118 - THE PROBLEMS OF INITIAL GRADUATION AND THEIR INFLUENCIES ON THE PEDAGOGIC ACTIONS OF PHYSICS EDUCATION TEACHERS

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INTRODUCTION

The initial undergraduation is the moment that the future teacher acquire pedagogical, scientific and specific knowledges of teaching. By COSTA,1996, if this undergratuation period don't promote changes in the wrong knowledges and common sense about school, about the Physical Education and the teaching that the student learned before starting the university, this conceptions will influence in their teacher's action.

Actually, many teachers aren't correctly persuade, in this way they make a work not so good in the classroom and a lack of agreement of that really it is the Physical Education in the school, its functions and objectives before the school and the students.

Of this form, our problem appeared: Exists evolution in the thought on the purpose of the teaching professional performance and knowing them necessary for the exercise of the teaching in Physical Education of compared initial students and concluding students of the graduation with operating teachers in the school?

With our procedure it was looked to reach the following objective: To analyze the thought of initial and concluding students of the course of Physical Education and operating professors of the area in the basic education on the purpose about the finality and the knowledges necessary for the teacher's action.

TEACHER'S ACTION

The word teaching it's used in such a way to assign to the action and the practical ones to teach as the different levels and modalities of the educational system. The meaning etymological of the verb "to teach" comes of the Latin that it is to indicate, to make signal or to point in a direction, however, the meaning of the word varies in reason of practical social of the peoples, disclosing the different conceptions that elapse of these practical. No longer case of education and the word to teach, its meaning can in accordance with have diverse variations, sensible and meanings the diverse theories and educational paradigms that guide practical the pedagogical ones, the teaching.

To teach is a complex and ample process, that goes beyond the simple transference of information, of knowing to make, the memorization and the model, that is historically used, in the lessons of Physical Education, giving the false impression that is teaching something, being in the reality, a great confusion between the words to train, to train and to memorize with the word to teach.

To teach and to learn, that still independent, they integrate a process ampler call education. Each individual that participates of this process must understand the reason to be there and to each day, to inside look the meaning of its activity of this process. The professor who teach and the pupil who learns are together, in a constant exchange of knowledge, transmission to know essentials, search of a signification these to know before the daily one of the school of the society and its proper life; they are practical that they occur to each moment, without interruptions inside of the educative process. This exchange to know is not about the specific contents of the Physical Education, therefore these, the professor has the obligation to know more than the student. The knowledge exchange if gives in the measure that the professor if becomes professor each lesson and through the reaction before determined way to act, the professor remakes it, in search in the best way that if can occur the understanding of the students. The professor learns with the students to be professor, or either, to remake and to rethink its pedagogical strategies, however the contents and to know scientific continue the same ones.

In this direction, the education (on school) is much more ample and more complex of the one than the simple transmission of contents. Professor when to consider such complexity and amplitude of education will understand that its function will have to provide that students understands contents that it is necessary, however, professor not must to be mentally ill to that he happens inside of the pertaining to school walls, must to analyze what he happens outside of the school, with the main facts that occur in the society and the daily one of the student, not if limiting to I teach of contents, but yes, believing that, with its task of teaching, he will go to more good make its part in the attempt of a society through its work and of its action professor.

TEACHER'S KNOWLEDGES

In way the challenges and uncertainties, the professor must develop it's a specification that is to teach, and when making this, assumes diverse responsibilities and tasks, that are inherent to the education process where if it searchs the learning accomplishes of educating. Tasks these, that would not obtain to be explained and to be based only on a formation technique or a guide technician of "as if it teaches". E so that of fact education occurs, is necessary that the professor understands what makes, because makes, when makes, so that it makes, when, because and so that evaluates.

One notices that for the necessary construction of knowing them of the professor, the teaching action pass for spiral stages needing a constant collective and individual analysis, or either, the quarrel, the dialogue on the action, abstraction, reflection, individuality and subjectivity of each professional to arrive itself at knowing professors to them who always will be made use the reevaluations and renewals, as a cycle that if it renews to each retaken of thought.

