18 - THE BASE OF KNOWLEDGE FOR THE PHYSICAL EDUCTION TEACHING: THE VIEW OF TEACHERS EDUCATOR

MARILENE CESÁRIO
Universidade Estadual de Londrina/LaPEF/Londrina, PR, Brazil.
malilabr@yahoo.com.br

1- Introduction

This article integrates a set of questions and analysis about reforming the teachers' education curriculum within the Physical Education course at University of Londrina State/UEL, elaborated based on the National Curriculum Guideline - CP01, CP02 in 2002. The curricular project was established in 2005, treating specifically the Physical Education teachers educator to work in different levels and modal of teaching. Considering Brazilian education historical differences between the Physical Education Graduation course and other liscensure graduation courses - and also considering the curriculum´s implantation of Physical Education Teachers' Education, we made the following questions: What´s the base of knowledge for the Physical Education Teachers' Formation? *The aim view identifying and analyzing that knowledge is considered as an important matter for the Physical Education teachers' education, under a perspective of the teachers involved in the curriculum mentioned above.*

1- The Department of Physical Education at State University of Londrina/UEL suggested reformation in the curriculum of initial formation in Physical Education in a perspective of offering a course that would treat specifically the teacher´s education. These teachers would work in different education levels and modalities. In addition it would be offered a Graduation course in Physical Education so teachers can work in a non-scholastic area (clubs, gymnasiums, hotels, etc) and also a Bachelor degree in Sport´s Science to work with training of sportive modalities.

Eleven teachers were interviewed. There were different subject teachers and different studies area's teachers who worked in the first year of the course (2005). The reports of these teachers were obtained by an analyzed and semi-structured interview that started from the construction of the Thematic Analysis Unit. We can say that the results show emphasis in the knowledge of a specific matter as necessary for the Physical Education teachers' education and also show emphasis in theoretical lack of meaning of the basic knowledge for the Education.

2- Re-dimension and recognition of the teacher's profession

Unlikely the whole process of debates, critics and progress that happened in the 1980´s in the Physical Education theoretical production, the graduation courses of this specific area, took a different trail and it hadn´t incorporated the thoughts and reforms that have occurred in the area of pedagogy and other graduations. Thus, it kept the graduation courses far from debates about teacher education (Taffarel, 1993; Borges, 1998). This aspect makes us recognize that the overcoming of a conception of technical-professional level education comparing to the permanently liscensured teacher´s education, is vestiges historically inherited from the decree of law n. 1.212/1939 that proposed a “technical-professional formation in Physical Education and Desportos”.

This conception of “technical-professional” cachet have presented the curriculum´s reforming and have continued presented in the resolution's orientation n. 003/87, however it has suggested the bachelor's degree institution as a structure of an informative model. It also has created a professional fragmentation coming from a distinction of designation, making most courses a “double bill" formation, which means a sort of magnified graduation. This aspect generated an overview of the initial formation in Physical Education, bringing as consequence a formation of professional with some scholarship in the pedagogic area and sportive modalities (Tojal, 1995). Considering the Physical Education subject as content to be managed in school, the curriculum shall follow the orientations from the National Curriculum Guideline to the basic education teacher's formation. We believe that that is the point where the Physical Education course approaches to other graduation courses. Although this conception doesn´t represent every Physical Education teachers' understanding, in our view this conception represents the understanding that the Physical Education is inserted in the Education context. Thus, adding an other scholastic curricular knowledge, it is responsible for the citizens' formation who are engaged to the social changes.

We can affirm that the three courses offers in the institution exist as an alternative for the solution for the problems in the general formation. Prospective teachers should be prepared to teach something in a specific context which is defined as singular, unstable, uncertain, complex and awkward - the school institution. That indicates that teachers must have a solid scientific knowledge base during their course in the professional formation - knowledge to learn how to teach in different social contexts to different students.

