148 - GYMNASTICS IN HIGHER EDUCATION: (RE)DEFINING FORMATION CONTEXT AND PROFESSIONAL PERFORMANCE.

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Gymnastics in Physical Education professional formation: some notes

Gymnastics as a curriculum content of formation courses exists since the establishment of the first Institutions of Higher Education of Physical Education in Brazil. In that occasion it was characterized with a tendency to sportscasts and to technical aspects as modalities.

(Pereira, 1998; Bonetti, 1999; Barbosa, 1999; Cesário, 2001)'s master studies supported the identification process of the major characteristics of the contents and pedagogic tendency which are present in the administration of this knowledge in Sports and Physical Education initial course based on the Resolution no. 003/872.

The studies previously mentioned assert that most Gymnastics teachers of Institutions of Higher Education support the development of their pedagogic actions with a dualist body conception, and with a formation aiming to learn a set of activities so they are able to teach them. The knowledge skills of teacher educators who develop the Physical Education curriculum are focused on the knowledge of biological science, and they also have a great recognition of the practical activities and technical procedures, regardless the indispensable theoretic base for Gymnastics teaching whether in scholastic ambit or not.

The Education programs of the investigated institutions reinforce the technical dimension and the knowledge originated from the biological area; they are present as a predominant factor in discipline programs related to gymnastic manifestation. This factor rejects a formation that would allow prospective Physical Education professionals to realize constant signification and re-significations of this knowledge in the society.

This data allows us to assert that the field of professional formation in Physical Education, mainly Gymnastics, has not changed significantly since the first school of Physical Education until the curricular organization based on Resolution no. 0003/87.

Taking advantage of the knowledge of different forms or gymnastic manifestation Olympic Gymnastics, Rhythmic Gymnastics, Aerobic Gymnastics, etc., Physical Education has been trying "to adjust the human being to the society through education. This adjustment can alienate the human being from his condition of a historical individual and make him capable of interfering into the transformation" of the society aiming to contribute to the creation of a better life condition. (SOARES and others, 1992, p.36).

We understand that, regardless the Physical Education professional's work area (scholastic or non-scholastic), the professional formation must allow reflections about the Gymnastics role in these different context along with a base of knowledge to teach this subject.

Then we question: Based on what was shown previously, do the curricula elaborated according to orientation of actual curricular reformulations (introduced as from 2005/2006 in most IES) show any significant changes in Gymnastics?

The Licensure curriculum in Physical Education at UEL

Based on the legal orientations (Resolutions from CNE/CPO1/2002) and its autonomy, a Commission was founded in the Physical Education Department at UEL to consider the re-structuration of the initial curricular formation. In the year of 2005, the institution started offering three professional formation courses with different admission in the Vestibular examination. These graduations are: a) Physical Education Licensure addressed to teacher formation with intervention in different level and teaching modalities; b) Physical Education Bachelor's degree addressing the practice in the non-scholastic area (clubs, gymnasium, hotels, etc.); and also c) Bachelor's degree in Sports which its formation is to attend sportive modalities trainings (created in 1998). It has been considered that this fact - results of many studies, debates, tension, conflicts engaged during the Physical Education course development at UEL since its foundation in 1972 - may represent an advance in the area.

Since the curriculum's establishment in 1990 - developed based on the resolution no.003/87 one of the main problems in its practice was its vast multidisciplinary characteristic, that is, there was a possibility in which teachers graduated by this curriculum could perform in different work areas (schools, clubs, gymnasium, hotels, hospitals etc.). This general formation raised difficulties to prospective students in pedagogical practice and also to teacher educators. We can verify this situation during the teachers' performance in some classes of the course. Due to the possibility of a general formation for the prospective professionals of the area (school context and non-school context), these teachers organized their programs leading its pedagogical practice to the area that may had interest them and which they knew very well. In other words, if the teacher's specialty were basketball practice, his/her professional lecture and performance would supply sportive practice and learning. This fact provoked problems to the formation of those who was willing to become school teachers and also of those who wanted to work in a non-scholastic area.

