2 - CURRICULUM GUIDELINES AND THE PHYSICAL EDUCATION CURRICULUM: VALORIZATION OF TEACHER DEVELOPMENT

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1. Introduction

Dealing with aspects inherent to teacher development independent from his knowledge and performance area (Portuguese, mathematics, physical education, history and others) requires, initially, to consider that a knowledge basis for teaching must be guaranteed during the teachers development process. This necessary teacher knowledge basis contemplates four levels our components of professional knowledge: a) psycho-pedagogical knowledge: related to teaching knowledge, to learning, to students and to all other general teaching aspects. It involves knowledge about didactic techniques, structures of classes, teacher planning, human development theories, curriculum construction, evaluation, among others; b) content knowledge: it is the knowledge that professors must have about the subject that they teach, specific content dominance, c) didactic knowledge of the subject: it is about the adequate combinations between knowledge about the subject to be taught and the didactic-pedagogic knowledge of how to teach; d) context knowledge: understood as the knowledge that teachers have about the place where they teach and to whom they teach (Marcelo, 1999). Therefore, it is important that the Physical Education teacher learns to "teach", and for that, it is necessary a capacitating knowledge basis to be a teacher.

2. Physical Education Curriculum: from technical development to professor development

In the historical path of initial curriculum construction in Physical Education, characteristics that compromise the development towards learning and teaching can be identified, in which technical and instrumental knowledge were always enhanced rather than didactic-pedagogic knowledge. This aspect can be identified on studies in the Physical Education field related to legal guidelines, to its social meaning and to the general characterization of Physical Education Schools' national curriculum in different historical periods (Faria Júnior, 1987; Taffarel, 1993; Castellani Filho, 1991; Borges, 1998; among others).

Marking the historical path and trajectory of the initial Physical Education courses curriculums since the creation of the first teacher development school in the military and after in the civil environment, the development was mainly attached to principles and values from military institutions. Even nowadays reflexes of this education in the teacher development curriculum can be identified such as in differentiated teaching levels and modalities of school subjects in the country.

The military basis that legitimized the teaching of Physical Education generated a differentiated professional outline compared to other courses, more focused on technical formation rather than school education (Taffarel, 1993). This differentiated development was given in academic development, *where fewer requirements to enter Physical Education courses was evidenced*, *and also during graduation process that lasted only two years: only high school was demanded (IBID: 1993:32).* This way, the military origin, the understanding of Physical Education as a practical activity, the fewer requirements to enter teacher development courses and its short term, are some factors that contributed for the fields distance from other school courses.

Another aspect of the Physical Education professional development that also differentiated from other school educations was related to habilitation. The terminality of the courses were defined by the graduating institutions' objectives and varied according to the school level of the student entering the course. Graduation for technical, specialist, monitor and professor levels were offered, being the two last ones from military schools, from high school, short school education and training programs for novices (Borges, 1998). This contributed, not only to enhance the differentiated development obtained compared to all other professionals in education, but also, between the own professionals in the Physical Education field.

In this historical journey, two facts marked the approximation attempt of the area with other school licensing: first, it was the change of the Physical Education course durability from two to three years, occurred in 1945 and later, the demand of exams to enter college and the conclusion certificate of the Classic or Scientific course. These requirements only happened due to the School of Physical Education of USP (University of São Paulo) students' movement in 1950 and by Law n. 118/58 of the National Council of Education (NCE).

The teacher development changing process in the country occurred only in the 60's, with the approval of Law 4.024/61 that instituted the minimum curriculums of national validity and the complementation fixed by teaching establishments, through decisions approved by the Federal Council of Education (FCE), in 1962, specifically, the Law n. 292/62, of the Reporter Councilor Valmir Chagas - that relate pedagogic subjects in curriculums of licensing, previewing the pedagogical subjects Psychology of Education and Teaching Practice in form of supervised trainee; and of the Law n. 298/62 fixing the Physical Education college minimum curriculum - that involves Pedagogy and pedagogical subjects (Taffarel, 1993; Borges, 1998).

Despite the implementation of the decisions above, in practice it was not inserted in Physical Education courses, and the development of the professionals of the field continued differentiated compared to other courses. In 1969, the Federal Council of Education through Resolution 69/69 and Law 849/69 foresaw the "minimum curriculum" for graduation courses of Physical Education teachers with the durability of each subject. Although, in 1969, under student movement pressure the Decision 672/69 was elaborated, and finished including, definitely, the common pedagogic subjects to all courses in Physical Education College curriculums.

