4 - BEING A PHYSICAL EDUCATION TEACHER OF UNIPLAC - CONSTRUCTING IDENTITIES

ALEXANDRE VANZUITA
Universidade do Planalto Catarinense (UNIPLAC); Lages; Santa Catarina (SC); Brasil
tioale@uniplac.net

Introduction

The proposal of this work is to provoke the awareness about professional identity matter in order to comprehend how the identity of Physical Education teacher from UNIPLAC is constructed. This study is a requisite for the approval in Practices, Identities and Process of Teacher's Formation subjects, for Education Master Course at UNIPLAC. An empirical research with basis on participant observation (LAKATOS & MARCONI, 2001, p.194) was made, "which consists in the real participation the observer with the community or group. The observer incorporates into the group"(translation). It was elaborated a script which made possible to understand the conception of identity construction from these questions: from the development of the classes, is it possible to affirm that the Physical Education Course really prepares efficient teachers? What are the characteristic situations of that dimension? What are the concepts developed during the class? What is more important in the subjects development? Thus, the bibliography research had basis in some authors, as David (2002), Guimarães (2005), Pimenta & Anastasiou (2005), Tardif (2002), and others.

Professional Identity of the Physical Education Teacher and Teaching Knowledge: its relation with empiricism.

Pedagogic action that Physical Education teachers undertake in face of the demands from different social segments configures the identity construction of that academic group. While the fact of achieving a roll of tasks which demands competencies and common characteristics make possible the recognition between them and the differential of the other teachers.

However, the different ways of achievements of this teaching group generate different subgroups, identified through interests, knowledge and specific practices, as motor development, sportive training, and others. These ones constitute in teachers' bodies with the same characteristics, which adopt different theoretical-methodological conceptions and delimit the thematic subject in distinct ways.

The relation between teacher's formation and identity of the knowledge area is established, therefore, from the knowledge transmission produced in a knowledge area or on a research matter.

Teaching is the most expressive professional identity character of the Physical Education teachers. According to David (2002), "what gives identity and professional profile will be, exactly, the development of teaching methodologies with specific applications in several educational, pedagogic, scientific and cultural moments, in order to bring a better quality in social human life" (2002, p.127, translation). With this in mind, teaching will be characterized by the establishment of a communicative relation between two subjects. So, it is possible to suppose that as in personal-training activities as in sportive training, or in any other activity, the Physical Education teacher will be in the role of teaching.

From that perspective, it is possible to notice that the researched teacher in this study has worked in a dialogic and inter-relational sense, establishing a communicative relation with his/her students in direction to a generalist formation in Physical Education. To illustrate this, here there are some teacher's speeches which were essential for concluding his/her way of teaching: "there are some matters in teaching formation which the application of a test is not effective", "if you have just a grade A in your tests, it is not an affirmation that you will be a good professional, but you need a continue formation" (translation).

Only academic formation is not a guarantee of professional identity, because this one can not be constructed in an isolated way, neither constructed in a non-contextualized way, not even there is a determined relation of cause and effect between them. Professional identity has configured, according to Molina Neto & Molina (2003) by the subject's mediation with a group of articulated elements which came from a social and cultural context besides initial and permanent formation. For example, the repertory of corporal techniques accumulated during the childhood, adolescence and youth age, his/her teaching - learning experiences as a professional in basic teaching, beliefs elaborated during his/her formation process and his/her knowledge constructed and accumulated during his/her life experience.

So, understanding formation as a continuous process with a meaningful contribution on Physical Education teacher's practice, it is possible to affirm that the construction of teaching identity is a movement in permanent review.

In conformity with Pimenta & Anastasiou (2005, p.79), the construction of teacher's professional identity has happened from the social meaning of the profession, and also from the reaffirmation of the practices. As they said

A professional identity is constructed with basis on the social signification of the profession; through a constant review of its social meanings and traditions. But it is also constructed on the reaffirmation of the culturally renowned practices which remain meaningfully. Practices that resist to innovations, because are full of valid knowledge to the real necessities. Identity which is constructed through the confrontation between theory and practice, on the systematic analysis of the practices through the existent theories and in the construction of new theories. It is also constructed by any teacher's meaning, while actor and author, who confers to the teaching activity in his/her quotidian, with basis on his/her values, his/her way to stay in the world, life story, representation, knowledge, fears and desires, in the sense that he/she has in his/her life the teacher's role. (PIMENTA & ANASTASIOU, 2005, p.79 - translation).

