83 - ANALYSIS OF THE TENDENCIES OF EVALUATION OF THE LEARNING INCORPORATED BY TEACHERS OF THE INITIAL FORMATION IN PHYSICAL EDUCATION IN AGREEMENT WITH THE AXES CURRICULARS AND THE CYCLES OF PROFESSIONAL DEVELOPMENT

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Introduction

In the current days, the study and the understanding of the human movement involve several knowledge areas, what configures in the physical education the existence of wide diversity epistemologic.

The main knowledge areas involved in this process they are the humanities, biological, technological, exact and social.

The Guidelines of the National Exam of Acting of the Students (ENADE) of the physical education area for the year of 2004, structured the curriculum of the degree courses in seven axes, that understand great part of the existent knowledge areas and that can link with the human movement.

The axis of the partner-anthropological Dimensions of the human movement, involves knowledge philosophical, anthropological, sociological and historical that focus aspects ethical, cultural, aesthetic and epistemologics.

Already the Axis of the Pedagogy of the human movement includes the knowledge of the general and specific beginnings of administration and organization from several possibilities of the professional's intervention in the work field and of formation.

Prioritizing the knowledge on study techniques and research is the Axis of the scientific-technological Dimensions of the human movement.

In compensation, the Axis of the Manifestations of the culture of the human movement, evidences the knowledge of the different manifestations and expressions of the culture of the human movement in its forms of games, sports, gymnastics, dances, fights, leisure, recreation and other.

The Axis of the applied technician-functional Dimensions to the human movement exposes the Knowledge joints of the theoretical-methodological foundations and the professional intervention in the ambit from the different manifestations and expressions of the human movement.

However, it is in the Axis of the Dimensions biodynamics of the human movement that come the Knowledge on the human being in the aspects morphologic, physiologic and biomecanic. And, finally in the axis of the Dimensions behaviours of the human movement, they are involved the knowledge on mechanisms and processes of the human development, meditating, among others, motor aspects, acquisition of abilities and intervening psychological factors.

Each axis curricular is submerged including one more knowledge area and it ends for developing man conceptions, world and of the physical education which influence directly in the way of understanding and producing knowledge concerning the human movement.

In fact, the curricula of the initial formation in physical education need to hold all the axes that should articulate the largest number of knowledge of your study object for your time.

However, it identifies in educational reality of the courses of initial formation in physical education that this diversity epistemologic can also influence the teachers' pedagogic actions, especially in what concerns the strategies and teaching procedures and evaluation.

Besides the influence of the axes curriculars it can also interfere in practice pedagogic educational the phase or professional cycle in it is, therefore the professional development, according to Nascimento & Grace (1998), it can be understood as a transition process, evolution or progression of phases or development cycles, influenced so much by the own individual's factors as for interactive factors of the personal characteristics through the individual lifestyle and of the environmental incentives.

In this investigation it was incorporated and used for the analysis of the professional evolution in the career, Nascimento's proposal & Grace (1998), since this was adapted to the Brazilian reality, that determines the cycles in: entrance in the educational career from the beginning or entrance in the career until the the 3rd year-old end; consolidation that understands the beginning of the 4th to the the 6th year-old end; diversification that is located among the the 7th year-old beginning and the the 19th year-old end and stabilization that it is the period of professional performance between the the 20th year-old beginning and the the 35th year-old end.

So much the axes curriculars in that the teachers act, as the phases or cycles of professional development in that meet in the career can influence your pedagogic practice, specifically the process of evaluation of the learning, that presents complexity in the educational process, since it involves objective and subjective aspects being considered its when a real effectiveness is looked for.

In relation to the process of evaluation of the learning implemented in the initial formation in physical education identified by the studies of Rombaldi (1996) and Canfield (1996) in the state of Rio Grande do Sul, demonstrated that the evaluation system implemented by the teachers it possessed the objective principal of classifying the students, actions returned to the classic tendency of evaluation, in spite of theoretically approach the conception, the purposes, the functions and objectives of the evaluation in a progressive perspective.

The classic tendency of evaluation, in Souza's opinion (1993), it reflects the traditional pedagogy and education technical, since it privileges in the evaluation process the quantitative verification of the extension of the acquired knowledge for the student. The emphasis is in the aspect of measuring the evidences specifically you observed of the human behavior through the use of metric scales or you control, and in the obtained results the consistency of the objectives is looked for proposed in the learning process.