Regarding this situation we can assert that the offer of the three graduation course in educational institutions - Physical Education Licensure, teacher's formation; Physical Education Bachelor's degree and Bachelor's degree in Sports has provided alternatives to the general formation problems' solution. Concerning that - the professional profile of Physical Education curricula must not be ruled based on the place where the professional might perform, but must be ruled based on the complexity of teacher's action to work in the school education - the Physical Education Department at UEL, represented by the teacher and student community, has elaborated a specific curricular project for teacher's formation in order to act in different levels and education modality.

Gymnastics in the curricular project of Licensure course at UEL

In this curriculum, Gymnastics holds a balanced position, along with other contents such as Sports, Games and Dance and it has a 120 semester credit hour divided among first, second and third grades of the course. The disciplines' syllabus were organized concerning to supply the professional formation profile suggested in the Pedagogical Political Project of the course to which it is directed:

[...] to the professional formation that it will perform with the Physical Education in the Education level and modality, it characterizes itself as an area that tends to the understanding of the relations linked to learning, thinking and doing. It has as a reference a vision of totality of the reality and the principal of multiple knowledge dimension pertinent to the area and to the work space. It is based on the principal that teaching, researching and extension are indissociable, and it is also based on the principal of interdisciplinarity and critical reflection through dialectic reflection theory and practice It has, in its daily pedagogic practice, the inquiry development as an oriented action for the appropriation and production of theoretic, scientific and technical-practical knowledge and its pedagogic transposition (CESÁRIO, 2005, p. 53).

Hoping to break up with the traditional teaching - defended by the rationalist conception - it has chosen, in the Pedagogic Political Project, to establish a curricular organization based on a knowledge field that enables the creation of discipline, but still with an interdisciplinary perspective, having the scientific research as an educative and formative principal articulating the axis: the human movement culturally constructed as an object; a theoretic matrix taken; the course's profile and its goal. Seeking to supply the goals previously established, the academic composition of the Physical Education course Licensure Certificate - is structured on four knowledge fields that compose the necessary knowledge for teacher's practice.

1. Pedagogical Dimension's Field: It aims to promote a critical reflection about the daily basis, the society and Physical Education defining the academic, professional and ethic argument of the teacher's performance, establishing relations among them. It understands Physical Education as a mediator practice of a social transformation project and that it serves a certain human project and society. It also seeks to promote the comprehension and dominion of the theoretic, scientific and technical-practical knowledge necessary to the transposition and pedagogical relation, as well as the morals and principals of these processes in the Physical Education organization and teaching in different levels and modalities of education embracing a critical position in relation to the theoretic productions of the teaching-learning process.

2. Field of Movement's Corporal culture. This field of knowledge will enable the students to recognize and understand that the movement culturally constructed- which is Physical Education's matter- is compounded by biological, psychic, social, political and anthropological scopes.

3. Academic-professional Field: It is responsible for the establishment of the understanding of professional training contents' relation with the scholastic education process and the citizenship's construction process.

It also enables the prospective teachers to know and to become an expert in the basic contents of Physical Education. They can able to relate this contents with their professional practice in different levels and Educational and teaching modalities.

4. Epistemological Dimension Field. It aims to enable the prospective teachers to understand that the scientific knowledge must be a guide to the planned path for the construction of their relation among science and technical field and common sense. It also promotes the construction of a global vision on the world, society and knowledge through critical reading of the reality based on its totality's vision.

As we can notice in the knowledge field previously mentioned, the Gymnastics knowledge is located in the Academic-professional Field, thus the reflections and thesis that guide the programs of its three disciplines must be in accordance with the teaching intervention field: the school institution.

Gymnastics in the curricular project of Licensure course is understood based on its central epistemological axis in which possibilities of activities are structured, and these activities derive from necessities and human interests to assure the production and reproduction of life. These necessities and human interests are: to walk, to run, to jump, to skip, to throw, to climb, to spin, to swing. Such effects of structuring derive from established relations among human being and themselves and others, nature and culture.

