119 - KNOWLEDGE CONSTRUCTED BY TEACHERS AND INTERNS THAT WORK TOGETHER WITH GROUPS OF ELDERLY PEOPLE

JANAINA NUNES DOS SANTOS
MONICA POSSEBON
Centro Universitário Feevale, Novo Hamburgo, RS, Brasil
jananunes@feevale.br mpossebon@feevale.br

INTRODUCTION

One of the settled challenges in our times is the population aging that is occurring in an accelerated fashion, causing redefinitions of roles and actions to support elderly population and, in this context, the professional graduation, leads to the consciousness that is necessary to be continuously building knowledge aiming to assure the production, and spreading of ideas, that will afterwards become values incorporated to the life of people in society in general through educational processes.

Specifically, in the case of aging, it is important to highlight that the majority of college programs of Physical Education, until then, did not provided specifical knowledge about this subject.

The life of elderly people is changing due to the society advance: the life expectacy, life quality, and practice of physical activities in this social group are raising considerably, causing an increase on the need of programs of physical activities to elderly people. To achieve that, the physical education professional must be familiarized with the characteristics, expectacy, whishes, personal concerns, and typical problems of the social group, so programs might be planned according to their needs.

All this advance is providing the appearance of new ways of elderly people care and increasing the adoption of preventive measures efficient reducing or delaying organical disturbs from chronic degenerative diseases. Because we know that there are a lot of professionals and academician working with groups of elderly people, it leads us to question whether they are able to those functions? How happens the construction of their knowledge about aging and physical activities? Which theoretical and methodological perspectives they use? How do they plan and evaluate the results of their job?

Such questioning allow us to think about the reality of elderly people in our society and realize that Physical Education, while part of health sector, must be open to new knowledge beyond that coming from the practice of physical activities, because the elders present special challenges due to the diversity of physiological health, cognitive, and psychosocial. The professional of Physical Education must understand the causes of aging on the social-economical, educational, and health contexts to be sure about their role as agent of transformation of reality.

Concerning to acquired knowledge by the professional, Tardif (2003) points out that this is related to the corresponding development of educational resources and professionals, able to assume, on educational systems, the individual and collective learning processes that make the base of intellectual and modern culture and this inter-relation expresses itself concretely by the existence of institutions like colleges, that assume traditionaly and among themselves this mission, through research, teaching, and extension, producing knowledge based on that interventions.

In this sense, to include Physical Education professionals as educators, on the aging learning area it is necessary a lot effort to overcome the natural tendency of just provide physical practices empyricaly learned, so they must be qualified, theoreticaly mainly. Synthesis lie these, makes us think about the formation, that is really important in the labor of a professional.

The presented context and amount of elderly people attending projects on physical activities has stimulated the need to make the mapping on constucted knowledge about aging by professionals and interns that work with elderly people in Novo Hamburgo and São Leopoldo, Rio Grande do Sul in the course of their professional and personal trajectory, as well as investigate about the option on acting with old-ageds, formation, and identify: whether the pedagogic practices by teachers and interns in groups of elderly people contemplate educative elements at their practice and that theoretical pedagogic and methodologic guidance are used to the development of activities.

These elements that we proposed to investigate are seen as necessary points to the visualization of the problem of quality in the intervention of Physical Education among the elderly person, pointing to the importance of the professional on Physical Education that works with this audience, aiming to potentialize the education and formation of human resources, mainly through the investigation and qualification of those who work on this sector.

METHODOLOGY

This current study has been characterized in a qualitative, descriptive, and interpretative approach by collecting information by semi-structured interview so that important aspects wouldn't be lost in the process, and that the speeches might be obtained in full, field journal to maintain the context and spontaneity of speeches, to guarantee the correctness and fidelity of this information and observations. The group of collaborators was constituted by interns and Physical Education graduated professionals, working with groups of elderly people in the cities of Novo Hamburgo and São Leopoldo, Rio Grande do Sul.

We have used as a theoretical basis to the analysis of data Caurudo (2004), which suggests as an initial organization the coding and reading to globaly understand the general meaning of the answers (units of significance) and, afterwards, definition of themes or categories with broader meanings.

ANALYSIS, INTERPRETATION AND DESCRIPTION OF THE INFORMATION

The collected information were organized in three cathegories: The option to work with Aging and Formation; Pedagogic practices in groups of elderly people; and Consolidated knowledge about aging in the academic-professional trajectory.