3. Research results and analysis

In the fragment below, we can find the results and analysis of the research about the required knowledge for the formation of Physical Education teachers. We voted for a narrative inquisition in the current study, because it is understood that it characterizes the human experience phenomenon which presents the teacher´s discussion as structured by significance, visions of the world and experiences coming from its practice. We drew the importance of narrative as inquiry and instructor formation, because [...] *a person organizes his/her ideas for a speech - either written or spoken - while he/she rebuilds his/her experience in a reflective way. Thus, this person incidentally analyzes himself/herself creating new comprehension bases of his/ her own practice.* (Cunha, 1997: p.03).

The collected data's organization was firstly structured by a floating reading activity. We also can name it as a crusade reading. While this process was being structured, it was possible to assimilate some Thematic Analysis Unit (UAT) which was created through the narrative reading activity and it was gathered according to the repetition and irregularities present in speeches of the teachers involved in the first year of Physical Education Teachers' Formation course, in 2005 (Josso, 2004, Souza, 2004).

3.1 - The Physical Education teacher and the wisdom of teaching.

Among the questions asked to the participants of this research about the base of required knowledge to teachers doing their tasks at teaching process, we drew these ones: *a) what do teachers (not considering the discipline taught) need to know to teach? b) What about the Physical Education teacher?*

The interviewee teachers' (not considering the area) base of knowledge point of view presented different

characterization in their narrative; in the fragment below:

First and foremost, he should understand that he knows just a little and it's necessary a process of a continuous formation, constant formation so he can keep up with the students and the advance of knowledge, mainly the recent one. But not missing the context taken in the wisdom, not considering just the theory plan or not considering just the practice plan, but being capable of gathering, doing a true praxis(...) And above all this, see that in our professions we need to fall in love for the things we do and do it in a compromised way (…) And of course, it goes through, besides it keeps this formation continuous by the daily and constants planning, and by the constant reevaluation and it´s not possible doing this by itself. Oh! Yes, it goes through the pedagogical political project of the course, through the keeping up with the student, through this exchange among professionals and among students in a daily practice (P1).

(...) I believe that he needs to do a roll of the content according to the student´s need, it means that, if that wisdom which he´s teaching, if it will have meaning in the student´s life, because I believe that the learning process, it establishes when you do a roll and feel a necessity of knowledge in your daily tasks at school, in your life (P2).

At school, I think that firstly, he should view the students, a full formation of his students, he has to understand what to be a teacher is like, what to be an educator is like and he should develop inside himself a love for teaching, to teach these students, right!? (P9).

A teacher must know how to work as a team. Have you ever think a teachers team is a multidisciplinary team, super dislocated? To work in a team, to gather the skills of each team integrants it´s necessary to have a clear thought about the specific contribution of their own role area. Maybe this is one of the main difficulties of the school nowadays. Having an elaborated and collectively implemented pedagogical project. In addition, teacher must know how to learn to organize his way of teaching and he should, he himself, never forget to learn (P11).

These genuine duplicated excerpts sometimes induce to the psycho-pedagogical knowledge that embodies the knowledge of didactic techniques , classes structures, teaching planning, human development theories, curricular planning, evaluating and else more. We can also realize in the reports a reference to the content knowledge, that knowledge that teachers need to have when they teach a specific discipline. A didactic knowledge of the content related to an appropriate matching of the content knowledge to be taught with the didactical-pedagogical knowledge about how to teach. That is observed when a teacher is able to build bridges or links between the knowledge which he´s teaching and the students' elaboration of its significance. The content knowledge was less mentioned in these descriptions. This knowledge is related to the local where teachers teach and whom they teach. This kind of knowledge is important as long as knowing the reality of the neighbor and the school where teachers work, allows them to adjust the general knowledge of a subject to peculiar conditions of school and students.