This varied set of learnings and experiences that are part of all the teaching formative process must be extended of the initial formation until the ending of the teaching career, being able to be called as scientific, pedagogical, psychological, philosophical, anthropological knowledge and the knowledge that the professor constructs through the experience of its daily one of classroom. This is only possible will have a dialogue, carried through for the proper professor between its action and the theoretical base that its gives to it to sustentation to act it.

METHODOLOGY

This study it was carried through by means of a research of field of qualitative matrix.

The collection of data if gave by means of a questionnaire with 17 opened questions, and had turned around the thematic ones: education, Physical Education, curriculum and professional formation. To give account to reach the objectives of this research we analyze two questions that had been: which the function of the professor of Physical Education? Which to know them necessary for its teaching action?

This questionnaire was applied in three distinct groups: a) in 62 professors of Physical Education who act in the basic education, b) in 102 students of Physical Education whom they attended a course the last year of graduation based for resolution CFE 03/87, in the years of 2005 and 2006, and c) 108 students that they attended a course the first year of the course of Physical Education conducted by resolution CNE 01 and 02/02, in the years of 2005, 2006 and 2007, in the Universidade Estadual de Londrina.

The objective is not here to compare the answers of the interviewed ones, but yes to verify the thought of each group that answered to the questionnaire.

To illustrate better, we divide the analysis of the answers, the interviewed ones, taking as base the two questions chosen for

this research, functions of the professor and to know of the professor.

ANALYSIS

FUNCTIONS OF THE TEACHER

As reply of which the functions that the professor of Physical Education must play in its context of work, of the 102 concluding students of the course of Physical Education, only 46 had answered that the function of the professor is of fact to teach and to be teacher. While that the answers of the 108 beginning students in the course, 36 had indicated, in its answers, the action to teach as the function of the teacher of Physical Education. Of the 62 operating professors in the basic education, 32 of them had indicated the action to teach as function of the teacher of Physical Education. Therefore, the data in show them that less of the half of the total of the interviewed ones they consider the action to teach as specificity and function of the professor of Physical Education.

The development of motor abilities in the students, by means of the lessons of Physical Education, was cited as being function of the professor, for 28 concluding students, 14 initial students and 24 of the operating professors in the basic education. Another function that appeared in the answers was the promotion of the health, was cited by 12 of the initial students, 8 of initial students and 29 of the professors. In these two cited functions, development of motor abilities and promotion of the health, both are not part of the main function of a professional of the teaching, that is to promote and to create propitious conditions for the learning of the proper contents of the Physical Education. We have certain that, when studying the contents of the area, the children will be able to understand better as to act in the daily one to improve the promotion of the health, but cannot be considered as an end in itself exactly.

With regard to these cited functions of the professor in the answers of the interviewed ones, we can infer that the concluding students, teachers and egresses of the courses of Physical Education and students had answered for reason of the type of profile and objective of the course that had still attended a course and they were attending a course, based in resolution CFE 03/87, that it is the course that answers for the education of the knowledge, with some disciplines specific to work in the school and in the great majority of you discipline them to give counts outside of the knowledge of the pertaining to school context, giving to the course a character general. This formation such as it was being proposal really, as the analyzed answers, were not obtaining to promote a knowledge adjusted to exert the teaching.

Already in the answers of the initial students, we can infer that it was the perception that the same ones had had when had attended a course the basic education, or either, for the attitudes that many of its professors of Physical Education had had to it they had passed for its life in the school.

We still find in the answers, that the education of the game, the dance and the sport was indicated by 10 concluding students, beginning 42 and 48 of the operating professors. It is certain that the education of these cultural manifestations is part of the content of disciplines of Physical Education, however, is not the main function and nor its specificity. When acting in classroom the professor will go to teach to the contents game, sport, dances, among others, promoting in the pupils an understanding and lives deeply of the same ones. In this function cited for the interviewed ones he was possible to verify a bigger incidence in the answers of the beginning students, with relation to the concluding students.

He can yourself be inferred, for these answers, that were what many of them had had as experience in the Physical Education while they frequented the education basic. This look is to ingenuous a social construction and common sense, regarding the function of the professor of Physical Education.