The current study has counted with acting collaborators in groups of elderly people in the cities of Novo Hamburgo and São Leopoldo.

The Opton To Work With Aging and Formation

Professional formation constitutes itself as a preparation process and qualification of individuals to act in specific areas of the labor market. The academic formation of Physical Education professionals comprises essentially two steps: initial and continued.

We will approach the option of working with elderly people, formation, and the practical work with them; this work is related to complexes beings and, due to this, must assume that working with elderly people is necessary knowledge, patience, skill, and compromise.

We emphasize Perreneoud (2001) in Cortelletti (2001), who stresses that one cannot depend only on the university, that the formation also depends on the professional. So, it is of personal interest the search for specifical knowledge and the personal formation; it is a complex and autonomous set and each one has its responsabilities, intellectual acts and objectives concerning

formation.

We can verify that amongst collaborators, four of them began working with elderly people when a job opportunity and/or specific need on their labor places appeared; they began their work without any experience and/or knowledge on how to deal with elderly people, it was a professional need.

To the remaining four interviewees, it was by choice and will to work with this age group; it was an own option to search for places where this kind of job was already being done to begin their experience. And the main reasons to work with them were: identification with elderly people, exchange of experiences and self-recompense by acting among them, interest in acquiring new knowledge.

Studies by Teixeira; Okuma (2004) already described how "new" is the work with elderly people and how much desprepared we are, showing the difficulties found by Physical Education students. This fact also looks feasible to our collaborators who faced the need on working with these groups.

In this groups of collaborators, the search for knowledge inside the aging subject has started before the real work; they began their work when they started in extension projects while on college. After this initial contact, along with an ideal profile to work with elders and enormous will to grow up professionally on this area, the familiarization with elderly people unchained the construction process of their knoledge inside this subject, in this case, the collaborators were already more prepared to initiate their work.

It is important to highlight, beyond the graduation, all of them already participated of some kind of scientifical event, would it be a course, congress, or forum about aging, not to forget to sum the experience of elderly people in this construction. Relating this to Tardif (2003), when he says that a teacher rarely works alone, his actuation is concretelly done in a network of interactions with other people.

Pedagogic Practices In Groups of Elderly People

Related to the pedagogic practice Lorda Paz (1990), describes that a teacher who works with elderly people must analyse factors of fundamental importante, such as group heterogeneity, individuality, lack of mobile experience and progressive loss with body image; it is also an important fact the group knowledge and their demands to develop a work plan according to the kind of disciples he or she has. We will focus, yet, if and how educatives elements are worked with, how occurs the exchanges between teachers and students and the attitudes of the latest.

While we question about the planning and practice of classes, among the majority of answers we realized there is, in first place, the worry in getting to know to group where the professional is working, to make the planning afterwards, checking what is discussed in literature. All the interviewees realize the importance of different planning to aged persons and, beyond that, be flexible to possible changes, when it is necessary.

We plan by semester […] the basic is this, at the beginning of class we make stretching, the main part comes according what was planned and then we make a final stretching. (Prof 2)

… the classes have three periods: warm-up, the main part where I work the muscular strength, then I finish with stretching, my goals are guided by the objectives of each one, but socialization is paramount (Prof. 4)

There are some common worries between collaborators, such as: do not fall into routine, use of diversified material (and in some cases recyclables); posture while executing movements, breathing exercises and well-being during the class.

Through observatioins, we realized that is really constant the need on redirecting the planning during class, but it wasn't always possible to identify this aspect in some of the observed places; we had the impression that, despite some concerns with students expressed by teachers and interns, they present their propose of class, rarelly chaning or adapting them, which we think is possibly related to the lack of prepare of the teacher, or theoretical deepening, along with short timed experience.

As teachers, we believe it is still necessary to show possible ways that might contribute in education to the evolution inside their skills, which doesn't seem to occur in some of the observed groups, because the classes have basically the same format: warm-up, main part, and final stretching, showing concern only on physiological aspects, historical heir of Physical Education. It must be pointed out that due to lack of time to conclude the study, the researcher did not observed all contexts, so, we believe that this doe not occur in the majority of elderly people driven projects. Apart of that, we observed that the elders enjoy everything being executed at the groups, because they show joy in participating on the classes.

