67 - THE SCIENTIFIC RESEARCH AND THEIR RELEVANCE IN THE INITIAL TRAINING FOR ACADEMIC DEGREE IN PHYSICAL EDUCATION

Franciele Roos da Silva Ilha
Hugo Norberto Krug
Victor Julierme Santos da Conceição
Universidade Federal de Santa Maria/Santa Maria/Brazil
Universidade do Extremo Sul Catarinense/Criciúma/Brazil
franciele.ilha@yahoo.com.br

CONTEXTUALIZATION OF THE THEME

When the Education located in the search takes place a fairly recent debate, because the focus has recently gained in relation to the studies being carried out in the field of natural sciences. Therefore, it is not in vain that issues relating to the improvement of the quality of social and educational means moving so slowly, and are placed in the background by the authorities of our country and the financing of studies in that field.

In that sense, the anxieties and concerns arise because of the awareness of professionals who work in these contexts and understand the importance of research for the training of students and the professional development of teachers. Complementing this idea, new (1992) argues that the research activity in the teacher needs to transform not only their practice but also its context. To achieve these goals, become important form themselves as a professional reflective, which reflects before, during and after their performance, seeking evaluate their own practice (GÓMEZ, 1992).

Committed to these issues instigating, Gatti (2002) reports that the search may be conducted in a simple manner in our daily lives, when a search word in the dictionary and try to find the best seasoning sauce for certain food. But when we look beyond the immediate understanding of certain knowledge, which may even deny seen before, looking beyond the facts and find out what is implicit, based on a theoretical framework, we will be doing scientific research. Thus, come some ways that give us some security, because there is no absolute and definitive knowledge, they are always in perspective and summarized under certain circumstances, depending on the theories and methods that the researcher chooses, such Tuesday coherence among themselves. Doing research is to make choices. There is a model of scientific research, nor the scientific method, but there are ways we have already come by experienced researchers who help us walk with our increased security. As the researcher presents himself in his work behavior and quirky visions, knowledge is obtained through a search Situated knowledge - through historical moments and choices and sights of the researcher, whatever the nature of such data.

Through the complexity of education is that the teacher researcher and his reflective practice are reinforced as a means to qualify the Education and its teaching practice. For Shona (2000, p.35) "when the occupation reflected in the action, he makes a researcher in the practical." Strengthens further, that "in-action can be a rigorous practice and become an important tool in professional activity."

Thus, it is increasingly turning research into education in view the need to respond to questions and anxieties that the company all the time makes us. Besides the attempt to promote an education that accompanies the new challenges of modern society. So the search must be considered as inherent in the definition pedagogical practice, consisting in an intrinsic commitment to the letter of master as it was considered that "the teacher who did not build knowledge, attitude and daily, never was. Who poll, which would pass. Who does not search, even serves to convey, is it goes beyond the copy of the copy "(DEMO, 1994, p.34).

From these discussions and as a result of the discussions in the Group of Studies and Research in Physical Education (GEPEF / EC / UFSM) emerged several questions as they relate to the importance of basic scientific research in the ranking. Thus, formulated the following research problem: What is the relevance of scientific research in academic vision of the Master of Physical Education UFSM to their training?

From that outlined is the overall purpose of the study as being: To analyze the relevance of scientific research in academic vision of the Master of Physical Education UFSM for their training. To better understand the latter, it became necessary to dismember it in some specific goals: a) Examining the participation of academics in a group of studies and / or research b) review the understanding of academics about the importance of participation in a group of studies and / or search for their training c) to consider the participation of academics in science d) Examine the understanding of academics about the importance of participation in searches for their training.

PATHS METHODOLOGICAL

To this complex process of building, searching in Education requires commitment, since "means working with something for humans or themselves" (GATT, 2002, p.12).

The rationale of the study as it pertains to the current thinking, based on the phenomenological approach. The intention of phenomenology is not separate man and the world, but meeting them in the structure of intentional experience. Rezende (1995) in a query, offering us see the phenomenon as a structure, bringing together, dialectically, in intent, the man and the world, the subject and object, the existence and meaning.