Thus, it is possible to confirm that professional identity is developed and adapted to social, political, historical and cultural context where the teacher is.

For this reason, the concepts developed with respect to the subject (sportive training) that the researched teacher has instructed in Graduation Course of Physical Education at UNIPLAC reaffirm the specific practice of this area relating with the social meanings of the profession. In classroom practice, he/she has brought concepts of sportive training motivating students to construct new concepts in teaching activity. His/her speech made clear that formation in Physical Education at UNIPLAC prepares students for teaching activity, in any place of professional acting, with basis on initial formation promoting self-meditation of their daily practices.

In agreement with Guimarães (2005, p.32), "teacher's activity can be characterized as a mediation activity not only between student and culture, but among school, students and their parents, State and community, etc" (translation). Obviously, the professional identity of the teacher is constructed in this process of mediation activity as a whole.

In the process of "to be a Physical Education teacher" identity construction, some knowledge is constituted as learning formation elements and identity of the teaching team. According to Tardif (2002, p.33), "teaching knowledge is composed, in fact, of several knowledge from different sources. These are disciplinary, curricular professional (including Education and Pedagogy Sciences) and experimental knowledge" (translation).

Any knowledge mentioned here will be elucidated and it will be established a relation with the professional identity construction of "to be a Physical Education teacher".

For Tardif (2002, p.38), disciplinary knowledge "corresponds to the several areas of knowledge, those which are in our society and integrated in the universities as subjects" (translation). According to this study, in the researched subject (Sportive Training), this knowledge has given emphasis to specific subjects. The researched teacher has orientated the subject in a questioning way, involving all students on debates, discussions and readings on the matters argued during the classrooms.

According to Tardif (2002, p.38), curricular knowledge "corresponds to the discourses, objectives, contents and methods from which the scholar institution categorizes and shows its defined and selected social knowledge as models of erudite culture and formation for erudite culture" (translation). In this sense, the observations made identified the program used by the teacher in his/her class systematized new concepts on the contents. Moreover, with relation to the methodology, the most used during the classes was the expositive and dialogued one, which according to Anastasiou

[…] is a strategy which is proposed in order to outdo the traditional teaching speech. There are deep differences between them, but the main one is the active participation of the student, who will have considered, analyzed and respected his/her observations, in despite of the their origin and pertinence. An environment of cordiality, partnership, respect and interchange is essential" (2003, p.79 - translation).

It is possible to name professional knowledge, in the words of Tardif (2002, p.36), "the set of knowledge transmitted by institutions of teachers' formation (high school or Education Science universities)" (translation). It can identify this knowledge in the construction of teacher's professional identity here studied, in order to establish theory/practice relations on knowledge production and on pedagogic practices in classroom (questioning practices).

Finally, experience knowledge for Tardif (2002, p.39 - translation) are those which teachers

[…] in the exercise and practice of their jobs they develop specific knowledge, based on their daily work and the awareness about their environment. This knowledge come from the individual and collective experiences under customs and abilities, know-how and know better. We can name them experiential or practical knowledge".

In this perspective, experiential knowledge expresses the relation of all knowledge here exposed with teaching practice.

Furthermore, Tardif (2002, p.39 - translation) showed that "these multiple articulations between teaching practices and knowledge make of teachers a social and professional group and which existence depends on their capacity to dominate, integrate and mobilize that knowledge while condition of their practice".

As a consequence of the observations, it was evident that teaching practice and knowledge constructed through the academic formation, besides other elements, are essential in the process of the Physical Education teacher's identity construction.

Final Considerations

This study had as objective to understand how the professional identity of the Physical Education teacher from UNIPLAC is constructed. Even that it was an empiric study located on observations, it was looked for to maintain a dialogue with the educational literature.

Some questions can be announced as partial considerations, like the construction of professional identity is a complex process which happens through professional career. Continuous formation has an important role in the professional identity development. Knowledge related and discussed before are constitutive elements in the process of the Physical Education teacher's identity construction.

