# 125 - UNIVERSITY PROFESSORS' HISTORY: THEIR INITIAL FORMATION CHARACTERISTICS

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## INTRODUCTION

With no doubts, it is necessary to analyze the past, to open the files, the doors, the drawers of many realizations, of dreams, disappointments and frustrations that are hidden in the recesses of the heart and soul of each one and, of course, the records, decrees, signed contracts and carved resolutions. Dickens (English writer) said, about the XVIII century crisis before the French revolution that those were times of light, times of hate, times of love, times of great ideals and times of big frustrations.

The past decades were also like that, but it was and certainly will be difficult the change of conceptions in Physical Education. But is right to say that is always time to fix the compass and find out the path to be followed.

The investigation, like said by Demo (2000) and Maciel & Shigunov (2004), meaning the prospective, is only valid if the results can be applied, i.e., if it surpasses the world of concepts and theories and changes into actions, more coherent and fitted to the times and more consistent about our convictions.

For that to happen is necessary that professors, those who are going to embody the idea and transform the thought into action, are in perfect syntony with the innovators. It seems that this syntony was not reached, like Giroux (1999), Maciel & Shigunov (2004) and Nasário (2001) suggest, neither the understanding about the educative action was shared.

Between many authors, of many nationalities, these can be enlightened: Annarino, V., António Nóvoa, De Landsheere & G. De Landsheere, Fernando Hérnandez, Philippe Perrenoud, Francisco Imbernón, G. Mialaret, José Alberto Correia, José Gimeno Sacristán, Maria Teresa Estrela, Marcel Postic, Ricardo Marín Ibánez, Selma Garrido, Thomas Popkewitz. They worried about giving assistance to improve the understanding about professors and, why not to mention, professionals of many different areas formation.

In Brazil specifically, during the 60's and 70's, the education was essentially characterized by the concept of education as an *economic factor*, that is, education to prepare the *human capital* to serve the interests of the capitalist system. Therefore, the *human capital* theories were a big influence on the politics and on the Brazilian education course, especially during the 1964 Brazilian *coup d'état*.

The funds and investments in education, science and technology should be bigger and better applied. However, like pondered by Demo (1994), this is the “quantity era”, because the government goal is to present quantifying data to the international organizations and to the Brazilian society. Numbers, statistic graphs that state the numerical increase of literate Brazilians and those who go to school give the idea of quantity over the quality idea.

Giroux (1999) and Matos & Neira (2000) affirm that the destination of the knowledge produced by the humanity is directly related to the access to this knowledge. Therefore, its relation to the education is also direct because it can transform knowledge and information in behavior and actions.

The objective of this study was to reflect about the Physical Education professors' formation in its historic course, emphasizing the temporal evolution of their initial formation as well as their professional actuation in different human activity areas.

## METHODOLOGY

This is a descriptive research and used the interview technique to support the reflections. The recording in a tape permitted a deeper analysis of the subjects' considerations and reflections. Ten different professors, formed in different decades, performing their occupation at a public university, were interviewed. The interview was based in three questions: their formation's characteristics, competent professional actuation and the actuation diversity facing so much different information/knowledge. The recreation technique was used to finalize the reflections and analysis.

## RESULTS E DISCUSSION

Giroux (1997) and Corrêa & Moro (2004) stated that is necessary to build pedagogic models over a theoretical structure to place the schools and the learning process in a socio-political context, having as the main function to be a socialization agent and respond for social competencies so it can become truly free.

The way to seek for better teaching conditions is to improve the academic formation and the professor's pedagogic actuation in class. Thus, the professor is the fundamental key to improve the education and his/her intervention's efficacy depends on many factors. The pedagogic competence is a primordial factor because implies in knowing, understanding, knowing how to do, how to relate to and how to be, like affirmed by Delors (2001).

For Krug (1996), Matos & Neira (2000) and Shigunov et al (2008) the basic components of pedagogic didactic competences should be the specific and general knowledge; the capability, as each individual's particularities to perform complex activities in different social places; the abilities, known as incorporated and automatized components of the conscious action, that come from the realization of different social activities and, finally, the work habits.

The professor's formation is seen as always being a complex problem with many views of study. The many human competences and capacities analyzed and proposed by Perrenoud (2000) and also by Assmann & Sung (2000), show many possibilities that can be developed to reach different principles, orientations and assumptions, to apply them and to have empiric and substantial foundation to support them.

