# 19 - THE PROFESSIONAL COMPETENCES: A LOOK ON THE INITIAL FORMATION IN THE PHYSICAL EDUCATION.

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**IN THE RHYTHM OF PHYSICAL EDUCATION'S HISTORY**

As Cagigal analyzes, the times of crisis have the advantage of bring the obligation to reconsider the customs, habits, values and even reasons of life. The times of crisis patent the weaknesses and institutional petulances and even force a humble research to manage the data and find new philosophies.

Others say that the joy and sorrow have the power to bring people together. But it is much easier get together to celebrate than get together to solve calamity.

Digging in this direction, the investigation, as Pierón (1988), Demo (2002) and Maciel et al. (2004) said, would have validity only if the results could be applied, this is, if overcome the world of concepts and theories to transform into actions, more coherent, more adjusted to the times and more consistent in our beliefs.

For this to happen it is necessary that the teachers, who will give substance to the idea, who will turn the thought into action, are in tune with the innovative. It seems that this tune had not been reached, as Carreiro da Costa (1995), Maciel and Shigunov (2004), Marcon (2005) and Tardif (2002) suggested, nor the understanding of shared educational action. However, it was the role of these elements over time, which gave rise to different ways to approach this issue. The past was the first step of systematization of sporting phenomenon, as a product of global consumption. It should be renounced? In absolute! The sporting world is very rich, very fertile, very great to be left aside, or be delivered to others (often lay). Thus, facing the challenge of the present time, changes are required, the quality is charged, the goals are requested, professionalism is tax.

The formation of teachers has always been a subject of considerable complexity and with various aspects of studies. Studies indicate some directions to be followed, but are based, primarily, on three basic premises: the purposes and objectives of education desired; citizen's formation formation

One of the questions that we could ask would be: which principles, scientific or not, should be based to provide the training of teachers at different levels and ages?

The curricular components that guide the education of every nation depends on different variables, which are placed as priorities and the slopes as guiding the conduct of training, regardless of the degree of expertise or the vocation of the trainees. The slope, labor-specialized, passes through the first three, being, in fact, their praxis.

The creation of the labor-specialized and highly qualified is the dream of all countries. The big question that is raised is what the Physical Education provides as educational action, as the authors Azevedo (2001), Bento et al. (1999), Mattos and Neira (2000) and Tani et al. (1988). Hebrard (1986) question, identifies four groups of knowledge that the Physical Education should concern in transmit to the students of different grades. The group of social practices knowledge wants to trasmit the practices of the objectives and content of education for Physical Education and Sports as well as other activities such as driving opportunities, and the social status. The second group of knowledge to be studied is the knowledge transmitted to values, norms and the representative of the Physical Education and sports, not only as transmission of values, but as awareness and capabilities susceptible to enable adults of the future, an ability to resolve the new problems and beyond. The third group of knowledge to be forwarded concerns to the development and functioning of the child and adolescent, with the current data that typify forms and procedures of learning possible in the different levels of schooling, all based on the research work.

The last aggregation of knowledge allows to glimpse knowledge concerning educational activities, procedures for transmission, attitudes of regulation developed by an educational situation, creating, for each group of students, a new problem, and knowledge of specific resolutions.

Finally, they interrogate the diversity of current conditions of education on the different contents and the possibilities of transformation and evolution of Physical Education, with the focus on freedom and responsibility to the students, as Mattos and Neira (2000) consider.

We must not forget that most of the researches took place in the classrooms and not in places of higher performance of the professor of Physical Education, be it in the gym, on the court, in the field of football, in the pool or on the athletics track. The current century is particularly rich for the Education in general and the specific methodologies as Bento et al. (1999), Nasário (2001) and Teodorescu (1984) suggest, are essential, requiring a reflection about the different and necessary actions of the teacher in different fields of activity and sports content and Physical Education.

The vision in the formation of teachers, as Annarino et al. (1980), Delors (2001), Birth (2002), Sanmartin (1995) and Silva (2000) suggested, should help: 1) the competence of practitioners in the development of capabilities and technical skills; 2) the competence in the treatment members of problems - engine and the performance of social skills and citizenship of the students; 3) the increase of knowledge, skills of reflection and analysis for professionals to master the problems in social contexts predominance of labor, sports and respect that are governed by rules, amend and change; 4) the development of positive affective ties with the specific work and technical (work of office, medical and dental care, care of sales, exercise, play, sport, dance and the leisure); and 5) an existential enrichment by offering opportunities for the joy playful and effort, in addition to the excitement labor and sports.