Such activities, once systematized and organized with certain teleologic and ontological perspectives - come to the purpose of human being -, fundamentally work together with others culture's manifestation, such as: game, sport, dance, etc.

We can recognize that when the knowledge - discussed and linked to teaching programs in education institutions is established through its curriculum, it defines the theoretic outlines presenting the vision of the world and of the society which is intended to be constructed, shaped and accomplished. It defines the power relation and hegemony of a society. Regarding these outlines the syllabus' constructions of Gymnastics teaching programs has had as guides the following issues: What kind of man and society are we constructing (based on the individualism, competition, excessive consumption), b) There's a necessity of facing the reality as a starting and an ending point concerning the approach between the formation knowledge and the necessity of social reality, c) searching for ways of Gymnastics systematization in scholastic Physical Education classes as a necessary content for the student formation (a), d) proposing alternatives to democratize Gymnastics in different fields: the public politics' role, e) graduating/ qualifying the prospective professionals to evaluate the Gymnastics' importance in the society.

To this end, a re-dimension about the Gymnastics conception and its contents and ways of intervention is has become necessary during the Licensure course development in order that the significant changes can be generated in Physical Education classes in school.

Some final consideration

Seeking temporary conclusions about Gymnastics in the curricular project of the Licensure course at UEL, we understand that this moment determines the beginning of new elaborations and theoretic constructions, based on goals of the current curricular project and the materialization of pedagogical practice in the Gymnastics' discipline. Regardless the Physical Education professional's work area: scholastic or non-scholastic, we base our thoughts on the supposition that the professional formation may and must enable reflections about the importance of Gymnastics in different contexts.

In the Licensure course, the prospective teachers must be prepared to teach Gymnastics in certain context that defines itself as singular, unstable, uncertain, complex and contradictory - school institution. Therefore, it is necessary for the scholastic universe to be considered as a formation, innovation, experience and professional development place, as well as an inquiry and critical reflection field. School as an inquiry field must involve the teacher educators of the Physical Education Licensure course, the prospective teachers and professional teachers that work in schools of Basic Education.

Key words: Gymnastics, Curriculum, Physical Education.

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GYMNASTICS IN HIGHER EDUCATION: (RE)DEFINING FORMATION CONTEXT AND PROFESSIONAL PERFORMANCE.

ABSTRACT

The aim of this paper is to broach the "Gymnastics in Higher Education" subject. It is necessary to accentuate the process of curricular formation that has involved all Higher Education Institution in the Country. This process was initiated based on legal orientations and the courses' academic autonomy. This process is highly necessary so we can reflect about the profile and the professional work field of those who join the formation course of Physical Education. Some questions are important so we can take a position for the focused theme: Which Curricular Project are we talking about? What is the professional profile suggested for the formation? What is the established theoretic matrix? What are the goals for the formation of the Physical Education professional? Based on these reflections we look to the Pedagogic Political Project of the Licensure course in Physical Education at State University of Londrina UEL - where we work as teachers. The aim of the present article is to show how Gymnastics is organized in the curriculum taken in consideration based on the Licensure course's profile and goals.

Key words: Gymnastics, Curriculum, Physical Education.

LA GYMNASTIQUE DANS L'ENSEIGNEMENT SUPÉRIEUR : EN DÉFINISSANT DES CONTEXTES DE FORMATION ET DE PERFORMANCE PROFESSIONNELLE.

