37 - HABITS OF READING IN THE FORMATION IN PHYSICAL EDUCATION: STUDY WITH UNDERGRADS OF FEDERAL UNIVERSITY OF SANTA CATARINA

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INTRODUCTION

Reading is one of the most efficient ways in searching for technical or cultural knowledge. In the dynamic society that we lived, knowledge is constantly transformed or invented. It is necessary that people can be informed about all kind of events in many levels such as: scientific, political and cultural. Thus, reading is considered as an element that makes possible the socialization of the information in the most varied social groups.

So, to have "access to the information", above all, their should be a initiative of "wanting to read" and wanting to have information. One of the privileged spaces to do that is university environment, especially during undergrad, when it is presupposed to have acquisition of tools for the continuous professional formation. Between those tools reading is fundamental.

In the Physical Education case, the accomplishment of research is justified mainly for the common sense that PE professionals don't have a regular habit of reading. Such representation can have its origin on the School PE, where for the types of activities offered in the classes, it might not have had a relationship with reflection and yes, predominantly, with practical activities.

THEORETICAL-METHODOLOGICAL BASES

1. University and knowledge

The university should be understood as the place where people can find systematized scientific knowledge and in a level that crosses the common sense, in order to elevate their human condition and win an condition for performing a professional exercise.

The university, the knowledge *locus*, should stimulate people to understand the reality of the world, allowing that same knowledge to be a fundamental "mechanism to turn life more satisfactory and more accomplished" (LUCKESI et al., 1991, p.47).

The human being tries to understand the world that he lives and search to use that knowledge to adapt his reality. That search for the understanding is permanent, once the atmosphere where he lives urges, constantly, to penetrate into their mysteries. Thus that is how the knowledge is born, through the practical relationship and of the reflection that the people have on the world. The knowledge it is not (or it should not be) privilege for few, but for all of the human beings, so that can live a life "with less risks and less danger". (Ibid., p. 51).

The process of knowing, specific of the human being, it is linked deeply in our culture with the education system: school and university. And the last one, "it should be the place of excellence to cultivate the spirit, the knowledge, and where can grow the highest forms of culture and reflection." (Ibid., p. 41).

2. Reading: Why? What for?

According to Lakatos & Marconi (2003),

The reading is constituted by decisive factor of study, because it propitiates the enlargement of knowledge, obtaining basic or specific information, opening new horizons for the mind, systemization of thoughts, the vocabulary enrichment and the best understanding of the content of the works. (p. 19).

For these authors, the reading should be made in a continuous and constant way, because it is through her that it is obtained most of the knowledge. They also wrote that to read means to know, to interpret, to decipher, to distinguish the most important elements from the others and, opting for the most representative and suggestive, to use them as source of new ideas and knowledge, through search processes, assimilation, retention, critic, comparison, verification and integration of the knowledge. (Id.)

For Luckesi et al. (1991), the practice of reading is fundamental and indispensable for the people to have knowledge and use the wealth historical produced and transmitted by the men. But this practice is not understood as "the habit of devouring, contents and more contents, no matter how interesting they are and for more prepared and famous are their authors." (Ibid, p. 121).

For them, "reading is a simple action, intelligent, reflexive and characteristic of the human being, because it is nothing else that an action of understanding the world, the reality that we are surround and living." (Ibid, p. 122).

Márcia Abreu (s.d.), in her article *Different forms of reading*, wrotes that relatively recent also the idea that the good reader is what reads many and varied texts. During centuries the amount of available printed papers was small, priced high, and the book, a lot of times, worship (...) the good reader was that read little, read again frequently and meditated a lot on the writings. To read a lot could be seen as a problem - even for health.

Luckesi et al. (1991, p. 140) related the academic life with regular practice of reading:

The academic life, more than any other existential situation, is a place where the reader comes as a constant illustration: reading home, reading in the classroom, reading in the library. The academic life, having encouraged part of its time, it is lived by reading texts book.

3. Physical Education: school and professional formation

It is common the idea that professionals of Physical Education (PE) don't possess a regular habit of reading. "Supposing" that it can still have origin in School PE, when it might not have had space for reflection, because of the types of the activities offered in classes, predominantly practical, Santin (1999, p. 26) lifts the following question: "In the first and second degrees teaching, for instance, which was the educational contribution of the physical education?"

His doubts refers to the fact that PE, almost using that exclusively the sport as content (privileging it), creates an impression of professional "roll-ball" (expression used by Debortoli et al., 2001, p. 97).