In this way, it is still important to comment that, in the course of the observation, many times also happen that the teacher just dedicated herself to more affective talkings, without worrying with educational aspects, pretty much defended by Cachioni; Neri (2004) and Both (2005). At this point, we believe the better working way is to distribute time in such a way that the classe do not becomes neither mechanic emphasizing the "body" nor being just a socialization moment; a planned class structure must be created to allow both moments to coexist.

We stress with Both (1993) that some aspects he describes as importants to the development of a good class planning and the conquest of elderly students: to know the specifities and the group as a whole; enable social interaction, at first by calling students by name; offering ready alternatives and to change the purposes whenever necessary; allow the acquaintance and value each other's potentials, praising them; the teacher must be cheerful and willing to teach and trasmit this will to their students. Falsarella; Salve (2007) also add, the need to contextualize this pedagogic actions to the social, political, economical, and cultural reality at which the elderly people are inserted, gearing and adapting the whole class structure to them, from the language used to the way of treating them during the classes, so they can achieve good results.

Amidst these aspects, Alves Junior (1998) talks about the challenges of work and also in transforming finished class models in adaptations, with the complexity of teaching elderly people, due to the fact that some of them are getting to know this world of physical activities for the fist time, bringing historical, cultural, and genetic baggage, where their bodies were stagnated, possibly defective in some aspects by misuse or even by lack of use.

Constructed Knowledge About Aging in Academic-Professional Trajectory

Teaching knowledge is constructed, according Borges (1998) in a set of knowledge that the teacher holds, not just concerning already produced knowledge that she transmits, but also to the set of knowledge that integrates her practices to those which she establishes different relations and, according Tardif (2003) these knowledge are: about academic disciplines, professional formation, and experience. The existance of these multiple knowledge gives origin to a *plural* knowledge, the teacher knowledge.

Through the personal identity, the knowledge is fetched to construct relations between the knowledge/formation/participation/work; all this process is a constant construction and reconstruction and is linked to the production, the daily and past life experiences; surelly to these modifications being happening it is necessary that each professional must be open to learn from his own and other people's experiences, and his context (NÓVOA, 1992 apud CORTELLETTI, 2005).

When we asked to the interviewees how the knowledge from their academic formation contributed to the development of their work with elderly people, their answers did not cause any surprise, once it is aknowledged the lack of contextualization aimed at this age group in the majority of disciplines on the programs of Physical Education graduation courses, until then.

The reports from them were:

… the formation itself had nothing geared towards to this age group, it was more directed to children, adults, and this group

was kind of lacking. (Teacher 6)

...the graduation course does not have any specific discipline to work with this group (elderly people) that we classify as a special group, there were comments about it. (Teacher 4)

In this study, it seems the knowledge that got more explicited was the one experienced on a daily basis. Those knowledge, constructed from the day by day social and pedagogic practice. It is not a scientific and techonogical knowledge, but it is valid, because through these experiences a construction of "authors'" knowledge process is formulated. It refers to the specific knowledge produced on their daily job. These knowledge are built upon experience and validated by them.

It is important to emphasize how significative the practical experiences were, because they contributed to the construction of knowledge of the majority of the study collaborators about aging and physical activities.

FINAL CONSIDERATIONS

We consider that the present study succeeded concerning its goals, showing some evidences, initially due to the option on working with elderly people, because, despite some start this journey not by self choice, but by some kind of need, we realized they like what they do and this has a very positive effect and contributes to a work done with dedication, love, patience, and enthusiasm.

But we must remind that knowledge is not related only to these aspects and/or through the interaction between students and teachers, it happens day-by-day, with their job mates, his personal history and above all with the search of knowledge, essential to his development.

Among our collaborators, some did not have enough basis on their graduation courses to work with third age people. These knowledge were harvested in extension activities, courses, congresses, books, etc., which we relate with experiential and curricular knowledge.

Concerning planning and class organization, it was clear on the speeches that the collaborators have an initial concern on getting to know the group they are working with, their needs and specifities, so only after this first contact, create an activity planning. However, when we observe it in reallity we realize difficulties in some cases, like class rearrangement, movement adaptation and correction of exercises.

Even with some failures concerning pratice, we might say this work has a positive effect on elderly people, firstly because it gets them outdoors and brings them to a new world, and inserts them in a new social context. In times when society leads them to negative paths, the teacher has the power on his hands, through an educational process, to rebuild the context where the aged person is inserted.