The competences to teach, as said by Perrenoud (2000), would be determined by the forms of action and forms of being intimately close to the education, especially at the school, but these are also concepts that can be applied to many situations. For Assmann & Sung (2000) other competences are necessary in the men's evolution and those can be wide, visionary or simply eccentric, but always related to the solidary meaning, to the sensibility stimulation, the solidary competence, facing the education for hope.

Table 1 shows the quick view of the interviewed professors, comparing to the different actuation decades of the Physical Education professors.

| Subject | Formation decade | Characteristics | Professional axes | Competences |
|---|---|---|---|---|
| S 01; 02; 03 e 4 | 70-79 | Technicist; few courses; sport based; technical sportive gestures. | Scholar; sportive; recreational and leisure related. | Organize games and competitions; transmit sport knowledge. |
| S 05; 06 e 07 | 80-89 | Dichotomic; many coursed; many views | Scholar; sportive; coaching; gym; dance | Interaction; to know how to prescribe; coach; inform; work out; adapt. |
| S 08 e 09 | 90-99 | Defined; diversity; many many courses; many views. | Scholar; sportive; recreational and leisure related; *personal*; elderly; radical sports | Knowledge beyond the sports; motivate; evaluate; improvise. |
| S 10 | 2000 | Postmodern tendencies ; many many courses; many conceptions and different views. | Scholar; sportive; labor related; ergonomic care; special needs; eco-activities. | Knowledge with many interfaces; stimulate; polysemic knowledge. |

Table 01 Initial formation evolution, axes and professional competences.

The professors' formation view, better elucidated in each decade, and as suggested by Annarino et al.(1980), Delors (2001), Maciel & Shigunov (2004), Sanmartin (1995) and Tojal (2006), should contribute for: 1) the professional competences in the development of the technomotor capacities and technical abilities; 2) the competence in the treatment of sociomotor problems and in the social capacities and students' citizenship development; 3) the increase of knowledge, professional's reflective and analysis capacity to deal with upcoming problems in social contexts predominantly labor, sport and relationship related that are ruled by principles, modifiable and in modification; 4) the development of positive affective bonds with the specific and technical work (office work, dental and medical care front desk and assistance, sales services, physical exercise, the game, the dance and the leisure) and 5) an existential enrichment by the ludic happiness opportunity offering and the effort beyond the labor and sportive excitement.

Determined specific knowledge should be printed through the pedagogic action, by the cultural habits that promote the life and the quality. This specific information is inserted in an integrated and globalizing knowledge, claiming for valorization, as well as new opinions about old questions and old problems.

This change requires, by all means, professors' new mentality as a collective, which used to be protected and which the intervention intention present in their own education models was repetitively frustrated.

It is right to affirm that the XXI century school's purpose is to build a culture directed to the critic opinion that intends to endow the individual subject with a deeper sense about his/her global placement and his/her potential protagonist role in the humanity history construction.

As a synthesis of the interviewed professors' thoughts, different fields and actuation axes in the contemporaneous Physical Education and from its rising are suggested.

| Professional axes | Rising decade | Initial Characteristic | Nowadays |
|---|---|---|---|
| Recreational/Leisure | Before the 60s | Pastime; matrogymnastics | Entertainment; To occupy the free time |
| Meeting places | Before the 60s | Pastime; | To occupy the free time |
| Scholar | Since the beggining | Gymno-sportive activities; | Defined by the school; sportive |
| Martial Arts/Wrestling | Constantly | Improvement | Competition; free time |
| Training | Before the 70s | Conditioning | High performance |
| Gym | Before the 80s | Esthetic; sharp body | Health, medical prescription |
| Personal | 90s | Individualized instructions | Company e conditioning |
| People with SN | 90s | occupation and development | Training and teams |
| Eco; adventure sports | 90s | Nature activities | Adventure; emotion |
| Sports | Since the creation | Technicist | Talents discovery; To occupy the free time |

Table 02 Professional actuation axes in the formation timeline

The college professors' formation and their actuation axes are directed to the cultural modernism, amplifying the labor related view and the professional actuation fields to really specific actuations, like the special needs case, but also attending the older cases, like the scholar and sportive training case.