Another confusion, how much the function of the professor, found in the answers of the students and the professors was not to exclude the pupils in classroom answered for 6 of the concluding students, 8 of beginning and the 5 of the operating professors in the school. We know that the exclusion of the pupils is not important and necessary inside of the pertaining to school context, however, it is function of all the faculty of the school and nor not only exclusive of the professor of Physical Education.

One notices that the operating speeches of the initial students, concluding students and professors had been very similar and with a little significant difference in the analyzed answers, appearing a small quantitative difference as for the development of motor abilities and to the education of the game, the dance and the sport.

TEACHER'S KNOWLEDGES

From the analyses of the answers of the beginning and concluding students and the professors on knowing necessary the teaching action to them, could be perceived that the answers of the three interviewed groups of continue similar very, with little significant differences. It was perceived in some interviewed answers that one determined number of had confused what it would be function of the teaching and to know of the professor.

In that if it says respect to knowing necessary the practical professor, 35 of concluding students and 38 of the beginning pupils, had answered that to know necessary the professors of Physical Education they are on to biology and the physiology, or either, that they say respect to the growth and human development. As it shows you speak them of some of the concluding students and beginning pupils of the research.

In fact, the professor of Physical Education must also know these scientific knowledge in which, is necessary to the teaching action. However, what if he can perceive, through the answers of the interviewed ones, he is that these physiological and biological knowledge had been considered only on to the physical of the citizen and as necessary for the lessons of Physical Education, on only aspect to the development of the students for the improvement of the performance in sportive modalities, to find and to develop talents, being that these knowledge must be worked with the pupils for one better agreement of its body and of as the same ones influence outside in its lives of the school, besides being knowledge that they give to support for the construction of some contents of the Education Physics and not simply to be worked with the end of developing potentialities in the pupils. These to know cited for the interviewed ones had a linking on the part of them, that to know pertinent the professor of Physical Education they would be the sportive knowledge. The sport was indicated in the research for 16 concluding students, 18 initial students and 20 of the operating professors. One more time one of the necessary knowledge to the professors of Physical Education was indicated, however of isolated form as if it was the only knowledge necessary to the professor, or as even though synonymous of the area to be able to mediate the lessons of Physical Education. The sport, as a cultural manifestation of strong influence in our society, must yes be studied and be understood in the lessons, however, as one of the contents to be taught, approaching its origins, history, rules, the construction of why of being a cultural manifestation and the importance of if studying in the school in one determined level. The mistake in this reply was to consider the sport as the only the most important content or pertaining to school Physical Education, and still signaled as income, competition and the performance of techniques and abilities techniques.

It has a linking between the sportive knowledge and physiological very gifts in the answers of the interviewed ones, therefore, it has a maken a mistake idea of the society in which, the professor of Physical Education, must through its lessons prepare athletes who will be distinguished in the future. One gives credit that the sport can take off children of the drugs and form better citizens, as if the sport by itself was capable of such possibilities. The sport can yes be one of the ways that come to help in the formation of the children, however alone it does not make nothing, is necessary the pedagogical action of the professor by means of its pedagogical and scientific knowledge so that then, these possibilities are reached.

Another reply that appeared of the interviewed ones he was regarding the recreatives knowledge that the professor of Physical Education would have to possess. Of the concluding students, 5 had answered that the recreatives knowledge are necessary to the professors of Physical Education, 9 of the beginning pupils and 6 of the professors had presented this reply.

These recreatives knowledge if do not support, therefore, the Physical Education, as it disciplines curricular obligator is being considered for us as knowledge area, contains contents to be taught for the professor and understood for the pupils.

Education would not occur of fact if the action of the professor was only in giving activities that had the concern to amuse the pupils, as if the lessons they were a compensation for the others you discipline considered, for the laypeople, as intellectual. When providing the education of one definitive content, the professor must be worried that the chosen strategy, for the guiding of this subject, has a playful character, or either, the chosen way must be pleasant for the children. What it differentiates the activity of the professor and of a recreador they are its objectives. While for the recreador its activity has end in the same one, for the professor, the activity, it must be one in the many ways so that, its pupil, reach the objective to understand one definitive content.