The teacher's responsibility in the transmission, capture and development of intellectual capabilities, social, affective and motor on the student should be a mission of teachers, each with its emphasis, however, each with a global vision. Certainly, education is, in its concept, a process, therefore, according to a direction and being oriented to a purpose.

Expand the opportunities of education to the population means creating multiple opportunities to upgrade scientific, professional training, technical expertise, cultural expansion and, above all, the complement of the training school. The company also has its technical schools and their education should be not only technical but competent to form a citizen to a complex and globalized society. Giroux (1997) says that you should build teaching models on a theoretical structure that situated schools and the teaching in a socio-political context, with the leading role to be an agent of socialization and answer for social skills so that they can become truly free.

For Krug (1996), Matos (1994) and Tardif (2002) the basic components of teaching-learning competence should be: **1) the general and specific knowledge of what is relevant to the educational process of growth; 2) the capabilities, prioritizing the particularities of each individual to perform certain activities and complex, in the various offices of living in society; 3) skills, embedded and automated components aware of the action, stemming from the implementation of the various social activities; and 4) habits of work, automated components, routine, continued for a particular action, which should always be**

**focused on the social performance**

The most studied variables focus, in particular, the characteristics of the teacher, related to the performance of students. This trilogy is undoubtedly the most important factors, of course, in addition to the matter being taught, as Carreiro da Costa (1995) and Pierón (1988).

Although the act of teaching involves a hierarchy of power, remains a relationship and the different aspects that are involved in the act of education depend on this action and these forces present, and emphasize Demo (1998.2000), Siedentop (1983) and Walberg (1986).

The interaction in a gym, on a runway or in an open space should be considered as another kind of interaction, specific, particular, but in both types, the rules of interaction are valid.

Regardless of any other issue, the teacher should be careful, especially, the three basic aspects of an action in the classroom, in his professional performance: 1) didactic attitudes; 2) attitudes and content organization; And 3) attitudes of interaction .

Attitudes are educational indicators that reflect the efficiency and the technical performance of the teacher in the classroom or in another environment. Emphasis will be on different methods and techniques planned and discussed also with the other teachers.

Attitudes of content and organization are linked to the matter that is being presented and studied for and by students, and the use of appropriate forms and motivating for the existing space and equipment available in the institution or in another environment.

Attitudes of interaction are the behavior and expressions of affectivity expressed during the class or its performance career. The creation of a climate positive or negative is situated in this area.

Everybody knows, as Gadotti (1995) and Walberg (1986), that education can be in many environments, but it should always be viewed in a comprehensive way.

The inter-relationship of the three areas of skills or abilities (didactic, affective, organization), discussed and practiced by those who desire education changes must offer the effectiveness and the motivation to achieve them. Several surveys indicate axis guided through the data raised in different social realities, with different individuals and different acts (ASSMANN E SUNG, 2000; AZEVEDO, 2001; CARREIRO DA COSTA, 1995; SHIGUNOV, 1993; SOUZA JR., 1999). The results seem to indicate that the teachers were prepared for coaches and instructors, and require command and not to educate, discuss, praise, understand and accept.

The Physical Education, currently, looks for new paradigms, new ideas, new ways to treat an old challenge. It is presented for consideration by the Goethe said: It is not enough to know, we need to do; Not just want, we need to act. Delors (2001), in the analysis of the professional competences of teachers, it says, confirming what many regard as important for the end of the training of teachers in general, know, do, live and be. Everything being lived in the world of technological change and high turnover despite the news always being privilege, as always, of minorities, of privileged, wealthy and powerful.

