHING IN COURSE OF TEACHER TRAINING: A CASE STUDY IN THE FIELD OF PHYSICAL EDUCATION

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Introduction

This work is linked to the research project "Initial and continuous training in the area of Physical Education" and its central focus analyze the discussions about issues that surround higher education. Compare with more emphasis on this text, the theoretical discussion on the search "Relationship teacher-student and teaching in training courses for teachers: a case study in the area of physical education."

To that end, we focus specifically, in the relationship teacher and student. The emphasis on this aspect is due to the numerous problems identified as professor of higher education and the experiences as students of the training course for teachers in Physical Education, moment when we evaluate the need for studies regarding the training processes guided mainly in the relationship built between teachers and learners.

We can not forget that at any level of education the relationship that characterizes the teaching and learning passed from relationships between people. During the development, the emotional ties are expanding and the figure of the teacher is very important in relation to teaching and learning.

For both the university professor needs your educational practice lead to critical, reflecting on the possible effects of their professional performance both for the student, as for society.

Thus, this article seeks to situate reflection on teaching university considering the following aspects: the requirements and challenges of teaching in higher education and on teacher-student relationship in the process of teaching-learning in higher education. The study is in progress and search answer the question: What are the demands teachers with regard to the teacher and student relationship in a training course for teachers of Physical Education? It moth dialogue mainly with the production in the area of Education linked to Teaching in Higher Education and is the initial discussion of the research in progress "Teaching and training of teachers of Physical Education."

The demands and challenges of teaching in higher education

The teaching involves challenges and demands. On one side are necessary expertise to exercise it, but it is also requests the appropriate skills to improve their teaching quality.

The teaching demands that are put into practice various knowledge and various skills that require a specific preparation, but in addition to their knowledge is need that teachers are "good trainers." And to improve the quality of education is need a proper teacher training to university professor (PEREIRA; PEREIRA, 2008). Be a teacher requires a multiplicity of attitudes that go beyond the predictable. Learn to deal daily with the unexpected is must, conflict, personalities, the adversity and this requires a period of training beyond the limits of higher education institutions (TEIXEIRA; SILVA, 2008).

Only recently the professors are starting to build awareness of that the teaching, as research and as engaging in any profession, it requires very specific training. The exercise teaching in higher education requires specific skills, which are not restricted to have a bachelor's degree, or even of teacher or doctor (MASETTO, 1998).

According to Jung (2008), the teacher needs skills to include himself in projects, develop research, have corporate spirit, if not isolate, as it is the main source of systematic knowledge and great servant of the educational process.

In most institutions of higher education, while their teachers have significant experience and years of study in their specific areas, dominates the unpreparedness and even an scientific ignorance of what is the process of teaching and learning (PIMENTA; ANASTASIOU, 2002).

As highlights Teixeira and Silva (2008), dominate the specific content does not guarantee an effective pedagogical practice. Therefore, we must overcome the conceptions that, during long historical period, supporting the idea that the teaching should be guided by an emphasis on transmission of content ready, unquestionable, in which the teacher would have the task only to disseminate and evaluate this content.

According Masetto (1998), the work of teachers should focus not only the process of teaching, but the process of teaching and learning, where emphasis is present in the learning of students and not the transmission of knowledge by teachers. For the author, the role of teachers is fundamental and can not be discarded as a facilitator and motivational learning.

Accordingly, we must break the culture of "teaching because I know" to “I teach because I know and I know teach” and thereby build a different perspective that promotes a teacher training based on different skills: solid knowledge of the area and also solid knowledge of the area pedagogical (TEIXEIRA; SILVA, 2008).

The university teaching requires a series of activities before and after a lesson. It requires planning to set goals, with strategies for action. Demands for a teacher mentoring activities, stimulating the development of the student, from their individual learning and group work, performing work in a team of cooperative manner, through dialogue, situations problematizing, researchers. It requires a teacher who he uses dynamic group, participatory strategies that enable "learning to learn," techniques that put the student in direct contact with reality to explore it and know it better, which enhances discussions intelligent and meaningful readings, that experience articulated practices and theories (PEREIRA; PEREIRA, 2008).

Therefore, the university professor need every moment to reflect on the teaching that develops and the kind of citizen and professional who want to train. The teacher training is a major challenge to the university professor as a way to change the profile of the university, ensuring the improvement of human resources and consequent improvement of education, scientific quality, for its ownership by the society (PEREIRA; PEREIRA, 2008). In addition, teaching in higher education requires not only field of knowledge to be transmitted by a teacher but also a professionalism similar to that required for the exercise of any

profession.