Santin (1999, p. 28) still writes that in general, "students of Physical education difficultly see PE as an activity curricular; for most, it doesn't pass of an activity that gets confused with the sport", also affirming that:

In relation to the professional of physical education, the society it frames as a obligatorily in the athletic body profile. The physical education teacher's professional authority depends on his physical mass. Not in their ideas, their pedagogic ideals that they recommend it, but his physical aspect. (Ibid., p. 47)

Moura, Matsudo and Andrade (2001) accomplished a research with academic students of PE of United Metropolitan Universities (UniFMU - São Paulo), with the objective of "verifying the reading habit profile of 233 students (...) as well as the reading instruments more used by them". (p. 31). Such study was consisted by a questionnaire accomplished with the academics and a subsequent analysis of data, through the frequency, percentage, average, deviation-pattern and mode. In the conclusion, the authors

consider that "two hundred and thirty three students interviewees are not good readers" (Ibid., p.36).

The authors describe that it is necessary a special attention in the physical educator's professional formation, for being more and more, responsible for the image of PE, front of what the current society is demanding from this area. It is also written that the historical process that puts PE in second plan in the school and academic curricula. They concluded saying that the universities, the professionals' of PE are responsible for to "review their teaching philosophies, as well as methods and methodologies, in the sense to stimulate the student to read, to research and to build their own knowledge" (Ibid., p. 37).

4. The methodological procedures

This research, with exploratory design, characterized as of the descriptive-quantitative type (LAKATOS & MARCONI, 2003), had as main objective to verify the habits of the academics' of Physical education of UFSC reading, considering the importance of that practice, valued socially by our society.

The collection of data was proceeded through a questionnaire (open and closed subjects). The data were systematized through descriptive statistics in percentile values (just the fourth qustion contains absolute numbers), and, for the interpretation, the data base was organized in groups, according to the following ***phases of the formation***:

· *Initial phase:* academics of the first three phases (semesters), with 87 participant academics, representing 50,3% of the sample;

· *Intermediate phase:* academics that are between fourth and the sixth phases, totaling 57 participants that represent 32,9% of the sample;

· *Final Phase:* the ones that are finishing the Course (seventh and eighth phases), with 29 academics, 16,8% of the sample.

ANALYSIS AND DISCUSSION OF THE DATA

As it was affirmed previously, the applied questionnaire to collec data was composed of open and closed questions. Thus, the results will be presented and discussed by each question, being considered the specificity of the data in each one of them.

When asked if the academic likes reading, it was obtained the following answers:

Tabel 1: Like reading

PHASE OF FORMATION	YES	NO	DEPENDES	TOTAL
	%	%	%	%
Initial	73,6	17,2	9,2	50,3
Intermediate	82,5	5,3	12,3	32,9
Final	93,1	0,0	6,9	16,8
Totals	79,8	10,4	9,8	100

In comparative terms, it can be said that, with the developing of the course, the academics are expanding the taste for reading, with significant and gradual increase among the phases for positive answer: 73,6% in the initial phase, 82,5% in the intermediate phase and 93,1% in the final phase. When the answer is negative (do not like reading) it happens a decrease: in the initial phase 17,2%, in the intermediate phase 5,3%. Interesting to observe that no academic of the final phase considered not liking to reading.

That can be understood as a positive aspect in the interpretation of such data, because with the intense of the studies and passing trough phases, the academics are acquiring the taste for reading, that initially was not very practiced and/or stimulated. With the data it can be also supposed that the academic atmosphere, with time, ends up generating a certain disposition for acquiring the "taste" for reading, consolidating this "habit".

The second question was formulated in an open way and had for objective to ***verify the reasons that made academics to read***. The following answers was given:

· *Initial phase:* most of the answers points that the main reason is the acquisition of more knowledge; other reasons as need, leisure and pleasure were also mentioned.

· *Intermediate phase*: to obtain more knowledge regarding several matters was considered the main reason to accomplish their readings, but also appears the "obligation" reason.

· *Final Phase:* in the same way that in the previous phases, the main reason for the readings is the knowledge obtaining, but also appears the desire to maintain updated and very informed, besides the "obligation" reason.

This way, it can be said that academics in formation make use of the reading mainly to obtain knowledge, understanding the necessary practice in their lives. They also consider as a form of maintaining updated with events of the world, of feeling pleasure and as an (intellectual) activity of leisure. Besides, as it was seen, they see as an "obligation" (reading of texts from disciplines indicated by the teachers, summary of articles/books, preparation/presentation of seminars, bibliographical revision among others).

The third question ***asked do the academics have the daily habit of reading***, and the following answers were given:

Tabel 2: Daily habit of reading

PHASE OF FORMATION	READ DAILY	DO NOT READ DAILY
	%	%
Initial	51,7	48,3
Intermediate	59,6	40,4
Final	79,3	20,7
Totals	59	41

As it seems, during the course, the academics are acquiring a daily habit of reading, which can also be seen as positive, considering the 51,7% of the initial phase, 59,6% of the intermediate phase and 79,3% of the final phase.