The development of this study guided to a qualitative research. It appears that in contrast to the field of quantitative design in the humanities, as an alternative methodology for studies aimed at education. According Triviños (1987), it sets no rigid separation between the collection of information and interpretations of them, the study develops itself as a whole, since all parties are related.

For Gamboa (1995, p.61) that "provides the search for new alternatives to the knowledge of a reality as dynamic and as polifacética studied the issue." Santos (2006) joins the thought that when I say that the qualitative research to be inserted in the social sciences will always be subjective, imbricated in seeking to understand phenomena from social attitudes and senses that the players give their shares in order to build an intersubjective knowledge, descriptive and comprehensive.

For the collection of information using the questionnaire, which in the view of Deer; Bervian (2002) is the most used to collect data, it enables to better gauge the accuracy that you want, so that presents a set of issues with the central problem. While still considered a way to get answers by a formula that meets the actual informant. The study was conducted with the third academic semester the course of Physical Education Degree, the Center for Sports and

Physical Education, Federal University of Santa Maria, during the first semester of the year 2008. The scholars answered a questionnaire, which contained two open questions, where students could expatiate on their views about what was discussed in the question.

Responses were analyzed in order interpretative through content analysis. According to Bardin (1977) to use the analysis of the content includes three main steps: 1st) the pre-analysis - which deals with the layout stage of work, involves the initial contacts with the relevant analysis, the formulation of goals, definition of procedures to be followed and the formal preparation of the material; 2nd) the holding of the material - which represents step to implement the decisions taken previously, that is, reading documents, categorization, among others; 3rd) treatment results - stage where data are cut, making them significant, and this stage of interpretation must go beyond the manifest content in the documents, seeking discover what is behind the seized immediately.

Thus, we developed four categories of analysis for the discussion of the details, which are: a) the participation of academics in a group of studies and / or research; b) the importance of the participation of academics in a group of studies and / or searches for training c) The participation of academics in science d) The importance of the participation of scholars in search for their training. Using the categories of analysis developed is a discussion addressing the view of scholars based on the bibliographies that deal with the issue in focus.

ANALYSIS OF INFORMATION

Dalarosa (2000) notes that the graduation to join the university is faced with two scenarios: be academic and have to do science. Given that the knowledge in this institution can not remain restricted to common sense, because for everything we do is necessary given method, and in the case of science this method should be scientific (BONIN, 2006). Thus, Dalarosa (2000) is not an army that strengthens scientific research in universities, we risk not having contact with this throughout our lives. A complicated issue is the result of three important aspects which address this context: the idea that a "certain science" is the owner of truth, that the poll is taken as something along the context of the curriculum and disciplines; and the design methodology is wrong that a mere technical path to be followed in an investigation.

Thus, following the author, science is the result of the development of scientific knowledge held by humans, can be traced in wealth and precariousness inherent to its researchers. She is a world to build part of a reality and a challenge. For the author, the search is a means of building knowledge; an investigation to solve a problem, and that there is an order of priority as it is science (end), the search (process) and methodology (ways).

When the question of the third academic semester on the participation in a group of studies and / or survey found that only three of them in a total of eighteen participants, attending a group. However, most of them believe demonstrated the importance that these groups provide for their professional and personal growth, as shown in the following lines: "It's important because in a group, some people are easier to learn than others then, they help the others" (Academic 1 / 3 semester).

"(...) Very important caveat (...) the need for more groups (...) linked the area's graduation. Considering that these will only lead and contribute to a better education "(Academic 2 / 3 semester).

“(...) Collaborates with our knowledge to the study, (...) for the day-to-day, professionalism, to other colleagues who enter and for the proper CEFD "(Academic 4 / 3 semester).

“(...) Very important, because it is there where students can devote themselves more areas of your choice, because the course itself in any area not aprofunda. "(Academic 5 / 3 semester).

In this context, only one student reported in his speech that participation in groups of studies has no relevance described by other colleagues.

"It is important, but should only appear as something more" (Scholar 6 / 3 semester).

Although the majority of survey participants declare that it is of paramount importance to experience in groups of studies, none of them had even, with research experience. This fact can be explained through the balance of power that often set up in universities and often inhibit the integration of academic research in groups, these groups or even in some cases are very closed and do not promote the invitation of the rookies academy university.