The knowledge of the professor must be practices and theoretician, was what it appeared in the reply of 10 concluding students, 9 of beginning and the 7 of the operating professors in the basic education. The theory and the practical one had been mentioned here by the interviewed ones of isolated form, as if first a theoretical basement was necessary practical to occur it. Not having coordination between knowing theoretician and practical knowing. The ethical and moral knowledge had appeared in the reply of 6 of the concluding students, 5 of beginning and the 6 of the operating professors. It is evident that these knowledge are important for the pedagogical action of a professor of Physical Education, however, they are attitudes that are inherent to the work of all the professions and all the citizens, not being an item that if would only detach for the professor of Physical Education.

Finally, the pedagogical knowledge of the professor had appeared in the answers of 16 concluding students, 14 initial students and 10 operating professors. This number can be considered small for being one of the main knowledge that must have appeared in the answers, at least on the part of the concluding students and of the professors who already act with the area.

The pedagogical knowledge are one of the main ones, clearly that it is not enough to exert the function of the teaching, therefore, in it this inserted all the daily action of the professor, are what it makes possible the relation and interaction pupil professor and professor pupil, as, because and so that to teach, when, because and so that to evaluate, and still its ethical principles. They are those where the professor learns to answer as if he gives the knowledge of the pupil. They are knowledge that enable the professor to create more propitious situations the perspective learning in accordance with determined or model of education that the professional chooses to follow.

To know them pedagogical knowledge as to organize and to direct situations of teach-learning, evaluations, to manage situations in accordance with problems the level of school level of the students; to teach contents that are pertinent the series, among others.

To the side of the pedagogical knowledge, expected that the pupils, mainly the operating concluding students and teachers, indicated the scientific knowledge as necessary to the educative action, therefore, in it such are inherent knowledge as: educational paradigms, theories of education and learning, resume theory, on the function of the school and its proper one disciplines among others. To know them scientific they are those that say respect to the specific contents of the performance area, are these knowledge that support the action teaching. However, this reply, some was not cited by pupil, that participated of the research, as being to know of the professor.

It can be perceived as the answers of the initial students and concluding students in the course of Physical Education they are with small variations e with little significant differences.

CONCLUSION

The initial formation is the moment in which if it acquires knowledge and it promotes alterations in the maken a mistake conceptions that the student loads with it when she initiates in the university. Soon, the process of initial formation can be perceived that guided by 03/87 resolution CFE this not reaching its objectives in that the teaching says respect. These concluding students would have to be more conscientious regarding its functions before the school and which knowledge they need to act in. The minority of the concluding students understand as function and specificity of the professor of Physical Education the action to teach and attribute as function of the professor of Physical Education activities that are pertaining to all the professors of the school as to dominate the content, to interact with the pupils, among others.

This imperfection in the initial formation of professors influences directly in the pedagogical actions of the future professors of Physical Education, therefore, without an adequate formation the professional futures arrive in the school to the same give the lessons with thought regarding the Physical Education in the school of that the other professors, parents and pupils, thus not having, conditions of this professional to argue, if to locate for one better work.

One concludes that the initial formation such as it was based on resolution CFE 03/87 really was reaching the necessary objectives the teaching action. The change of resume of the course really was necessary for an education of the Physical Education in the school of better quality and that better it takes care of the objectives of the teaching. What one expects is that the course based on Resolution CNE 01 02/02 obtains to reach its objectives related to the teaching for one better legitimacy of the Physical Education in the school.

How much to the professors who already are acting in the basic education, one expects, that the same ones, feel the necessity to look forms of continued qualification, in which, gives to support for one better deepening and ressignificação of the questions related to education, to the objective and purpose of the pertaining to school context.