Right after we questioned the teachers about what they consider important for teacher to know to teach at school, not considering their subject, we asked what a Physical Education teacher needs to know. The answers given induced us to think that this information would be different for the professionals of the area considering that, most interviewee teachers, at first sight, seemed not to have related that both are professionals of the education area working in the same place - school. In the transcribed narration below they drew with more emphasis the importance of the total knowledge of a specific subject matter.

Not forgetting the human matters, then, having total knowledge of the content to teach and universities exist to do so, but above all this, this content shall not just be taught, reproduced, is not like that, being creative, being analyzed and create new possibilities in the process of constant reflection process about this activities (P7).

Well, I think that he needs to know what physical education is, what content in the Physical Education subject should be teach in school and choose just one way of thinking to work in this content, shall be clear to them that the Physical Education, likewise Mathematics, Portuguese in school, is a content discipline and not just activities as we regarded in the last years (P5).

I think that our liscensure students have been learning to be a critical professional, he´s really going through this whole notion of discussion, critics, interpretation, voice command, allowing the students to speak, showing that he has an important knowledge of the common senses which should be explored (P3).

He ought to know "everything" about body movements/ physical activity/motor activity/ or as a friend of ours used to say: "we shall call this whole thing "x" ". And we understand "x" as a specific content of the Physical Education, its singular contribution in the process of scholastic education for students who are part of it. This specific knowledge, that characterizes the area, should be articulated to the common goal of a multidisciplinary team (P4).

We understand that maybe this recognition of the content knowledge of the Physical Education in detriment of psycho-pedagogical knowledge, didactic knowledge of the content and context are linked to the combination of professional formation with the technical and sportive bases, according to a historical process of the area. Its retreat of liscensure's discussion linked to the strong military and eugenic influences proved in its historical background brought as consequence the professional formation to work with education without reflection. For instance: wisdom of teaching, the area's role in school, its relations with other scholastic wisdom and the way how the Physical Education must be managed in school intending to articulate with its pedagogical political project.

Another aspect that might be respected is the formative trajectory drew in the teacher's life time. This incident contributes for the teacher´s learning from the instructors and represents their professional socialization process. This socialization involves the first experience of an individual when a child as well as the experience when an adult, embodying their joint to the workforce and professional activities developed during the work lifespan of a professional.

According to Lüdke and Boing (2006), teachers start constructing their professional identities very early, because ever since they joint to the education system as a student, they start having contact and start knowing a considerable number of strategies used by teachers during their professional tasks. There´s no professional whose professional knowledge is so exposed, but the teacher´s, [...] *Children have contact with other professionals during their lives, and unlikely the contact with a dentist, a doctor or an engineer* […] *the contact with teachers is much more often and lasting* (IBID, 2006:155). This learning period of a profession by observing develops private forms of socialization at the professional tasks in prospective teachers.

We can visualize an example of this situation in a specific case of Physical Education which the prospective teachers consider that the total knowledge of technical education of this movements are enough to be a teacher, because they worked with different sportive modalities such as: volleyball, basketball, football, athletics, etc in a educational field or outside it.

According to the prospective teacher´s opinion the assuredness in knowing very well the movements' techniques and the ability of doing gestures and specific techniques of each sportive modality asserts that just this knowledge is enough for the teacher's profession formation. This conception of Physical Education linked to technical-sportive aspects are based on the concept of sportive training, physical activity for the health area (considering in a restrict aspect, just through physical exercises), biologist and functional body view, etc.

4. Conclusion

Every answer obtained in this article comes from a professional socialization process. Thus, when considering that most teachers' profession is known by prospective teachers who are not in a professional formation and preparation course yet, it also has to be considered that the beginning formation is not enough for the comprehension of teachers' profession. And if this formation period doesn´t require previous changes in the school´s role, education, teacher´s role and required content to know how to teach, such believes and ideas will strongly influence the teacher´s prospective work.