**PATHS WITH DIFFERENT PERSPECTIVES IN FUTURE**

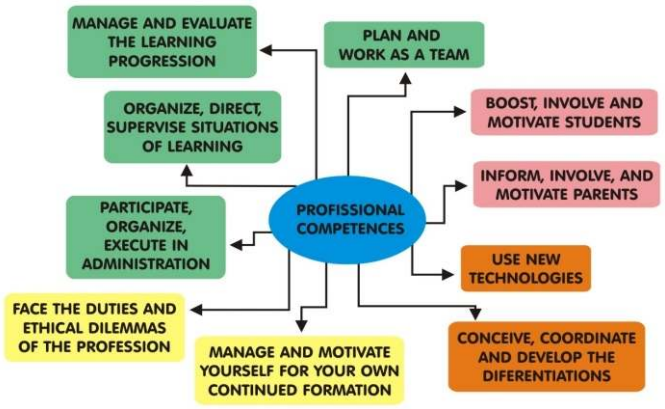
Those who are graduated can't ignore that generate the question of philosophical changes, educational, technological and economic, and may turn your professionalism obsolete, and their only weapon is the ability to adapt, therefore, its retraining.

Thus, there should be less focus on knowledge itself, and more on developing capacity and desirable skills, specific and social skills and technical competences. The man of the future begins to show his contours. Surely that the Physical Education should be oriented towards a learning with value for the motor culture, also out of the school, as Bento et al. (1999), Mattos and Neira (2000) and Oliveira (1999) defend. But the Physical Education, including the sport within the schools and between the schools must, above all, give chance to exciting and cheerful experiences, rich and complex, to submerge the capabilities of each individual human being.

On the other hand, the lessons' orientation of Physical Education as real activities of teaching-learning should be the core function of the Physical Education.

The competences to teach, as Perrenoud (1999, 2000) says, would be determined by how to act and be near the school, especially with performance in school, however, are concepts applyed to many situations. Ten professional competences linked to the performance of the teacher, as is shown in Figure 1.

Figure 1: The professional competences




Source: Perrenoud (2000)

Connected to the different and numerous competences, abilities and attitudes you can list the most different and countless axis of teachers' performance on Physical Education. With the new possibilities of application of competences earned by the various training courses, the professional performance is expanded and diversified, requiring new ways of working, as Nascimento (2002) and Marcon (2005) point in his studies.

**AXIS OF PROFISSIONAL PERFORMANCE**
**SCHOOL (different levels)**
**LEISURE (many ways)**
**RECREATION (different actions, different ages and places)**
**DANCE (all kinds)**
**SPORTS (countless)**
**MARTIAL ARTS (very special)**
**INDIVIDUALS WITH SPECIAL NEEDS (another actuation world)**
**AESTHETICS (always sought by both genders)**
**PERSONAL (for those who don't have free time)**
**ACADEMY (still in evidence, innovating)**
**ECO OR SPORT OF ADVENTURE (a new world)**

**EVENTS (preparation)**

For Assmann and Sung (2000), other competences are required in the evolution of man and these may be wide, visionary or simply weird, but always linked to the sympathetic sense, the sensitivity's awakening, solidarity, focused an education for the hope. Thus, the fundamental to education would be: a) that the humanity build happiness; b) that the image of the man who will be trained is positive; c) that the human being is perfect; d) that the human person is able to liberty; e) that the purpose of education is grounded; f) that the student's motivation is real; g) that the school structures are adequate; h) that the education is not manipulated; i) that the virtue could be taught; and j) that the contents are full of theoretical pluralism.

**THE WAY TO A ELUSIVE CONCLUSION**

The training of all professionals, regardless of their field of expertise, but mainly those linked to the transmission of knowledge and formation of others, must go through a restructuring both conceptual and practical, to form professionals more ethical, more competent, more responsible, more aware and, above all, with more humane attitudes. It should be noted that the school don't confer with the diploma, the range of competences, abilities and values that are necessary for the current and future labor market.

The new realities are always detailed and defined by the objective structures,by the reality that insert and explain. Thus, schools should precedence for the quality, competence, efficiency and consistency, which are the parameters of a struggle for the humanisation, autonomy, skills and different vision.

We should precedence for culture which is the ability to transform knowledge, skills, values and attitudes in other conduct that the research legitimizes.

Through pedagogical actions must be printed, for the cultural habits of living and quality, setting specific knowledge inserted in globalizing thoughts and integrated, requiring a revaluation, but also, new eyes on old issues and problems of man.