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THE PROBLEMS OF INITIAL GRADUATION AND THEIR INFLUENCIES ON THE PEDAGOGIC ACTIONS OF PHYSICS EDUCATION TEACHERS

ABSTRACT

The initial undergraduation that comprehend a set of pedagogical, scientific and specific knowledge necessary for the teacher's action has the objective of improvement, construction and reconstruction of the wrong knowledges and common sense that

the student learned before starting the university. However, is the initial undergraduation process, the Physical Education undergraduation, obtaining this objective? The objective of this work is to analyse if occurred evolution on students thoughts after attending Physical Education undergraduation about the purpose of the teacher's action and the knowledges necessaries for the teacher's action when compared with initial students thoughts, concluding students, and graduated teachers that already works on school. This study is a qualitative search. For data collection were used questionnaires which were about teacher's actions. It was applied to initial students of Physical Education course of the Universidade Estadual de Londrina, oriented by the resolutions CNE/CP 01 e 02/02, and concluding students in the same university, oriented by de CFE03/87 resolution in the Physical Education course of last tree years and teachers that work in the basic education. The thoughts of initial students and concluding students didn't show significant changes. So the curriculum based on resolution 03/87 isn't obtaining its objectives with the education for the initial undergraduation because of its generalist character. The continuous formation isn't obtaining its objectives at school. One expects that the new course based on the resolution CNE/CP 01 e 02/02, reaches the objectives hoped for the school Physical Education.

KEYWORDS: Physical Education; Initial graduation; teacher's action.

LA PROBLEMATIQUE DE LA FORMATION INITIALE ET LES INFLUENCES DANS LES ACTIONS PEDAGOGIQUES DU PROFESSEUR DE EDUCATION PHYSIQUE

RÉSUMÉ

La formation iniciale que compred un ensemble de savoirs pedagogiques, scientifiques et spécifiques nécessaires par l'enseignement , elle a l'objectif de perfectionner, construire et reconstruire les connaissances équivoques et de sens commun qui l'étudiant a obtenu devant d'entrer dan l'université. Pourtant, sera que le procès da la formation iniciale, la graduation en Education Physique, arrive à cet objectif ? Ce travaille, il a comme l'objectif analyser si dejá a existé un évolution dans la pensée des étudiantes en faire le cours de graduation en Education Physique sur la finalité de la performance profissionnelle enseignant et des savoirs nécessaires pour l'exercice de l'enseignement en Education Phisyqiue quand nous avons analysé les étudiantes qu'entrent et partent de la graduation et les professeur qu'agi dans les écoles. Cet étude s'a réalisé par le moyen de une recherche de champ avec l'objectif qualifiqué. La cueillette de donées est arrivé par le moyen des questionnaires avec sujets que se rapportait à l'ensegnement que s'appliqué dans les étudiantes qu'entrent dans le cours d' Education Physique de l' Université de Londrina que s'a orienté pour les Resolutions CNE/CP 01 et 02/02 et les étudiantes qu'a terminé le cours de graduation en Education Physique de la même institution avec l'orientation de la Resolution CFE 03/87, en Education Physique de les trois dernière annés de l'Université de Londrina et professeurs que font la performance dans l'education basique du réseau public et privé de l'enseignement. Nous remarquons que le pensée des étudiantes qu'entrent e les étudiantes qui partent qui nous avons analysé dans le recherche, ils a obtenu changements un peu signifiques. Nous avons concluit avec base dans la donnée que nous avons analysé que le document que se base dans la Resolution 03/87, n'a arrivé pas à formation iniciale, dans que concerne la formation par l'enseignement à cause de son caractère générique. Et que la formation continu des professeurs qui faire la performance n'arrive pas à ses objectifs dans que concerne à l'école. Que s'attend est que le nouveau cours que se base dans la resolution CNE/CP 01 02/02, il arrive à les objectifs dans que concerne à Education Physique scolaire.