Considering that the teacher researcher is recognized as a producer of knowledge, while the teacher who works in the classroom and invests in education is the "mere transmitter of knowledge." In the same way that the teaching in postgraduate education is superior to the latter's graduation and higher education in the courses of undergraduate education. In addition to the teachers request and seek more work with specific disciplines, which "conveys" the scientific knowledge of the area, as the educational practice in teaching subjects. Lüdke (apud PEREIRA, 2000, p.38) emphasizes the hierarchy installed at the academy university at the time that "the power is clearly diminished as they return to the research activity at school or anything related to education."

Seeking to transform this reality, from the 90s to start thinking about the teacher who teaches while does research as a form of vocational training as a researcher in his own practice and constantly rebuild his business and his knowledge teachers . Since the formation of the teacher begins even before their academic training and continuing throughout their working lives (SANTOS, 1995).

On the importance of research in the academic training are these thoughts:

"(...) Agree (...) both in its relevance to education as a significant experience for our training as human beings "(Academic 2 / 3 semester).

"(...) Important because it contributes to the growth of knowledge of us scholars, thus, in our life and it is a way of graduation, it is important for our students, because they will also acquire a better knowledge " (Scholar 3 / 3 semester).

On the importance of the act of searching Tauchen; Furtado; Lucatelli (2008, p.1) reported that "The environment for learning, articulated through research, calls the participants attitudes of cooperation, reasoning, initiative, interpreted in terms of confrontation with colleagues and theories in order to interpret, write and argue their own training. " Tani (1999, p.55) contributes to say that "the basic scientific research is an essential process for the integration of graduation with post-graduate, with enormous potential to contribute in shaping the researcher who teaches that both the Physical Education needs ". However, it is important to emphasize that the purpose of the study should not stick only aims at the post-graduate, since this practice contributes to the discussion and a lot of very professional performance of teachers - researcher.

In this line of thought, Both, Malavasi (2006) reported the challenge of using the research as theoretical basis and practical for teaching in graduate studies in physical education. Even though, believe to be of paramount importance that process of experimentation, in which the academic build a knowledge being developed with a population inserted in a context.

FINAL CONSIDERATIONS

The Teacher Education is an area in which to study proposals in which teachers acquire knowledge, skills, allowing them to interfere in the professional development of their education. Unlike in teaching, a task that anyone can run just acquire the knowledge to be developed, becoming a teacher requires extensive concerns from its context interlinked in the subject to educate the world and for them (Garcia, 1999).

With this study were unable to verify that the third academic semester of Bachelor of Physical Education UFSM have not sought comes in groups of studies and / or research in connection with the initial training, but already understand the relevance of such. Although it is only the second year of course, it is important to watch out for this practice so rich and promoter of knowledge.

Therefore, we believe that the relevance of research in Initial Teacher Education in Physical Education is justified by the fact that offer academic and future teachers the autonomy to think the existing knowledge in order to get their limitations and propose solutions. Moreover, it promotes is the process of learning to learn permanent, independent of formal education, the type of research being done, provided it is a method supporting work (PEREIRA, 1998).

Knowing the situation that is the Brazilian Education, the Graduate Courses come together this slow process of change. However, we have the mandate and responsibility to take the fight for the qualification of these training courses, since we were in some way benefit from them.

REFERENCES

BARDIN, L. Tradução de Luis Antero Neto e Augusto Pinheiro. **Análise de conteúdo.** Lisboa: Edições 70, 1977.

BONIN, J.A. Nos bastidores da pesquisa: a instância metodológica experenciada nos fazeres e nas processualidades de construção de um projeto. **Metodologias de pesquisa em comunicação:** olhares, trilhas e processos. Porto Alegre: Editora Sulina, 2006.

BOTH, J.; MALAVASI, L. M. Pesquisa e formação inicial na Educação Física: algumas considerações. **Lecturas:** Educación Física y Deportes**:** Buenos Aires, v.11, n.102, 2006.

CERVO, A. L.; BERVIAN, P.A. **Metodologia científica.** São Paulo: Prentice Hall, 2002.