In compensation, the author highlights that in the tendency humanist-reformista of evaluation the concern is centered in the individual's internal aspects, because it privileges the student's changes qualitative interns. For so much it uses in great scale the solemnity-evaluation, because through it is the own student defines and it demonstrates his evolution starting from a constant reflection on himself, what stimulates the solemnity-accomplishment?

Already the critical-social tendency of evaluation, according to Souza (1993) has progressive character and worries in developing mechanisms of social transformation, through the autonomy and democratic participation. The evaluation process constantly looks for to diagnose to move forward, solving problems and tracing alternative roads. They are present in the process of evaluation of this tendency and the student, the teacher, the school and the community are analyzed.

In that perspective, this investigation analyzed the incorporate evaluation tendencies for the teachers of the initial formation, according to the axis curriculars that acted and the current development cycle.

Methodology

The real world of this investigation was composed by college teachers of the course of physical education of Unioeste in the municipal district of Marechal Cândido Rondon - Paraná.

With relationship to the instrument, opted for the use of the semi-structured interview, that looked for to obtain information

on the characteristics of the evaluations practices (concepts, objectives, purposes, estimable aspects, number of evaluations for bimonthly, evaluation type and instruments).

The collection of the information was accomplished among April 06 to June 10 of the school year of 2005, being used for so much a portable tape recorder.

Results

The results obtained opportunity the analysis of the cycles of professional development and axes curriculars and your relationship with the tendencies of evaluation of the learning.

In what refers the evolution in the career teachers, it was verified the participants of the investigation larger concentration of individuals close to the diversification cycle.

In the analysis of the cycles of professional development and the relationship with the evaluation tendencies that orientate the evaluations practices, the predominance of college teachers of the diversification cycle in the tendency humanist and of the cycle of stabilization in the traditional tendency of evaluation.

Cycles of development professional	Tendency Traditional	Tendency Humanist-reformista	Progressive Tendency
Entrance			
Consolidation			
Diversification	3	4	3
Stabilization	5	1	2
Total partial	8	5	5
18			

Picture 1 - evaluation Tendencies and the cycles of professional development

This fact can be understood in your essence, starting from the moment in that the experiences are analyzed that these subjects had with the traditional form of evaluating advindas of the teaching fundamental, medium and of the initial formation. In this time, the teachers were submitted to evaluations that intended to verify and to quantify the acting physical-technician and of retention of knowledge. The main intention of the evaluation was to classify, to compare the students with external patterns, namely indexes and sporting records.

Being like this, after an entire school life centered in returned evaluations the traditional tendency the probability that significant changes in the form of understanding the evaluation process happens it is very low.

In the analysis of the distribution of the college teachers considering the axis curriculars in that act and the cycle of professional development in that they were identified that the diversification cycle involved larger diversity of axes curriculares, namely the partner-anthropological, the pedagogic, the scientific-technological, the cultural, the technician-functional, the biodinamic and the behaviour. In compensation, the cycle of stabilization just involved educational that act in the axes pedagogic, cultural and biodinamic of the human movement.

Axes curriculars	Cycles of professional development - college teachers			
	Entrance (0 a 3 years)	Consolidation (4 a 6 years)	Diversification (7 a 19 years)	Stabilization (20 a 35 years)
Partner - Anthropological	0	0	1	0
Pedagogic	0	0	2	2
Scientific-technological	0	0	1	0
Cultural	0	0	4	3
Technician-functional	0	0	0	1
Biodinamic	0	0	0	2
Bahaviour	0	0	2	0
Total partial			10	8
Total: 18				

Picture 2 - Distribution for axis curriculars and cycle of professional development

Of this it sorts things out, the teachers belonging to the axis pedagogic, cultural and biodinamic were characterized as more experts, since they were in the most advanced apprenticeship of the educational career, counting from 20 to 35 years of professional experience with the initial formation in physical education.

The cycle of stabilization is considered as a period of the teacher's disinvestment in the educational career, fact that results in many cases in the decrease of the involvement in new projects for the area as a completely.

In the same way, this cycle is characterized so much for aspects positive as negative in what refers to the professional performance. The first ones refer to the fact that the theoretical and practical grounding happening of the professional experience provides subsidies and it enriches the discussions and reflections related to the generalities and especific of the area of the physical education.