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Mestrando em Educação pela Universidade do Planalto Catarinense (UNIPLAC)

Av. Castelo Branco, 170 - CEP 88.509-900 - Lages - SC - Cx. P. 525 - Fone: (49) 251-1022 Fax: (49) 251-1051

BEING A PHYSICAL EDUCATION TEACHER OF UNIPLAC - CONSTRUCTING IDENTITIES

ABSTRACT

This work had as objective to discuss the construction of a professional identity to Physical Education teacher (UNIPLAC), in order to understand how works the construction process of that professional identity. It is an empirical research from a participant observation. Some researchers used in this study are Tardif (2002); Pimenta & Anastasiou (2005). In this

sense, the professional identity of the Physical Education teacher of UNIPLAC is constructed through teaching activity, permanent formation and consolidation of the knowledge acquired throughout academic years. In relation to the observations made, it was evident that teaching practice and knowledge are important and contribute in the construction of this identity process.

KEY-WORDS: Professional identity; Physical Education Teacher; Teaching practice.

ENSEIGNER L´éDUCATION PHYSIQUE à L´UNIVERSIDADE DO PLANALTO CATARINENSE - LA CONSTRUCTION DE L´IDENTITé PROFESSIONELLE

RESUMÉ

Cet étude discute la construction de l´identité professionelle du maître d´école em Éducation Physique formé à l´Uniplac. Je cherche à comprendre le processus de construction d´une telle identité professionelle. Le travail suit une méthodologie empirique, en utilizant l´observation et la participation. Je prend en compte des auteurs comme: Tardif (2002); Pimenta & Anastasiou (2005). Dans ce sens, l´identité professionelle de l´enseignant d´éducation physique de l´Uniplac se structure en même temps qu´il exerce son activité avec ses élèves, pendant la formation permanente et à mesure que ses savoirs se construisent au long de la carrière académique. Les observations réalisés démontrent que ces savoirs contribuent pour développer l´identité de l´enseignant d´éducation physique.

MOTS-CLEFS: Identité Professionelle; Enseignant d´Éducation Physique; Enseignement

EL SER PROFESSOR DE EDUCACIÓN FÍSICA DE LA UNIPLAC - CONSTRUYENDO IDENTIDADES

RESUMEN

Este estúdio discute la construcción de la identidad profesional del profesor de Educación Física de la Universidad del Planalto Catarinense - Uniplac. He intentado comprender como ocurre el proceso de construcción de esta identidad profesional. La base metodológica tiene cuño empírico, a partir de la observación participante. Algunos autores que tomamos como referencia para analisar los datos son: Tardif (2002); Pimenta y Anastasiou (2005). Em este sentido, la identidad profesional del profesor de Educación Física de Uniplac se construye en la acción docente, en la formación continuada y en la consolidación de los saberes construidos a lo largo de la carrera académica. Em relación a las observaciones queda evidente que la práctica docente y los saberes construidos a lo lardo de la carrera acadêmica contribuyen en el processo de construcción identitária del profesor de Educación Física.

PALABRAS-CLAVE: identidad profesional; professor de educación física; actividad docente

O "SER PROFESSOR" DE EDUCAÇÃO FÍSICA DA UNIPLAC - CONSTRUINDO IDENTIDADES

RESUMO

O presente estudo discute a construção da identidade profissional do professor de Educação Física da Universidade do Planalto Catarinense - UNIPLAC. Busquei compreender como se dá o processo de construção dessa identidade profissional. A base metodológica foi pela pesquisa de cunho empírico, a partir da observação participante. Alguns autores que balizaram a análise dos dados foram: Tardif (2002); Pimenta e Anastasiou (2005). Nessa direção a identidade profissional do professor de Educação Física da UNIPLAC se constrói na atividade docente, na formação permanente e na consolidação dos saberes construídos ao longo da carreira acadêmica. Em relação às observações, ficou evidente que a prática docente e os saberes construídos ao longo da carreira acadêmica, contribuem no processo de construção identitária do professor de Educação Física.

PALAVRAS-CHAVE: Identidade Profissional; Professor de Educação Física; Atividade Docente.