DALAROSA, A.A. Ciência, Pesquisa e Metodologia na Universidade. **Pesquisa em educação:** história, filosofia e temas transversais. 2. ed. Campinas: Autores Associados/ Caçador: HISTERDBR-UnC, 2000.

DEMO, P. **Pesquisa e construção do conhecimento.** Rio de Janeiro: Templo Brasileiro, 1994.

GAMBOA, S.S. **Pesquisa educacional:** quantidade-qualidade. São Paulo: Cortez, 1995.

GARCÍA, C.M. **Formação de professores:** para uma mudança educativa. Porto: Porto Editora, 1999.

GATTI, B. **A construção da pesquisa em educação no Brasil.** Brasília: Plano Editora, 2002.

GÓMEZ, P. O pensamento prático do professor: a formação do professor como profissional reflexivo. In: NÓVOA, A. (Coord.). **Os professores e sua formação**. Lisboa: Publicações Dom Quixote, p.93-114, 1992.

NÓVOA, A. Formação de professores e profissão docente. In: Nóvoa, A. (Coord.). **Os professores e sua formação**. Lisboa: Publicações Dom Quixote, p.15-34, 1992.

PEREIRA, J.E.D. **Formação de professores:** pesquisas, representações e poder. Belo Horizonte: Autêntica, 2000.

PEREIRA, B. As limitações do método científico: implicações para a Educação Física. **Revista Paulista de Educação Física***:* São Paulo, v.12, n.2, 1998.

REZENDE, A.M. **Concepção fenomenológica da educação**. São Paulo: Cortez, 1995.

SANTOS, B.V.S. **Um discurso sobre as ciências.** 4. ed. São Paulo: Cortez, 2006.

SANTOS, L.C.P. Formação do professor e pedagogia crítica. In: FAZENDA, I. (Org.). **A pesquisa em educação e as transformações do conhecimento.** Campinas: Papirus, p.17-28, 1995.

SHÖN, D. A. **Educando o profissional reflexivo:** um novo desing para o ensino e a aprendizagem. Trad. Roberto Cataldo Costa. Porto Alegre: Artes Médicas Sul, 2000.

TANI, G. Pós-Graduação e iniciação científica. **7º CONGRESSO DE EDUCAÇÃO FÍSICA E CIÊNCIAS DO ESPORTE DOS PAÍSES DE LÍNGUA PORTUGUESA.** Florianópolis. Anais. UFSC; UDESC, 1999.

TAUCHEN, G.; FURTADO, A.S.; LUCATELLI, L. Pesquisa e formação inicial de professores. **ENCONTRO SOBRE INVESTIGAÇÃO NA ESCOLA**, VI. Anais, 2006.

TRIVIÑOS, A. N. S. **Introdução à pesquisa em ciências sociais:** pesquisa qualitativa em educação. São Paulo: Atlas, 1987.**THE SCIENTIFIC RESEARCH AND THEIR RELEVANCE IN THE INITIAL TRAINING FOR ACADEMIC DEGREE IN PHYSICAL EDUCATION**

ABSTRACT

Among the many issues that permeate the context of teacher training, scientific research is presented as an opportunity for reflection of knowledge involving the profession, from the experiences of academics as researchers. In this sense aim to analyze the relevance of scientific research in the academic vision of Education Degree in Physics from the University of Santa Maria (UFSM) for their training. The approach used was the qualitative, with the current thinking of the phenomenology. The information-gathering instrument was a questionnaire answered by the third academic semester's Degree in Physical Education UFSM. We show that these scholars have not sought comes in groups of studies and / or research in connection with the initial training, but already understand the relevance of such. In face of such evidence, it is essential invest more in basic scientific research in training courses for teachers, to learn about the benefits that it provides for future teachers, in that moving his thoughts to prepare them to cope and better understand the educational reality in which they enter.

Key words: Scientific research, initial training, Fitness.