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R: Vasco da Gama, 277, casa 198.
Cond. Aspen Park. Londrina/PR. CEP: 86.036.010

THE BASE OF KNOWLEDGE FOR THE PHYSICAL EDUCTION TEACHING: THE VIEW OF TEACHERS EDUCATOR

ABSTRACT:

This article integrates a set of questions and analysis about the PhD research in process. The issue is about reforming the teacher's education curriculum within the Physical Education course at State University of Londrina /UEL. The process of reforming the curriculum established for every graduation course at National institutions of Higher Education which is made by the National Curriculum Guideline - CP01, CP02 in 2002 - supported these modifications. Considering the course of Physical Education at UEL as a reference for these modifications, we can realize that the curriculum project of this course was installed in 2005 and it´s treating specifically the Physical Education teacher's education to work in different levels and modalities of teaching. Considering Brazilian education historical differences between the Physical Education Graduation course and other graduation courses - and also considering the curriculum's implantation of Physical Education Teachers' Formation, we made the following questions: What´s the base of knowledge for the Physical Education Teachers' Education? *The aim view identifying and analyzing that knowledge is considered as an important matter for the Physical Education teachers' education, under a perspective of the teachers involved in the curriculum mentioned above.* Eleven (11) teachers were interviewed. There were different subject teachers and different studies area teachers who worked in the first year of the course (2005). The reports of these teachers were obtained by an analyzed and semi-structured interview that started from the construction of the Thematic Analysis Unit. We can say that the results show emphasis in the knowledge of a specific matter as necessary for the Physical Education teachers' education and also show emphasis in theoretical lack of meaning of the basic knowledge for the Education.

KEY WORDS: Teachers' formation, Curriculum, Physical Education.

LA BASE DE LA CONNAISSANCE POUR L'ENSEIGNEMENT PHYSIQUE D'ÉCOULEMENT: LA VUE DE L'ÉDUCATEUR DE PROFESSEURS

RÉSUMÉ:

L'article concerné intègre l'ensemble de questionnements et des analyses de la recherche de doutorado, en progrès, sur les reformulations du curriculum de formation d'enseignants du cours d'Éducation Physique l'Université de Londrina/UEL. La procédure de reformulation curriculaire établie pour tous les cours de graduation des Institutions d'Enseignement Supérieur du pays à partir des Directives Curriculaires Nationales - CP01 et CP02 de 2002 - ont guidé telles modifications. En prenant je mange de la référence le cours d'Éducation Physique de UEL son projet curriculaire a été implanté dans l'année de 2005 en traitant, spécifiquement, de la formation d'enseignants d'Éducation Physique pour deagir à les différents niveaux et les modalités d'enseignement. En considérant l'éloignement des cours de graduation dans Éducation Physique des autres licences au différents moments historiques de l'éducation brésilienne et le devant l'implantation du curriculum vitae tourné pour la formation d'enseignants dans Éducation Physique, nous élaborons la suivante question : Lequel la base de connaissances pour la formation d'enseignants d'Éducation Physique ? L'objectif vise à identifier et à analyser que des connaissances sont reconnues comme importants pour la formation d'enseignants d'Éducation Physique, sous la perspective des enseignants impliqués dans le curriculum vitae mentionné. Ont été interviewés 11 (onzex) enseignants de différentes disciplines et de différents centres d'études de l'institution qui ont agi dans la première série du cours (année 2005). Les récits de ces enseignants ont été obtenus

au moyen d'entrevues des semi-estruturadas et analysées à partir de la construction d'Unités d'Analyse Thématique. Nous pouvons dire que les résultats démontrent accent dans les connaissances de contenu spécifique comme nécessaires pour la formation de l'enseignant d'Éducation Physique, outre manque théorique sur lequel vient à être cette base de connaissances pour l'enseignement.

MOTS CLÉS: La formation des professeurs, programme d'études, éducation physique.