The importance of teacher-student relationship in the process of teaching-learning in higher education

The process of teaching-learning occurs from a relationship tie, where, by another individual acquires new ways of thinking and acting and, thus builds new knowledge. In this case students and teachers find themselves face to face in a relationship where the primary is not the teaching, but learning.

The teacher-student relationship and affection which manifests itself in that respect, are inseparable elements in the process of knowledge construction.

Therefore, knowing the emotional aspect becomes essential in the educational activity since most appropriate ways to facilitate the teaching-learning process and consequently the teaching (CALIL, 2008).

Thus, one can assume the importance of the relationship teacher-student in the teaching and learning process, because the feeling of well being in this relationship is important for assimilation of content, since we know that the attention and memory are selective, and that this selection is based on emotional associations established between the learned and the situation in which it was learned (BRAGA, 2008).

Like any relationship, it is composed of two poles (teacher and student) and falls on both the responsibility in determining the climate of that relationship. But each plays a different role in the classroom, and role of the teacher taking most of the initiatives, including giving the tone in the relationship between them (SANTOS, 2001).

Whereas the ideal educational process should bring into focus the learning of the student and not the teacher's teaching, Rogers (apud SANTOS, 2001) includes the teacher-student relationship as establishment of a climate that facilitates learning.

Many processes of teaching in university courses summed up the meetings with a number of people, where one puts his knowledge and the others are mere listeners.

In this case, the term teach isn't used as it should, because act of teaching is resuming to the moment of classroom, without considering that of the action of teach happens the action to learn.

Centered in the action of the teacher, the teaching is reduced to explain the content in class, and the student remains listening carefully. Thus, a good teacher is what can make a good speech, and the students listen, record and store the contents exposed for repeat it at the time of evaluation.

These didactics procedures show a vision of knowledge, science and namely school fixed, unquestioned. The method of teaching is limited in the ability of teachers explain the concepts and, therefore, is not associated with the dynamism to the processes of research, focusing on the problem, in the establishment and removal of assumptions, in search of new and in the creation of new answers to problems (PIMENTA; ANASTASIOU, 2002).

Thus, the teacher-student relationship should include dialogue, and the teacher, the role of mediator, should produce an environment of reflection, trade decisions overcome and situations problems (RANGEL et al., 2005).

The action of teaching is not limited to exposure of content, but includes the need for a positive outcome of what is intended to do - in this case, teach. It is overcome, therefore, the vision of common sense combined with classroom teaching of the exhibition as a unique way of teaching, vision that strengthened the action of the teacher as lecturer and student as the scribe of the content. In this overrun, the lesson should not be given or assisted, but built from the joint action of teachers and students (PIMENTA; ANASTASIOU, 2002).

There can be no more understand the teacher as "keeper of knowledge", nor the teaching as transmission of a bill finished and ready. Thus "access to knowledge is, primarily, through the relationship that students lay with the teacher" (FURLANI, 2004, p. 54).

Just knowing the interests and needs of their students is that teachers can create situations of education that meet the characteristics of learning for students and ensuring the effectiveness of its role as an educator (SANTOS, 2001).

"The commitment of teachers with education beyond the purely technical requirements or specific area of content" (PEREIRA; PEREIRA, 2008, p.11). To be educator in addition to be a teacher. Besides the "how" is needed to know "why do".

So the teacher needs to know its meaning to the learner, respecting the limitations of it, promoting a relationship based on mutual respect. Thus, providing a school environment conducive to a meaningful learning.

The path of methodological research

The research refers to a case study, because the second Gil (2007, p. 54), "the case study is characterized by deep and thorough study of one or a few objects, so enabling its wide-ranging and detailed knowledge [...]".

The research was conducted in the University Center Vila Velha UVV. The research subjects are 16 teachers who work in the course of Physical Education, Sports and Leisure/UVV and students from 1st to 8th period that voluntarily wish to participate in the study.

To answer the central question of this research we resort to the use of semi-structured applied to teachers and students to the questionnaire directed the course of Physical Education.

Some final considerations

The literature review and field data show that thinking about teaching in higher education refers to analyze the process of teacher training, as soon involves challenges and demands in the training of teachers.

In this article, situate reflections on the work of teachers in classroom higher education. Focus with greater emphasis on theoretical discussion on the search "Relationship teacher-student and education in training courses for teachers: a case study in the area of physical education." With important issues in this process refer attention to the teacher-student relationship in the context of university teaching.