It is necessary to consider in the end of the 70's, the wide debate surrounding questions related to the inappropriate character of the obligated minimum curriculums of every course, emerged from Resolution n. 69/69 and Law n. 894/69 of the FCE, that not only imprisoned Physical Education schools with completely distinct contexts, but also was overdue in our educational and cultural reality.

In the beginning of the 80's the theoretical production in the field presented a significant impulse, and Physical Education became a multidisciplinary space searching for its understandment as social practice. The philosophic, sociologic, pedagogic, historic and anthropologic productions became incorporated by many authors of the field initiating a phase of great identity and own knowledge questioning and instability. With this, a proliferation of discourses and scientific debates happened, contributing to the construction of Brazilian pedagogic thoughts in Physical Education. This configures a period denominated, by many authors, of the Physical Education crisis, bringing as positive aspects the search for new models and knowledge theories that would be used as basis for professor formation, (re)definition of its social and socio-professional identity, among other questions.

This marks the instauration, on the pith of scientific production, differentiated theoretical positions, presented in discussions about social functions of Physical Education, of its legitimacy and autonomy. It was a result of the democratic system re-installment in the country after military dictatorship, a moment of political opening. The intense political debate promoted by the entire society also influenced the field's theoretical production encouraging scientific production that opposed to what had been produced ever since. From the predominance of biological aspects influenced by natural sciences, interests for pedagogic and sociocultural aspects were observed, demonstrating social science influence in field researches (Caparroz, 1999).

As for the courses curriculum changes, the political movement held in the country influenced the field's theoretical productions and contributed with discussions developed in Physical Education schools culminating on the curriculum reformation project. An evidence of this was Resolution n. 03/87 FCE/CEM, supported by Decision 215/87, about the "professional-graphic profile" of the licensing, bachelor, sport training courses and assumed a minimum curriculum proposal based on referential definitions to characterize the professional profile. This resolution defines the inclusion of many fields and minimum course duration (4 years), and also established how the General Formation (Humanistic and Technical) and Specific Knowledge Specialization (students' options, vocational and institutional disposability) parts should be.

The curriculums organized according to the resolution above were effective in 1990. Although the guidelines in this resolution presented an advance compared to the other licensing and bachelor courses - abandoning the traditional concept of minimum curriculum -, it did not at the same time, represent a significant advance for the field. According to Borges (1998:30), *from this period on, a curriculum swelling was observed, predominantly in sport and biomedical fields, and on Physical Education Schools investments to attend the demands emerged from changes in the job market*. Other critics towards the curriculum model (Taffarel, 1993; Borges, 1998, 2005; Faria Junior 1992; among others) are in respect to the curriculum organization distant from reality and fragmented between theory and practice; in the emphasis of sportive and biomedical subjects; on the separation of Physical Education specific knowledge and pedagogic knowledge and even, on the separation of the field's technical knowledge, society knowledge, human knowledge and philosophic knowledge, according to Resolution n. 03/87.

Against all these processes of debates, critics and theoretical production advances, Physical Education took its own path not incorporating reflections and reformulations occurred in Pedagogy and other courses, remaining also, away from the debate about teacher development (Taffarel, 1993; Borges, 1998). This aspect leads us to realize that overcoming the conception of technical development rather than licensing teacher development is difficult to achieve, because they are principles inherited historically in our country, ever since Law n. 1.212/1939 that proposed the development of "Physical Education and Sports Coach".

This conception remained after curriculum reformulations and on the orientations of Resolution n. 003/87, although it proposed to the institution the Bachelor title as structure of the formative model. Such resolution stating that *professional development of Physical Education professionals will be developed in graduation course that will attribute the title of Bachelor and/or Licensed in Physical Education"* (KUNZ et al, 1998: 40), created a professional fragmentation, resultant from these title distinctions, leading most courses to a "two in one" formation, in other words, a type of more extensive licensing course, maintaining their curriculums according to a proposal before resolution n° 03/87.

This way, wider licensing became reality in most curriculums of Physical Education graduation schools. In the attempt to attend the new demands of the job market growth (clinics, gyms, hospitals, among others), other than school environment, the curriculums included different disciplinary contents, becoming swelled, attracting a false amount of teaching candidates. In the other hand, while offering a generalistic formation, with a curriculum involving many disciplines to prepare them to perform in many fields (sport training, academies, schools, hotels, etc.) a superficial formation was developeded, resulting on the graduation of professionals with some knowledge in pedagogic and sportive modalities fields (Tojal, 1995).

This discussion promoted disagreements between bachelor and licensing courses.

In our point of view these discussions contributed for the changes of the Physical Education teachers' development conception as licensed which favored also the curriculum reformulation process of the courses initiated with the Law of Guidelines and Basis of National Education - LGBNE 9394/96.