LA BASE DEL CONOCIMIENTO PARA LA ENSEÑANZA FÍSICA DE LA SALIDA: LA OPINIÓN EL EDUCADOR DE LOS PROFESORES

RESUMEN:

Este artículo integra un sistema de preguntas y de análisis sobre la investigación de proceso. La edición está sobre reformar el plan de estudios de la educación del profesor dentro del curso de la educación física en la universidad de estado de Londrina /UEL. El proceso de reformar el plan de estudios establecido para cada curso de la graduación en las instituciones nacionales de una educación más alta que es hecha por la pauta nacional del plan de estudios - CP01, CP02 en 2002 - apoyó estas modificaciones. En vista del curso de la educación física en UEL como referencia para estas modificaciones, podemos realizar que el proyecto del plan de estudios de este curso fue instalado en 2005 y está tratando específicamente la educación del profesor de la educación física para trabajar en diversos niveles y modalidades de la enseñanza. En vista de diferencias históricas de la educación brasileña entre el curso de la graduación de la educación física y otros cursos de la graduación - y también en vista de la implantación del plan de estudios de la formación de los profesores de la educación física, hicimos las preguntas siguientes: ¿Cuál es la base del conocimiento para la educación de los profesores de la educación física? La opinión de la puntería que identifica y que analiza ese conocimiento se considera como cuestión importante para la educación de los profesores de la educación física, bajo perspectiva de los profesores implicados en el plan de estudios mencionado arriba. Once (11) profesores fueron entrevistados con. Había diversos profesores sujetos y diversos profesores del área de los estudios que trabajaron en el primer año del curso (2005). Los informes de estos profesores fueron obtenidos por una entrevista analizada y semi-estructurada que empezó en la construcción de la unidad temática del análisis. Podemos decir que los resultados demuestran énfasis en el conocimiento de una cuestión específica como necesario para la educación de los profesores de la educación física y también demuestran énfasis en la carencia teórica del significado del conocimiento básico para la educación.
PALABRAS LLAVES: Formación de los profesores, plan de estudios, educación física.

A BASE DE CONHECIMENTOS PARA O ENSINO DA EDUCAÇAO FÍSICA: A ÓTICA DOS PROFESSORES FORMADORES

RESUMO:

O artigo em questão integra o conjunto de questionamentos e análises da pesquisa de doutorado, em andamento, sobre as reformulações do currículo de formação de professores do curso de Educação Física a Universidade Estadual de Londrina/UEL. O processo de reformulação curricular estabelecido para todos os cursos de graduação das Instituições de Ensino Superior do país a partir das Diretrizes Curriculares Nacionais - CP01 e CP02 de 2002 - orientaram tais modificações. Tomando como referência o curso de Educação Física da UEL o seu projeto curricular foi implantado no ano de 2005 tratando, especificamente, da formação de professores de Educação Física para atuar nos diferentes níveis e modalidades de ensino. Considerando o distanciamento dos cursos de graduação em Educação Física das demais licenciaturas nos diferentes momentos históricos da educação brasileira e frente a implantação do currículo voltado para a formação de professores em Educação Física, elaboramos a seguinte questão: Qual a base de conhecimentos para a formação de professores de Educação Física? *O* objetivo visa identificar e analisar *que conhecimentos são reconhecidos como importantes para a formação de professores de Educação Física, sob a perspectiva dos professores envolvidos no currículo citado.*

Foram entrevistados 11 (onze) professores de diferentes disciplinas e de diferentes centros de estudos da instituição que atuaram na primeira série do curso (ano 2005). As narrativas desses professores foram obtidas por meio de entrevistas semi-estruturadas e analisadas a partir da construção de Unidades de Análise Temática. Podemos dizer que os resultados demonstram ênfase nos conhecimentos de conteúdo específico como necessários para a formação do professor de Educação Física, além de carência teórica sobre o que vem a ser essa base de conhecimentos para o ensino.

PALAVRAS-CHAVE: Formação de professores, Currículo, Educação Física.