This category to be considered in the whole field of teaching profession and the teacher allows opportunities for processes to teach and to learn of future teachers.

To that end, we highlight that the identity of a university professor need to be formed in mediation reflexive, that is, as Pimenta and Anastasiou (2002) called for a research project, working with the knowledge.

In this way the processes of teaching, in training of teachers suggest alternatives to overcome the technical rationale, and resignification the knowledge of teachers.

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TEACHER AND STUDENT RELATIONSHIP AND TEACHING IN COURSE OF TEACHER TRAINING: A CASE STUDY IN THE FIELD OF PHYSICAL EDUCATION

Analyzes the discussions about issues that surround higher education. Focuses specifically in the teacher and student relationship and its importance in the teaching-learning process. Highlights the following issues: requirements and challenges of teaching in higher education and the teacher-student relationship in the process of teaching-learning in higher education. This is a field study that outlines dialogue mainly with the production in the area of Education linked to Teaching in Higher Education and it presents as the main findings and conclusions the need to think about teaching in higher education referred to the analysis of teacher training, resulting in challenges and demands in the training of teachers. It appears that the identity of a university professor needs to be formed in mediation reflexive, that is, in research work with knowledge.

L'ENSEIGNANT ET L'ÉLÈVE ET L'ENSEIGNEMENT EN COURS DE LA FORMATION DES ENSEIGNANTS: UNE ÉTUDE DE CAS DANS LE DOMAINE DE L'ÉDUCATION PHYSIQUE

Analyze les discussions sur les questions qui entourent l'enseignement supérieur. Se concentre spécifiquement sur l'enseignant et l'étudiant et de leur importance dans le processus enseignement-apprentissage. Met en lumière les questions suivantes: les exigences et défis de l'enseignement dans l'enseignement supérieur et enseignant-élève dans le processus d'enseignement-apprentissage dans l'enseignement supérieur. Il s'agit d'un domaine d'étude qui décrit le dialogue principalement à la production dans le domaine de l'éducation liée à l'enseignement dans l'enseignement supérieur et suggère que les principales constatations et conclusions de la nécessité de penser à propos de l'enseignement dans l'enseignement supérieur visées à l'analyze de la formation des enseignants , Résultant en des défis et des exigences en matière de formation des enseignants. Il semble que l'identité d'un professeur d'université à être formés à la médiation réflexive, qui est, dans les travaux de recherche avec la connaissance.

RELACIÓN PROFESOR Y ALUMNO Y LA ENSEÑANZA EN EL CURSO DE LA FORMACIÓN DEL PROFESORADO: UN ESTUDIO DE CASO EN EL ÁMBITO DE LA EDUCACIÓN FÍSICA

Analiza los debates sobre las cuestiones que rodean a la educación superior. Se centra específicamente en la relación profesor-alumno y su importancia en el proceso de enseñanza-aprendizaje. Pone de manifiesto las siguientes cuestiones: que los requisitos y desafíos de la enseñanza en la educación superior y la relación profesor-alumno en el proceso de enseñanza-aprendizaje en la educación superior. Este es un estudio de campo que describe el diálogo, principalmente con la producción en el ámbito de la Educación vinculada a la enseñanza en la Educación Superior y sugiere que, como los principales resultados y conclusiones de la necesidad de reflexionar sobre la enseñanza en la educación superior a que se refiere el análisis de la formación del profesorado , lo que resulta en retos y exigencias en la formación de los docentes. Hace hincapié en que la identidad de un profesor universitario que se formó en la mediación reflexiva, es decir, en los trabajos de investigación con el conocimiento.

RELAÇÃO PROFESSOR E ALUNO E DOCÊNCIA EM CURSOS DE FORMAÇÃO DE PROFESSORES: UM ESTUDO DE CASO NA ÁREA DA EDUCAÇÃO FÍSICA

Analisa as discussões acerca de questões que circunscrevem o ensino superior. Focaliza especificamente a relação professor e aluno e a sua importância no processo de ensino-aprendizagem. Destaca as seguintes questões: as exigências e os desafios da docência no ensino superior e a relação professor-aluno no processo de ensino-aprendizagem do ensino Superior. Trata-se de um estudo de campo que traça diálogo principalmente com a produção na área da Educação ligada a Docência no Ensino Superior e que aponta como principais resultados e conclusões a necessidade de pensar a docência no ensino superior remetida à análise do processo de formação docente, implicando em desafios e exigências na formação do professor. Destaca-se que a identidade do professor universitário precisa ser constituída na mediação reflexiva, ou seja, no trabalho de investigação com o conhecimento.