LA RECHERCHE SCIENTIFIQUE ET LEUR PERTINENCE DANS LA FORMATION INITIALE DE DIPLÔME UNIVERSITAIRE EN ÉDUCATION PHYSIQUE

ABSTRACT

Parmi les nombreuses questions qui imprègnent le cadre de la formation des enseignants, la recherche scientifique est présenté comme une occasion pour la réflexion de la connaissance de la profession, de l'expérience des chercheurs universitaires. En ce sens visent à analysons la pertinence de la recherche scientifique dans la vision académique de l'Éducation Maîtrise en physique de l'Université de Santa Maria (UFSM) pour leur formation. L'approche utilisée a été le qualitatif, avec la réflexion actuelle de la phénoménologie. L'instrument de collecte d'informations a été répondu à un questionnaire par la troisième semestre universitaire's Degree en éducation physique UFSM. Nous montrons que ces chercheurs n'ont pas cherché vient dans les groupes d'études et / ou de recherche dans le cadre de la formation initiale, mais déjà comprendre la pertinence de

tel. En face de ces éléments de preuve, il est essentiel d'investir davantage dans la recherche scientifique fondamentale dans les cours de formation pour les enseignants, pour en apprendre davantage sur les avantages qu'il offre aux futurs enseignants, que le déplacement dans ses pensées afin de les préparer à faire face et de mieux comprendre le réalité éducative dans laquelle ils entrent.

Mots clés: recherche scientifique, de la formation initiale, de remise en forme.

LA INVESTIGACIÓN CIENTÍFICA Y SU PERTINENCIA EN LA FORMACIÓN INICIAL DE GRADO ACADÉMICO EN EDUCACIÓN FÍSICA

RESUMEN

Entre las muchas cuestiones que impregnan el contexto de la formación del profesorado, la investigación científica se presenta como una oportunidad para la reflexión de los conocimientos con la profesión, desde las experiencias de académicos como investigadores. En este sentido tienen por objeto analizar la pertinencia de la investigación científica en la visión académica de la Licenciatura en Educación Física de la Universidad de Santa María (UFSM) para su formación. El método utilizado fue el cualitativo, con el pensamiento actual de la fenomenología. El instrumento de reunión de información fue un cuestionario respondido por el tercer semestre académico de la Licenciatura en Educación Física UFSM. Se demuestra que estos estudiosos han buscado no viene en grupos de estudios y / o de investigación en relación con la formación inicial, pero ya comprender la pertinencia de los mismos. En vista de esas pruebas, es esencial invertir más en investigación científica básica en los cursos de capacitación para maestros, para aprender acerca de los beneficios que proporciona para los futuros docentes, que se desplazan en sus pensamientos a fin de prepararlos para hacer frente y comprender mejor el realidad educativa en el que entrar.

Palabras clave: investigación científica, la formación inicial, Fitness.

A PESQUISA CIENTÍFICA E SUA RELEVÂNCIA NA FORMAÇÃO INICIAL DOS ACADÊMICOS DE LICENCIATURA EM EDUCAÇÃO FÍSICA

RESUMO

Dentre as inúmeras questões que permeiam o contexto de formação de professores, a pesquisa científica apresenta-se como uma possibilidade de reflexão dos conhecimentos que envolvem a profissão, a partir das vivências dos acadêmicos enquanto investigadores. Nesse sentido objetivamos analisar a relevância da pesquisa científica na visão dos acadêmicos da Licenciatura em Educação Física da Universidade Federal de Santa Maria (UFSM) para a sua formação. A abordagem utilizada foi à qualitativa, tendo como corrente do pensamento a fenomenologia. O instrumento de coleta de informações foi um questionário respondido pelos acadêmicos do terceiro semestre da Licenciatura em Educação Física da UFSM. Evidenciamos que esses acadêmicos ainda não buscaram se inserir em grupos de estudos e/ou pesquisas no contexto na formação inicial, porém já compreendem a relevância de tal. Diante dessas evidências, torna-se fundamental investirmos mais na iniciação científica em cursos de formação de professores, ao sabermos dos benefícios que a mesma proporciona para os futuros professores, na medida em que avançam suas reflexões ao preparar os mesmos para enfrentar e compreender melhor a realidade educacional em que se inserirem.

Palavras-chave: Pesquisa científica, Formação inicial, Educação Física.