One of the most important tasks to be accomplished will be to reach the conceptual cohesion in the Physical Education teachers' formation. If our formation schools can do that, we certainly can have hope in the future.

**CONCLUSION**

We can affirm that only the initial formation courses, facing the many exigencies, won't be able to promote the abilities, competences and tools for the great performance as a professional.

The concepts' evolution, the demand for competence and abilities can be more noticeable for decades, but changes happen and are requested all the time, in every situation or every new physic mannerism and every new activity practiced by few or many people.

The Physical Education looks for the affirmation of its professional identity and the safe definition of the professional actuation axes, as well as providing the tools for a competent, ethic and excellent performance. In this manner, the Physical Education professional should be prepared to actuate in this world full of changes and professional demands.

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**COLLEGE PROFESSORS' HISTORY: THEIR INITIAL FORMATION CHARACTERISTICS**

**ABSTRACT**

The Physical Education teachers' formation has a complex and recent history in its evolutionary course. The objective of this study was to analyze the professors' history considering their formation course and professional actuation. This is a descriptive research with qualitative emphasis, using the interview technique to support the reflections. The tape recording permitted a deeper analysis of the subjects' considerations and reflections. Ten different professors, formed in different decades (1970's to 2005), performing their occupation at a public university, were interviewed. The interview was based in three questions: their formation's characteristics, competent professional actuation and the actuation diversity facing so much different knowledge. The recreation technique was used to finalize the reflections and analysis. The results showed the diversity in the professors' formation courses were related to each decade. Each decade is characterized by evidencing new actuation axes and the courses evolved in a way to try to fulfill the market demands and the modernity conception of Physical Education. It is possible to affirm that the widest actuation was in the scholar area, with different concepts and applications. It is also possible to cite the sportive initiation and training, the leisure, the gyms, the care of people with special needs, etc. The professionals' speeches show that only the initial formation courses, facing the many exigencies, won't be able to promote the abilities, competences and tools for the great performance as a professional. Therefore, we are at a crossroad: on this side the market, on the other side the professional performance. The men, as future professionals, are showing their outlines, so their formation and actuation are appropriate according to the humanity principles. We should be alert and act to promote the salutary changes.

Key words: teachers' formation; physical education; professional actuation

**L`HISTOIRE DES PROFESSEURS D`UNIVERSITÉ: LES CARACTERISTIQUES DE SU FORMATION INITIALE**

**SOMMAIRE**

La formation des enseignants de l'éducation physique a une histoire récente et complexe dans sa trajectoire évolutive. L'objectif était de analysent l'histoire des enseignants face à la trajectoire de la formation professionnelle et de performance. L'étude est descriptif qualitatif avec l'accent. Dans l'étude a utilisé la technique de l'interview pour subventionner les discussions. L'enregistrement sur bande magnétique a une analyze plus détaillée des considérations et des réflexions des matières étudiées. Nous avons interviewé dix enseignants de différentes décades (de 70 à 2005) la formation, l'exercice de la fonction, dans une université publique. L'entrevue a été générée par trois questions fondamentales: les caractéristiques de la formation, de performance professionnelle et la diversité des performances compétentes. La technique est de recréer adoptées pour finaliser les discussions et de l'analyze. Les résultats montrent la diversité des cours de formation pour les enseignants dans chaque décennie. Chaque décennie est caractérisée par la mise en évidence de nouvelles lignes de performance professionnelle et le cours a évolué dans une tentative de répondre à la demande du marché et le développement de l'éducation physique moderne. Vous pouvez souligner le travail qui a été plus globale dans cette région d'école, avec des concepts différents et des applications. Il est également, en citant l'initiation et la formation aux sports, aux loisirs, le travail dans les milieux universitaires, les soins pour les personnes ayant des besoins spéciaux, entre autres. Le discours des enseignants indique que seule la formation initiale des cours, face à la demande (de tous), ne donnera pas de compte à l'avenir fournir des compétences professionnelles, les compétences, les habitudes et de l'éthique, à l'exercice de la profession. Ainsi, une fois encore, est à la croisée des chemins, d'une part, le marché, le citoyen par un autre professionnel. L'homme, en tant que professionnel de l'avenir, montrent leurs contours, pour leur formation et leur performance sont compatibles avec les exigences de l'humanité. Vous devez être conscient et agir pour que les changements se produisent en bonne santé.