Physical Education as a subject to be taught in schools provided an understanding that the curriculum model for teacher development to perform in schools must follow the orientations of the National Curriculum Guidelines for elementary education teacher development, in universities, licensing courses, full time graduation, proposed by the CNE/CP Decision 01 and 02/2002 that must guide Physical Education licensing courses.

Therefore we believe that this is the point where the Physical Education course approximate to other licensing courses. Although this vision does not represent the understanding of most in the field, in our point of view, represents the understanding that Physical Education is part of the Educational context, and this way, along with other school curriculum knowledge is responsible for the development of citizens committed with social changes. This indicates that the teacher must have a solid basis of scientific knowledge during his professional development to learn and teach in different social contexts for different students. Which also implies overcoming the developmental model based on technical rationality, redimensioning the form of teaching and learning, approximating knowledge treated as developmental field and school reality.

3. Challenges for teacher curriculum reformulation: performance changes

Teaching as a reflexive practice has been established as a significant conception of practical rationality, enhancing themes related to education that were absent, untill then, in the discussions about teacher development. This enhancement in the form of conceiving the teachers practical thought bring to academic debate subjects related to the curriculums' necessity of reflexive and researching teacher development, the need of teachers involvement in the curriculum elaboration and reformulation, and, above all, involves discussions about the performance conditions of a reflexive professional practice in schools. This brings to discussion organizational questions; the pedagogic political project of schools; the importance of collective work; work conditions, the career, the payment; the instructor professionalization; and questions related to epistemological identity (professional knowing and knowledge).

The processes of teacher knowledge development by practicing, focusing research as a teacher development instrument, in which teaching is a starting point and finish line of researches can be observed in the Brazilian national curriculum guideline orientations. With recent reformulations, practice is not seen as an application model, but a space of knowledge production and development. In Borges' opinion (2005), this aspect reveals a radical change of the epistemological model in which Brazilian development programs are sustained until now and can be visualized in legal orientations while proposing curriculum organization starting from practice and theory relation, of reflection and investigation during the developmental process. According to the curriculums' guideline documents *the general methodology is that every action implies reflection and every reflection implies an action, even if it not always happens* (NCE, 2001:35).

The guidelines' orientations have the performance as the development courses curriculum matrix, in a way that it can not be reduced to an isolated space, reduces to a trainee field as something closed in itself and disarticulated from the rest of the course. That is, *it is not possible to leave to future teachers the task of integrating and overcoming teaching and learning knowledge for knowledge in teaching and learning situation, without the opportunity of participating in a collective and systematic reflection about this process* (NCE, 2001:35-36).

The development course plan must provide didactic situations in which future teachers put in practice the knowledge learned, mobilizing, at the same time, knowledge from different nature and experiences, in different times and curriculum spaces. Such orientations require the change of conceptions historically established in our development, related to performance, curriculum, school, teaching learning and teacher knowledge understanding, among others. They also demonstrate change in the Physical Education teacher development paradigm, in other words, overcoming technical rationality limits and appearance of actions and conceptions based on practical rationality conceptions.

We understand that this is "the possibility" pointed out to national curriculum guidelines that "may be" or "may become" the main stimulator of changes established in teaching and learning forms of future teachers in initial developmental process, and also university and school teachers.

4. Final Considerations

To implement these orientations in teacher development courses, especially in Physical Education, it becomes necessary at the same time, collective learning - of future professors, of teachers from school and universities, to overcome conceptions resultant from the development obtained - based on technical rationality paradigm. Therefore, it is important that the educational system or institution realizes how an organization learns, to (re)elaborate his teaching, learning, school, cultural and citizenship concepts through a dynamic that follows and provides changes according to its necessities and objectives.

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CURRICULUM GUIDELINES AND THE PHYSICAL EDUCATION CURRICULUM: VALORIZATION OF TEACHER DEVELOPMENT.

ABSTRACT

Despite that recent politics for teacher development in Brazil are in agreement with principles written by productive restoration and economy flexibility, the guidelines proposed by the National Education Council - NEC/2002 - enhance the strengthening of relations between development institutions and educational systems. We understand that approximating practices performed in the professor development field with Brazilian schools reality may represent an advance on teacher development and must be enhanced in initial development curriculums. We discuss in the present study, the distancing of Physical Education graduation courses from other fields in different historical moments of the Brazilian education and the possibility of approximating them starting from orientations present in the Curriculum Guidelines for teacher development. Searching in historical processes to understand aspects of the field that contributed to professional development based on apprehension of technical and instrumental knowledge, we present at the same time, the organization of the present curriculums in Physical Education, to develop teachers committed with the activity of teaching in contemporary societies.