MOTS-CLE : Education Physique, La Formation Iniciale, L'Enseignement

LOS (DES) CAMINOS DE LA FORMACION INICIAL Y SUS INFLUENCIAS EN LAS ACCIONES EDUCATIVAS DEL PROFESOR DE EDUCACIÓN FÍSICA

RESUMEN

La formacion inicial que forma um conjunto de saberes educativos, cientificos y específicos necesarios para la enseñanza tienen el objetivo de aprimorarse construir y reconstruir los conocimientos equivocados y de buen senso comun que el estudiante obtuvo antes de entrar en la universidad. Pero, será que la manera de formación inicial, el grado de Educacion Física está alcanzando a llegar a ese objetivo? Tenemos como objetivo de este trabajo examinar se hubo evolucion en el pensamiento de los estudiantes al graduarse en Educacion Física sobre la finalidad de actuación profisional graduado y del saber necessário para los ejercicios de graduacion em Educacion Física cuando analizados alumnos que entrarón y alumnos que terminarón su graduacion y profesores actuantes de la escuela. Este estúdio fue hecho por medio de una pesquiza en el campo de cuño cualitativo. La recolecta de datos fue hecha por medio de um cuestionário con asuntos relacionados a los ensinamientos que furon aplicados a los alumnos que entrarón en al curso de Educación Física de la "Universidade Estadual de Londrina" (UEL) orientados por las Resoluciones CNE/CP 01 y 02/02 y los alumnos que terminarón el curso de graduación en Educación Física de la misma institucion, guiados por la Resolucion CFE 03/87, em Educación Física de los ultimos tres años de la "Universidad Estadual de Londrina" y de profesores activos en educación básica en la red pública y de enseño privado. Se nota que el pensamiento de los integrantes y los que terminarón analizados en la pesquiza, se obtuvo cambios poco significativos. Concluimos com base de los datos analizados que el currículo baseado en la Resolucion 03/87, no está conseguiendo alcanzar los objetivos de la formación inicial, en lo que se refiere a la formación para lo enseño, por su caracter generalista, y que la formación contínua de los profesores que actuán no está llegando a sus objetivos en lo que se refiere a la escuela. Lo que se espera es que el nuevo curso baseado en la Resolución CNE/CP 01 01/02 alcance los objetivos en lo que se refiere a la Educación Física de la escuela.

PALAVRAS CLAVES: Educación Física; Formación inicial, Enseñança.

OS (DES) CAMINHOS DA FORMAÇÃO INICIAL E AS INFLUÊNCIAS NAS AÇÕES PEDAGÓGICAS DO PROFESSOR DE EDUCAÇÃO FÍSICA

RESUMO

A formação inicial que compreende um conjunto de saberes pedagógicos, científicos e específicos necessários para a docência tem o objetivo de aperfeiçoar, construir e reconstruir os conhecimentos equivocados e de senso comum que o estudante obteve antes de ingressar na universidade. Entretanto, será que o processo de formação inicial, a graduação em Educação Física, esta conseguindo chegar a esse objetivo? Tem-se como objetivo deste trabalho analisar se houve evolução no pensamento dos estudantes ao cursar a graduação em Educação Física sobre a finalidade da atuação profissional docente e dos saberes necessários para o exercício da docência em Educação Física quando analisados alunos ingressantes e concluintes da graduação e professores atuantes da escola. Este estudo foi realizado por meio de uma pesquisa de campo de cunho qualitativo. A coleta de dados aconteceu por meio de questionários contendo assuntos relacionados à docência que foram aplicados aos alunos ingressantes do curso de Educação Física da Universidade Estadual de Londrina orientado pelas Resoluções CNE/CP 01 e 02/02, e concluintes do curso de graduação em Educação Física da mesma instituição, orientado pela Resolução CFE 03/87, em Educação Física dos três últimos anos da Universidade Estadual de Londrina e professores atuantes na educação básica da rede pública e privada de ensino. Nota-se que o pensamento dos ingressantes e concluintes analisados na pesquisa, obteve mudanças pouco significativas. Conclui-se com base nos dados analisados que o currículo baseado na Resolução 03/87, não está conseguindo alcançar os objetivos da formação inicial, no que diz respeito à formação para docência, devido seu caráter generalista. E que a formação contínua dos professores atuantes não esta chegando a seus objetivos no que diz respeito a escola. O que se espera é que o novo curso baseado na resolução CNE/CP 01 02/02 alcance os objetivos no que diz respeito a Educação Física escolar.

PALAVRAS-CHAVE: Educação Física; Formação Inicial; Docência.