While there is an increase in the percentage of daily habit of reading, there is a decline in the values regarding the ones that don't have such a daily habit, which goes from 48,3% of the initial phase to 40,4% in the intermediate phase and 20,7% in the final phase.

In spite of that, in general terms, this matter becomes preoccupying with the value of 41% of the students that do not read daily. This indicates that the practice is not firm in their routines and inside of their formation course.

The fourth question consisted of a table, in which the academic attributed, with an "x", ***the time that he dedicates to reading, considering academics/professional readings and the leisure and/or general information readings.***

Tabel 3: Time dedicated to reading

Type / Sources	Academic/professional reading					Leisure, general information reading				
	More 2h day	Between 1-2h/day	Less 1h/day	Sometimes week	Max. 1 time week	More 2h day	Between 1-2h/day	Less 1h/day	Sometimes week	Max. 1 time week
Books	08	41	35	61	25	09	31	29	42	39
Magazines	01	13	32	51	53	07	21	37	54	40
Internet	12	37	51	40	24	26	33	50	34	15
Journals	04	09	17	43	62	07	13	29	40	54
Brochure	02	02	09	43	67	05	06	14	42	65
Others	04	04	12	19	39	05	06	15	23	37
Totals	31	106	156	257	270	59	110	174	235	250

Such values refer to absolute numbers (and there are no percentile values) and they indicate to readings with *academic/professional purpose* as for the *leisure/general information* and destined time for those activities. In spite of not being specific, it should be very small the time (if it is added all the indications - "totals", it will be seen that the option "maximum once a week" is the one that prevails - 270 and 250 indications; and that the option "more than 2h/day" have fewer indications - 31 and 59).

Therefore, the relationship between time and reading dedication is the following: the smaller the time is dedicated to reading, more indications by the subjects were given. It is possible to interpret, therefore, that the requested readings are not priorities for such academics, even in the initial formation phase.

It is also important to notice the great number of attributions given to the source Internet, recognizing it as a new and important tool of use for reading, but also it should attempt that the information that is found on it is not always the best ones (or more reliable) regarding scientific knowledge. By the data, it is noticed that the internet is the source in which the academics expends the largest time ("more than 2h/day") "looking for" knowledge and information that they agree to be necessary or important.

The fifth question referred to the ***dedication of reading*** in which the academic marked what is enough or insufficient.

Tabel 4: Reading dedication

PHASE OF FORMATION	SUFFICIENT	INSUFFICIENT
	%	%
Initial	16,1	83,9
Intermediate	10,5	89,5
Final	24,1	75,9
Totals	15,6	84,4

The great majority, 84,4% of the investigated academics consider that their "dedication to reading" is insufficient, revealing, maybe, a certain conscience regarding the importance of such habit, at the same time it demonstrates an incoherence, that is, the inconsistency among what it is known and what is necessary and the attitude to develop.

Another point to observe is regarding that this question it is the freshman who have more conviction than their reading is insufficient than the seniors. This reflects the reality (not to have that "habit" as soon as entering in the university) and also the conviction of the duty, in other words, to understanding that, during the course, they will dedicate more to reading practice.

In the sixth and last question, the questionnaire tried to know from the academics if ***they consider that reading contributes in their individual and professional formation***.

Just one answer in the initial phase considered that it is "relative" the contribution of the reading in the individual/professional formation. But 98,9% of the answers of this phase were positioned in favor of the contribution from reading in their formation.

However, for the intermediate and final phases, 100% of them believe that reading contributes in the individual/professional formation.

Adding the three phases (initial, intermediate and final) it is noticed that 99,4% of them knows the importance of reading in their formation. So, it can be said that for the academics in formation, there is already an understanding regarding the contribution of reading in their personal and professional formation.

FINAL CONSIDERATIONS

Through this research, it was verified that 59% of the academics from the PE course of UFSC read daily. It is believed that this percentage should be higher, considering that during the period of academic formation, specially in basically teachers course. Also, the student should be in permanent contact with new knowledge and with everything that was historically produced, besides acquiring that habit form his permanent formation.

Another verification of the research is the paradox that is explicit in the following data: 79,8% of the participants say to "like to read" and 99,4% consider that the reading contributes to the individual's formation; a total of 84,4%, however, consider their dedication being "insufficient". An incoherence is verified by the part of the academics that, although informed of the importance of regular habit of reading, they don't read sufficiently, declaring that the lack of time is the reason for not practicing the habit regularly. Even being maybe impossible to them, at this time, overcome that contradiction, seems interesting and promising by the fact of their recognition that they should read more and they consider reading important for their individual formation (99,4%).