During the interviews, literature was highlighted as being the foundation to the hands-on job, but along observations (specially concerning methods and educational processes) this was not satisfactory, we realized few actions.

Physical Education graduation until the current days is not being able to cover this specific area, but has served to raise in some collaborators the desire to learn about this subject.

Being the aging process not only a biological phenomenon, were the cultural, social, psychic, and existential have a decisive role on this process, we believe is time to us, Physical Education teachers, make a reevaluation of our posture towards the tasks that are and will be accomplished with this specific population.

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R. Otavio A.de Oliveira, 174/B-301
Bairro N. S. de Lourdes - Santa Maria, RS, Brasil
Cep: 97050-550 - Tel: 55 99969059
E-mail: mpossebon@feevale.br
Centro Universitário Feevale

KNOWLEDGE CONSTRUCTED BY TEACHERS AND INTERNS THAT WORK TOGETHER WITH GROUPS OF ELDERLY PEOPLE

ABSTRACT

One of the settled challenges in our times is the population aging that is occurring in an accelerated fashion, causing redefinitions of roles and actions to support elderly population and, in this context, the professional graduation, leads to the consciousness that is necessary to be continuously building knowledge. Due to that, this study had as its main purpose identify and analyse the knowledge constructed by teachers and interns who works with groups of elderly people, about aging and physical activities in the course of their personal and professional trajectories. This current study has been characterized in a qualitative, descriptive, and interpretative approach by collecting information by semi-structured interview, observations and field journal, having as collaborators 6 teachers and 2 interns working with groups of elderly people in the cities of Novo Hamburgo and São Leopoldo, Rio Grande do Sul. The analysis and interpretation of collected information resulted in The option to work with Aging and Formation;

Pedagogic practices in groups of elderly people; and Consolidated knowledge about aging in the academic-professional trajectory, which allowed the understanding of the context, where the interpretations pointed that the work with elderly people occurred by personal choice and/or need on their labor places. The practices keep a same format in the majority of the groups, it means, geared towards movement execution. We have identified that the graduation fails in the aspect of formation in to work with third age people, but it seems to be in some collaborators the desire to learn about this subject. Concluding, we highlight the Physical Education professional must understand the aging process in the social, economic, educational, and health context, to be sure about their role as reality transformation agents.

Keywords: Aging, Formation, Physical Education.

SAVOIRS CONSTRUITS POUR PROFESSEURS ET NOVICES QUE OPÉRENT ENSEMBLE A GROUPS DE PERSONNES ÂGÉES

RÉSUMÉ

Un des défis établis à l'actualitée c'est l'âgement de la populacion, que vien en arrive de forme accélerée, en provoquant la rédefinition des rôles et actions pour faire attention à la population âgée e, dans cette contexte, la formation profissionnelle supérieure, guide à la conscience de qu'il faut être toujours en construisant des connaissances. Dû ça, cette étude a été comme principal objectif identifier et analiser les savoirs construits pour professeurs et novices que opérent ensemble a groups de personnes âgées, sur âgement et activité physique au cours de ses trajectoires personnelles et professionnelles. Le délineament méthodologique c'est caracterizé dans une abordage descriptive et interprétative, en ajoutant des informations à travers de interviews démi-structurées, observations et journal de campagne, en ayant comme collaborateures 6 professeures et deux novices que opérent en projects avec personnes âgées dans les villes de Novo Hamburgo et São Leopoldo, Rio Grande do Sul. L'analyse et interpretation des informations collectées ont resulté en 3 catégories: La option pour l'actuation avec personnes âgées et formation; Pratiques pédagogiques dans les groupes de personnes âgées et; Les savoirs construits sur âgement dans la trajectoire académique-professionnelle, lesquels ont possibilité comprendre le contexte, où les interprétations ont montré que la actuation avec personnes âgées est arrivée pour écuille personnelle et/ou besoin de travaille. Les practiques maintiennent un même format dans la majorité des groups, vers l'exécution des mouvements. Nous avons identifié que la graduation universitaire manque dans l'aspect de la formation dans la spécificité de l'âgement, mais il paraît exister une cherche pour connaissements à partie des interviewés. En conclusion, nous faisons ressortir que l'Éducateur Physique doit comprendre les déterminant de l'âgement dans le contexte social et économique, d'éducation et santé, pour avoir clarté autour de sa actuition comme agent de transformation de la réalité.