This change requires, as well, in any way, a new mentality of the teaching community, accustomed to be protected, whose willingness to intervene more actively in their own models of education has been repeatedly frustrated. The Physical Education should be in a position of greater projection into the curriculum of the School, even front of other disciplines. At school, the prestige of the Physical Education should be seen by the excellent physical space that account for the activities, as well as daily school. It should have abundant teaching materials, hourly load than most disciplines of general education, should keep an own department, getting money for the projects, with educational and administrative autonomy. In summary, we can say that the purpose of the school of the XXI century, is to build a culture oriented to the critical thought, that intend to provide the individual subject a deeper sense of their place and their potential role of protagonist in the building of humanity's history.

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**THE PROFESSIONAL COMPETENCES: A LOOK ON THE INITIAL FORMATION IN THE PHYSICAL EDUCATION.**

**ABSTRACT:**

The objective of this work was to reflect the formation of Physical Education teachers on its historical trajectory under the changing perceptions that happened during the formation of physical education professionals course (recent denomination). Therefore, it takes place, once more, in front of the challenge of the XXI century, in which changes are demanded by the market, quality is expected, and personal goals are requested. For the professionals that are graduated, they cannot deny that they generate philosophical, pedagogical, technological and economical changes, and they can, at any time, make their professionalism obsolete, and their only weapon would be their adaptation capacity, i.e. their re-qualification. A concern on the existential enrichment by offering opportunities of a decent professional performance is mandatory. The complexity of professional performances spots can be emphasized the school (different levels); leisure (many ways); recreation; dance (the most different ones); sports (countless); martial arts (very special), individuals with special needs (another actuation world); aesthetics, personal training, gym, events, and so many more, made by the diversity of schools of thoughts (many conceptions); it's not always offered, but it is always demanded by the students, clients, athletes, sportsmen and people from the most different areas, competence, knowledge, positive interaction, finally a worthy professional performance. Only the initial formation course, by the most different demandings, are not going to handle that the future professional are going to have the skills, the competences, the habits and the ethics for the profession performance. Like this, we are again on a crossroad: at on side, the market; and on the other, the professional-citizen. As much as the man, the professional of the future is showing its outlines, for their formation and performance agrees with mankind rules.

KEYWORDS: formation of teachers; Physical Education; Performance training.

**LES COMPÉTENCES PROFESSIONNELLES : Un REGARD SUR La FORMATION INITIALE DANS L'ÉDUCATION PHYSIQUE.**

**RESUMÉ:**

L'objectif de ce travail était de refléter la formation des professeurs d'éducation physique sur son trajectoire historique sous les perceptions changeantes qui se sont produites pendant la formation du cours de professionnels d'éducation physique (dénomination récente). Par conséquent, il a lieu, une fois de plus, devant le défi du siècle XXI, l'où des changements sont exigés par le marché, qualité est prévu, et des buts personnels sont demandés. Pour les professionnels qui sont gradués, ils ne peuvent pas nier qu'ils produisent des changements philosophiques, pédagogiques, technologiques et économiques, et ils peuvent, à tout moment, rendre leur professionnalisme désuète, et leur seulement arme serait leur capacité d'adaptation, c.-à-d. leur re-qualification. Un souci sur l'enrichissement existentiel en donnant des occasions d'une exécution professionnelle décente est obligatoire. La complexité des taches professionnelles d'exécutions peut être soulignée l'école (différents niveaux) ; loisirs (beaucoup de manières) ; récréation ; danse (la plus différente) ; sports (innombrables) ; arts martiaux (très spéciaux), individus avec les besoins spéciaux (un autre monde de mise en action) ; esthétique, formation personnelle, salle de gymnastique, événements, et tellement beaucoup plus, faits par la diversité des écoles des pensées (beaucoup de conceptions) ; elle n'est pas toujours offerte, mais elle est toujours exigée par les étudiants, les clients, les athlètes, les sportifs et les personnes des secteurs les plus différents, compétence, la connaissance, interaction positive, finalement une digne exécution professionnelle. Seulement le cours initial de formation, par les demandings les plus différents, ne vont pas manipuler que le futur professionnel vont avoir les qualifications, les compétences, les habitudes et l'éthique pour l'exécution de profession. Comme ceci, nous sommes encore sur un carrefour : sur du côté, le marché ; et de l'autre, le professionnel-citoyen. Autant que l'homme, le professionnel du futur montre ses contours, parce que leur formation et exécution est conforme aux règles d'humanité.

MOTS-CLÉS: formation des professeurs ; Éducation physique ; Formation d'exécution.