It is evident that the accumulation of tasks by the academics, therefore the reading is prejudiced in several ways due to the study and work. What turns preoccupying it is that not only the seniors of course relate the lack of time to reading, but also the academics of the initial phase complain having little time due to the "work". The University, a place to develop studies, to analyze the reality, to discuss alternatives, to propose solutions, ends up being in second plan, and the readings, mean which we "met the reality", is prejudiced, including the basic readings of the regular disciplines.

Among the reasons for which the academics are "taken to read", the first reason is to "obtain more knowledge". So, it is noticed that the knowledge it is through reading, not only in the amount, but also in its quality, that will provide personal and profissional grown. Even so, the "obligation" was one of the most pointed reasons for them. Thit fact can be very preoccupying, because it seems that the students still didn't understand that the readings, even the "obligatory" ones, are basic for certain discussions and for the curriculum, besides the reason of their intellectual autonomy.

As previously discussed, 59% of the participants said "read daily". However, among those that quantified their reading, it was noticed that most of them positioned in the category of less than one hour a day, sometimes a week and once a week. It is observed, again, incoherence in the presented data, among what is "say" to do and what indeed is "done".

Concluding, it is important to remind that this research didn't have the pretension to say that those academics are good or

bad readers, if they read little or a lot, but to verify their habits, to draw a small profile, in the attempt to evidence matters of professional identity. These data can "notice" how it grows the formation of new "physical educators'", considering that the PE course is for teaching only, and that, to be "teacher", a lot of good reading it is necessary. And no other moment will be better than this, in the initial formation during the University, to "acquire this habit".

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Habits of reading in the formation in Physical Education: study with undergrads of Federal University of Santa Catarina

Abstract: Knowing the importance of regular reading habit, in view of the knowledge that can be acquired through its practice during academic formation, it is important an investigation about this activity as an extension of a undergrad formation in Physical Education (PE). Therefore, this research is characterized as quantitative descriptive and expresses the students reading habits in the PE course of the Federal University of Santa Catarina (UFSC). The data shows that 99,4% of the students consider that reading contributes in their professional and cultural formation, but 84,4% of them detach that their reading dedication is insufficient.
Keywords: reading habits, formation, Physical Education.

La pratique de la lecture pendant la formation en Éducation Physique: étude avec des académiciens de L´Université Fédérale de Santa Catarina

Resume: Sachant l´importance de la pratique constante de la lecture et sans perdre de vue les connaissances qui peuvent être acquises grâce à celle-ci et à ce qu´elle représente pour la formation académique, il est important de faire une recherche de cette activité dans le domaine de la formation en Éducation Physique. Ainsi, cette recherche se caractérise comme descriptive-quantitative et représente les habitudes de lecture des élèves du cours d´Éducation Physique de L´Université Fédérale de Santa Catarina (UFSC). Il a été constaté, parmi d´autres données, que 99,4% des élèves considérent que la lecture contribue à leur formation professionnelle et culturelle, mais 84,4% dentre eux soulignent que le temps qu´ils dédient à la lecture est insuffisant.
Mots-clés: pratique de la lecture, formation, Éducation Physique.

Hábitos de lectura en la formación en Educación Física: un estudio con académicos de la Universidad Federal de Santa Catarina

Resumen: Conociendo la importancia de poseer un hábito regular de lectura y considerando los conocimientos que pueden ser adquiridos por medio de ella y de lo que esa práctica representa en la formación académica, se valora la importancia de la investigación sobre dicha actividad en el ámbito de la carrera de Educación Física (EF). Así, este estudio de carácter descriptivo-cuantitativo, muestra los hábitos de lectura del alumnado de EF de la Universidad Federal de Santa Catarina (UFSC). Se ha constatado que, entre otros datos, un 99,4% de los alumnos/as consideran que la lectura contribuye en la formación profesional y cultural, pero un 84,4% de ellos destaca que su dedicación a la lectura es insuficiente.
Palabras-clave: hábitos de lectura, formación, Educación Física.

Hábitos de leitura na formação em Educação Física: estudo com acadêmicos da Universidade Federal de Santa Catarina

Resumo: Sabendo da importância de hábito regular de leitura, tendo em vista os conhecimentos que podem ser adquiridos por meio dela e do que essa prática representa na formação acadêmica, julga-se importante uma investigação sobre essa atividade no âmbito da graduação em Educação Física (EF). Assim, esta pesquisa se caracteriza como descritivo-quantitativa e expressa os hábitos de leitura dos alunos do curso de EF da Universidade Federal de Santa Catarina (UFSC). Constatou-se, entre outros dados, que 99,4% consideram que a leitura contribui na formação profissional e cultural, mas 84,4% deles destacam que sua dedicação à leitura é insuficiente.
Palavras-chave: hábitos de leitura, formação, Educação Física.