Mots-clé: Âgement, Formation, Éducation Physique.

SABERES CONSTRUIDOS POR PROFESORES Y ESTUDIANTES EN PRÁCTICA QUE TRABAJAN CON GRUPOS DE ANCIANOS

RESUMEN

Uno de los desafíos de la actualidad es lo envejecimiento de la población que hay ocurrido de manera rápida, haciendo nuevas definiciones en los papeles y acciones para atender la población vieja y, en este contexto, la enseñanza universitaria lleva a la consciencia de que es necesario estar siempre construyendo conocimientos. Por eso, este estudio tuve por principal objetivo identificar y analizar los saberes construidos por los profesor y estudiantes en prácticas que trabajan con grupos de ancianos, sobre envejecimiento y actividad física a lo largo de sus trayectorias personales y profesionales. La delineación metodológica se caracterizó en una abordaje cualitativa, descriptiva y interpretativa, colectando-se las informaciones por la entrevista semiestructurada, observaciones y anotaciones de trabajo, teniendo como colaboradores 6 profesoras y 2 estudiantes en práctica que actúan en proyectos de ancianos en las ciudades de Novo Hamburgo e São Leopoldo, RS. La análisis y interpretación correcta de las informaciones colectadas resultaran 3 categorías: La opción por la actuación con ancianos y formación; prácticas pedagógicas en los grupos de viejos y; los saberes construidos acerca de lo envejecimiento a lo largo de las trayectorias académicas y profesionales, las cuales ha posibilitado comprender lo contexto, donde las interpretaciones apuntaran que la actuación con ancianos ocurrió por escoja personal y/o necesidad de trabajo. Las prácticas mantienen un mismo formato en la mayoría de los grupos, o sea, encaminando la ejecución de movimientos. Nosotros identificamos que la graduación falla en lo aspecto de formación en la especificidad de lo envejecimiento, pero parece existir una búsqueda por conocimientos de la parte de los entrevistados. Concluyendo, resaltamos que lo Educador Físico debe comprender los determinantes do envejecimiento en lo contexto socio-económico, educacional y del salud, para tener clareza acerca de su actuación como agente de transformación de la realidad.

Palabras llave: Envejecimiento, Formación, Educación Física.

SABERES CONSTRUÍDOS POR PROFESSORES E ESTAGIÁRIOS QUE ATUAM JUNTO A GRUPOS DE TERCEIRA IDADE

RESUMO

Um dos desafios estabelecidos na atualidade é o envelhecimento populacional que vem ocorrendo de forma acelerada, provocando redefinições de papéis e ações para atender à população idosa e, neste contexto, a formação profissional superior, conduz à consciência de que é necessário estar sempre construindo conhecimentos. Devido a isso, este estudo teve como objetivo principal identificar e analisar os saberes construídos pelos professores e estagiários que atuam junto a grupos de terceira idade, sobre envelhecimento e atividade física ao longo de sua trajetória pessoal e profissional. O delineamento metodológico caracterizou-se numa abordagem qualitativa descritiva e interpretativa, coletando-se as informações através da entrevista semi-estruturada, observações e anotações de campo, tendo como colaboradoras 6 professoras e 2 estagiárias que atuam em projetos de terceira idade dos municípios de Novo Hamburgo e São Leopoldo, RS. A análise e interpretação das informações coletadas resultaram em 3 categorias: A opção pela atuação com terceira idade e formação; Práticas pedagógicas nos grupos de terceira idade e; Os saberes construídos sobre envelhecimento na trajetória acadêmico-profissional, as quais possibilitaram compreender o contexto, onde as interpretações apontaram que a atuação com idosos ocorreu por escolha pessoal e/ou necessidade de trabalho. As práticas mantêm um mesmo formato na maioria dos grupos, ou seja, direcionado a execução de movimentos. Identificamos que a graduação falha no aspecto de formação na especificidade do envelhecimento, mas parece existir uma busca por conhecimentos por parte dos entrevistados. Concluindo, salientamos que o Educador Físico deve compreender os determinantes do envelhecimento no contexto sócio-econômico, educacional e de saúde, para ter clareza acerca de sua atuação como agente de transformação da realidade.

Palavras chave: Envelhecimento, Formação, Educação Física.