**LAS CAPACIDADES PROFESIONALES: UNA MIRADA EN LA FORMACIÓN INICIAL EN LA EDUCACIÓN FÍSICA.**

**RESUMEN:**

El objetivo de este trabajo era reflejar la formación de los profesores de la educación física en su trayectoria histórica bajo opiniones que cambiaban que sucedieron durante la formación del curso de los profesionales de la educación física (denominación reciente). Por lo tanto, ocurre, una vez más, delante del desafío del siglo XXI, en el cual los cambios son exigidos por el mercado, calidad espera, y se solicitan las metas personales. Para los profesionales que son graduados, no pueden negar que generan cambios filosóficos, pedagógicos, tecnológicos y económicos, y pueden, en cualquier momento, hacer su profesionalismo obsoleto, y su solamente arma sería su capacidad de la adaptación, es decir su re-calificacio'n. Una preocupación en el enriquecimiento existencial ofreciendo oportunidades de un funcionamiento profesional decente es obligatoria. La complejidad de los puntos profesionales de los funcionamientos se puede acentuar la escuela (diversos niveles); ocio (muchas maneras); reconstrucción; danza (las más diversas); deportes (incontables); artes marciales (muy especiales), individuos con las necesidades especiales (otro mundo de la impulsión); estética, entrenamiento personal, gym, acontecimientos, y tan muchos más, hechos por la diversidad de escuelas de los pensamientos (muchos conceptos); no se ofrece siempre, sino que es exigida siempre por los estudiantes, los clientes, los atletas, los sportsmen y la gente de las áreas más diversas, capacidad, conocimiento, interacción positiva, finalmente un funcionamiento profesional digno. Solamente el curso inicial de la formación, por los demandings más diversos, no va a dirigir que el profesional futuro va a tener las habilidades, las capacidades, los hábitos y el ética para el funcionamiento de la profesión. Como esto, estamos otra vez en una encrucijada: en en el lado, el mercado; y en el otro, el profesional-ciudadano. Tanto como el hombre, el profesional del futuro está demostrando sus contornos, porque su formación y funcionamiento conviene con reglas de la humanidad.

PALABRAS CLAVES: formación de profesores; Educación Física; Entrenamiento del funcionamiento.

**AS COMPETÊNCIAS PROFISSIONAIS: UM OLHAR SOBRE A FORMAÇÃO INICIAL EM EDUCAÇÃO FÍSICA.**

**RESUMO:**

O objetivo deste trabalho foi refletir a formação dos professores de Educação Física em sua trajetória histórica sob a percepção de mudanças que aconteceram durante o percurso de formação dos profissionais de Educação Física (recente denominação). Assim, encontra-se, mais uma vez, frente ao desafio do século XXI, que as mudanças são exigidas pelo mercado; a qualidade é cobrada; e os objetivos pessoais são solicitados. Quanto aos profissionais que são formados, não podem ignorar que geram as mudanças filosóficas, pedagógicas, tecnológicas e econômicas e podem, a todo o momento, tornar obsoleto o seu profissionalismo e, a sua única arma seria a capacidade de adaptação, ou seja, a sua recapacitação. Deve haver uma preocupação no enriquecimento existencial pelo oferecimento de oportunidades para uma atuação profissional competente. A complexidade dos lugares de atuação do profissional pode-se destacar o campo escolar (diferentes níveis); de lazer (inúmeras); da recreação, da dança (as mais diversas); dos esportes (incontáveis); das lutas (muito especiais); das pessoas com necessidades especiais (um outro mundo de atuação); da estética, do *personal*, da academia, dos eventos, e de muitos outros, formado pela diversidade de escolas (muitas concepções); nem sempre lhe é oferecida, porém, sempre lhe é cobrada pelos alunos, clientes, utentes, desportistas, atletas e indivíduos dos mais diversos meios, a competência, os conhecimentos, a interação positiva, enfim uma atuação profissional digna. Apenas os cursos de formação inicial, frente às 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 se está na encruzilhada, por um lado o mercado, por outro o cidadão profissional. Julga-se, que tanto o homem como o profissional do futuro está mostrando os seus contornos, para sua formação e atuação serem condizentes com os ditames da humanidade.

PALAVRAS-CHAVE: formação de professores; Educação Física; atuação profissional.