Key words: Physical Education, Curriculum, Professional Development.

DIRECTIVES DE PROGRAMME D'ÉTUDES ET LE PROGRAMME D'ÉTUDES D'ÉDUCATION PHYSIQUE : VALORISATION DU DÉVELOPPEMENT DE PROFESSEUR.

RÉSUMÉ.

En dépit de celui la politique récente pour le développement de professeur au Brésil sont en accord avec des principes écrits par restauration productive et flexibilité d'économie, les directives proposées par le "Conseil Education National" - CEN/2002 - augmentez le renforcement des relations entre les établissements de développement et les systèmes d'éducation. Nous comprenons que cela rapprocher des pratiques exécutées dans le domaine de développement de professeur avec la réalité d'écoles de Brésilien peut représenter une avance sur le développement de professeur et doit être augmenté dans les curriculums initiaux de développement. Nous discutons dans la présente étude, distancer des cours de repére d'éducation physique d'autres champs dans différents moments historiques de l'éducation brésilienne et la possibilité de les rapprocher à partir des orientations dans les directives de programme d'études pour le développement de professeur. Recherchant dans des processus historiques pour comprendre des aspects du champ qui a contribué au développement professionnel basé sur l'appréhension de la connaissance technique et instrumentale, nous nous présentons en même temps, l'organisation des curriculums dans l'éducation physique, pour développer des professeurs commis avec l'activité de l'enseignement dans les sociétés contemporaines.

Mots-Clé: Éducation physique, Programme d'études, Développement Professionnel.

PAUTAS DEL PLAN DE ESTUDIOS Y EL PLAN DE ESTUDIOS DE LA EDUCACIÓN FÍSICA: VALORIZATION DEL DESARROLLO DEL PROFESOR.

RESUMEN

A pesar de ésa las políticas recientes para el desarrollo del profesor en el Brasil están en el acuerdo con los principios escritos por la restauración productiva y flexibilidad de la economía, las pautas propuestas por el Consejo de Educación Nacional - CEN/2002 - realce la consolidación de relaciones entre las instituciones del desarrollo y los sistemas educativos. Entendemos que aproximar las prácticas realizadas en el campo del desarrollo del profesor con realidad de las escuelas del brasileno puede representar un avance en el desarrollo del profesor y que se debe realzar en curriculums iniciales del desarrollo. Discutimos en el actual estudio, distanciar de los cursos de la graduación de la educación física de otros campos en diversos momentos históricos de la educación brasileña y la posibilidad de aproximarlos que empiezan con las orientaciones presentes en las pautas del plan de estudios para el desarrollo del profesor. Buscando en procesos históricos para entender los aspectos del campo que contribuyó al desarrollo profesional basado en la aprehensión del conocimiento técnico e instrumental, presentamos en la misma época, la organización de los actuales curriculums en la educación física, de desarrollar a profesores confiados con la actividad de la enseñanza en sociedades contemporáneas.

Palabras-clave: Educación Física, Plan de estudios, Desarrollo Profesional.

AS DIRETRIZES CURRICULARES E O CURRÍCULO DE EDUCAÇÃO FÍSICA: A VALORIZAÇÃO DA FORMAÇÃO DO PROFESSOR

Resumo: A despeito das atuais políticas para a formação de professores no Brasil estarem em conformidade com princípios regidos pela reestruturação produtiva e flexibilização da economia, as orientações propostas pelo Conselho Nacional de Educação - CNE/2002 - valorizam o fortalecimento dos vínculos entre as instituições formadoras e os sistemas educacionais. Entendemos que, a aproximação das práticas realizadas no campo da formação de professores com a realidade das escolas brasileiras pode representar um avanço para a formação de professores devendo ser valorizada nos currículos de formação inicial. Discutimos no presente artigo, o distanciamento dos cursos graduação em Educação Física das demais licenciaturas nos diferentes momentos históricos da educação brasileira e a possibilidade dessa aproximação a partir das orientações advindas das atuais Diretrizes Curriculares para a formação de professores. Ao buscarmos compreender no processo histórico da área aspectos que contribuíram para formação profissional baseada na apreensão de conhecimentos de ordem técnica e instrumental, apresentamos ao mesmo tempo, a organização dos currículos da área nos diferentes momentos históricos. A partir daí, apontamos quais os desafios colocados para a organização dos currículos atuais de Educação Física, na direção de formar professores comprometidos com a atividade do ensino nas sociedades contemporâneas.

Palavras-chaves: Educação Física, Currículo, Formação Profissional.