Mots-clé: formation des enseignants, l'éducation physique, performances professionnel.

**LA HISTORIA DE LOS PROFESORES UNIVERSITÁRIOS: LAS CARACTERISTICAS DE SU FORMACIÓN INICIAL**

**RESUMEN**

La formación de profesores de educación física tiene una historia reciente y compleja en su trayectoria evolutiva. El objetivo del trabajo fue analizar la historia de los profesores frente a su trayectoria de la formación y desempeño profesional. El estudio es decunho descriptivo com énfasis cualitativo. En la pesquisa se utilizó la técnica de la entrevista para subvencionar lasreflexiones. La grabación en cinta thizo posible analice mas profunda de las consideraciones e reflexiones de los sujetos investigados. Fueron entrevistados a diez profesores de diferentes décadas (70 a 2005) de formación, ejerciendo de la función, en una universidad pública. La entrevista fue hecha por tres cuestiones básicas: las características de la formación, actuación profesional y la diversidad de actuación. La técnica de recreación fue adoptada para finalizar las reflexiones y análisis. Los

resultados indicaron la diversidad de cursos de formación en cada década. Cada década se caracteriza por destacar las nuevas líneas de actuación profesional y los cursos evolucionado en un intento de satisfacer las demandas del mercado y y de la concepción de modernidad de la Educación Física. Puedese resaltar que la actuaación mas completa fue en el sector escolar, com diferentes conceptos y aplicaciones. Se puede, todavia, citar la iniciación y el entrenamiento deportivos, la recreación en el tempo libre, el trabajo en las academias, la atención a las personas con necesidades especiales, entre otros. La voz de los profesores indica que apenas los cursos de formación inicial, frente a las exigencias (de las mas iversas ), no serán suficientes para proporcionar al futuro profesional, las habilidades, la capacidad, los hábitos y ética, para el desempeño de la profesión. De esta manera, nuevamente, estamos en el dilema, por umn lado el mercado y por outro el ciudadano profesional. El hombre, como el profesional del futuro, están mostrando sus contornos, para que su formación y actuación sean conducentes com los preceptos de la humanidad. Debese estar consciente y actuar para que ocurran los cambios saludables.

Palabras clave: la formación de docentes; educación física; desempeño profesional.

**HISTÓRIA DOS PROFESSORES UNIVERSITÁRIOS: AS CARACTERÍSTICAS DA SUA FORMAÇÃO INICIAL**

**RESUMO**

A formação dos professores de educação física tem uma história recente e complexa em sua trajetória evolutiva. O objetivo do trabalho foi analisar a história dos professores frente a sua trajetória de formação e atuação profissional. A pesquisa é de cunho descritivo com ênfase qualitativa. Na pesquisa utilizou-se a técnica da entrevista para subsidiar as reflexões. A gravação em fita possibilitou uma análise mais aprofundada das considerações e reflexões dos sujeitos pesquisados. Foram entrevistados dez professores de diferentes décadas (70 a 2005) de formação, exercendo a função, em uma Universidade pública. A entrevista foi gerada por três perguntas básicas: as características da formação, atuação profissional competente e a diversidade de atuação. A técnica da recriação foi adotada para finalizar as reflexões e análises. Os resultados mostram a diversidade dos cursos de formação dos professores em cada década. Cada década caracteriza-se por evidenciar novos eixos de atuação profissional e os cursos evoluíram na tentativa de atender as exigências do mercado e da concepção de modernidade da Educação Física. Pode-se destacar que a atuação mais abrangente foi na área escolar, com diferentes conceitos e aplicações. Pode-se, ainda, citar a iniciação e o treinamento esportivos, o lazer, o trabalho nas academias, o atendimento às pessoas com necessidades especiais, entre outros. A fala dos professores indica que apenas os cursos de formação inicial, frente à face das exigências (das mais diversas), não darão conta de proporcionar ao futuro profissional as habilidades, as competências, os hábitos e a ética, para o desempenho da profissão. Desta forma, novamente, está-se na encruzilhada, por um lado o mercado, por outro o cidadão profissional. O homem, como o profissional do futuro, estão mostrando os seus contornos, para sua formação e atuação serem condizentes com os ditames da humanidade. Deve-se estar atento e agir para ocorrerem as mudanças salutares.

Palavras-chave: formação de professores; educação física; atuação profissional.