RESUME

Ce travail présente comme objectif aborder la thématique « Gymnastique dans Ensino Supérieur ». Se fait nécessaire détacher la procédure de reformulation curriculaire qui a impliqué toutes les Institutions d'Enseignement Supérieur du pays, initié à partir des orientations légales et de l'autonomie universitaire des cours. Ce processus est primordial pour que peuvent refléter sur le profil et le champ de performance professionnelle de ingressantes en les cours de formation dans Éducation Physique. Quelques questionnements sont importants pour que puissent les placer sur la thématique focalisée : De quel Projet Curriculaire faites faillite? Lequel le profil professionnel proposé pour la formation? Quelle est la matrice théorique établie ? Quels sont les objectifs pour la formation du professionnel dans Éducation Physique? Sur base de ces réflexions, nous lançons nôtre regarder à Projeto Politique Pédagogique du cours de Licence dans Éducation Physique de l'Université de Londrina - UEL, dans laquelle nous agissons comme professeur. L'intention dans cet article consiste à, présenter comme est organisée la Gymnastique dans le curriculum concerné, à partir du profil et des objectifs du cours de Licence.

Mots Clé: Gymnastique, Curriculum, Éducation Physique.

LA GIMNASIA EN L' ENSEÑANZA SUPERIOR: DEFINIENDO CONTEXTOS DE FORMACIÓN Y RESULTADO PROFESIONAL.

RESUMEN

Este trabajo presenta como objetivo para acercarse a la "gimnasia temática en Ensino Superior". Uno llega a ser necesario separar el proceso del reformularization del plan de estudios que implicó a todas las instituciones de la educación superior del país, iniciada de los orientações legales y de la autonomía de la universidad de los cursos. Este proceso es primordial de modo que déjenos pueda reflejar en el perfil y el campo del funcionamiento profesional de los ingressantes en los cursos de la formación en la educación física. Algunos questionings son importantes de modo que déjenos puedan la situación en ellos en el temático enfocado: ¿Cuyo el proyecto del plan de estudios nosotros habla? ¿Cuál el perfil profesional considerado para la formación? ¿Cuál es la matriz teórica establecida? ¿Cuáles son los objetivos para la formación del profesional en la educación física? En base de estas reflexiones, ponemos en marcha nuestra mirada al político pedagógico del proyecto del curso de Licenciatura en la educación física de la Universidad de Estado del Londrina - UEL, en el cual actuamos como profesor. La intención en este artículo consiste en, para presentar como la gimnasia en el curriculum en la pregunta se organiza, del perfil y de los objetivos del curso de Licenciatura.

Palabra-llave: Gimnasia, Curriculum , Educación Física.

A GINÁSTICA NO ENSINO SUPERIOR: (RE)DEFININDO CONTEXTOS DE FORMAÇÃO E DE ATUAÇAO PROFISSIONAL

RESUMO

Esse trabalho apresenta como objetivo abordar a temática "Ginástica no Ensino Superior". Faz-se necessário destacar o processo de reformulação curricular que envolveu todas as Instituições de Ensino Superior do país, iniciado a partir das orientações legais e da autonomia universitária dos cursos. Tal processo envolveu as diferentes Instituições de Ensino Superior do País na estruturação e reformulação de seus currículos de graduação, iniciado a partir da Lei de Diretrizes e Bases da Educação Nacional LDBEN 9394/96, e mais especificamente das Diretrizes Curriculares Nacionais para os cursos de graduação e de formação de professores. Este processo é primordial para que possamos refletir sobre o perfil e o campo de atuação profissional dos ingressantes nos cursos de formação em Educação Física. Alguns questionamentos são importantes para que possamos nos posicionar sobre a temática enfocada: De qual Projeto Curricular falamos? Qual o perfil profissional proposto para a formação? Qual é a matriz teórica estabelecida? Quais são os objetivos para a formação do profissional em Educação Física? Com base nessas reflexões, lançamos nosso olhar ao Projeto Político Pedagógico do curso de Licenciatura em Educação Física da Universidade Estadual de Londrina - UEL, no qual atuamos como docente. A intenção neste artigo consiste em, apresentar como está organizada a Ginástica no currículo em questão, a partir do perfil e dos objetivos do curso de Licenciatura.

Palavras-chave: Ginástica, Currículo, Educação Física.