To the opposite, the negative aspects are related to the resistance the changes, since along the years they were incorporate teaching methodologies and of evaluation tried and built in the daily educational that difficultly will be rethought in this phase. Another aspect considered negative in the teaching process and learning characteristic of this period, he/she concerns the bass interest in the activities extra-class developed by the course, due to the teachers' fact to believe that already contributed sufficiently to the process.

In the analysis of the evaluations practices implemented by the teachers that were in the diversification cycle and stabilization, it was noticed little similarity of the evaluations practices, specifically in the conception, in the objectives and in the procedures used to evaluate, however it was verified high association level and similarity of the evaluation process developed by the teachers that act in the same axis curriculars.

In fact, the axis curriculars in that the teacher acts it is usually impregnated by different paradigms of the areas mothers' knowledge come, namely of the health, human, exact and social, that they interfere in the form of understanding the own physical education, and consequently the evaluation process.

In general the area of the health and of the exact sciences identifies more with the traditional tendency of evaluation, the one of humanities with the tendency humanist-reformista and the area of the social sciences with the progressive tendency or evaluation historical-critic.

Tendency Axes Curriculars	Traditional Tendency	Humanist-reformista Tendency	Progressive Tendency
Partner - Anthropological			X
Pedagogic			X
Scientific-technological	X		
Cultural	X	X	
Technician-functional	X		
Biodinamic	X		
Behavior			X

Picture 3: Evaluation tendencies according to the axes curriculars

In this perspective, the college teachers belonged to the axes biodinamic, technician-functional and scientific technological they presented the system of suitable evaluation with the traditional tendency of evaluation. In this perspective, the principal characteristics of the evaluations practices were addressed the quantitative analysis of the process, the concern with the product and not with the process, as well as the intention in just developing the evaluation somativa.

In this sense, the evaluation conception was of measure and the objectives in evaluating they were addressed to verify retention of knowledge. With relationship to the evaluation procedures were privileged the written proofs and practices, in detriment of the use of seminars, production of texts, reviews, solemnity-evaluations and analysis of the participation in the classes.

In compensation, the teachers that belonged to the axes partner-anthropological, pedagogic and bahaviour they presented progressive characteristics in the evaluation process which implemented assisting the progressive tendency of evaluation.

In this perspective, the analysis of the evaluation process was qualitative, because, the concern returned to the process of development of the knowledge and not just with the final product, as well as the intention it was to execute the formative evaluation.

In relation to the evaluation conception, they privileged the judgement of value in detriment of the measure. With relationship to the objectives, they intended to analyze through the evaluations practices besides the evolution and the students' individual progress, the development of the critical sense returned to the social transformation in the educational ambit. The procedures used evaluations privileged the textual production, the reviews, seminars, mini-classes and solemnity-evaluations in detriment of the theoretical and practical proofs.

Already the cultural axis, that it involves the sporting disciplines, of dance, gymnastics and game, usually more evident in the formation curricula, it concentrated the largest number of subjects, that assisted through the evaluation system that implemented the traditional tendency so much with relationship the humanist-reformista of evaluation.

In this context, the concern returned to the intrinsic aspects of the process of development of the individual knowledge, through the observation of the change of behaviors. For so much, the evaluation diagnostic becomes the analysis parameter.

In relation to the evaluation conception, they privileged the measure. With relationship to the objectives, it intended to analyze already through the evaluations practices the students' individual progress and the change of behaviors acquired. The procedures used evaluations privileged the practical proof, festivals, external projects, apprenticeships, solemnity-evaluations and the participation in the classes in detriment of procedures as textual production, reviews, seminars, and theoretical proofs.

Conclusion

The evaluations practices implemented by the teachers that were in the same cycle they presented several conception, in the objectives and in the procedures used to evaluate, however it was verified high association level and similarity of the evaluation process developed by the teachers that act in the same axis curriculars.

The college teachers that belonged to the axes biodinamic, technician-functional and scientific technological they presented the system of suitable evaluation with the traditional tendency of evaluation.

Though, the teachers that belonged to the axes partner-anthropological, pedagogic and bahaviour they presented progressive characteristics in the evaluation process that you/they implemented assisting the progressive tendency of evaluation.

Already the cultural axis, that it involves the sporting disciplines, of dance, gymnastics and game, usually more evident in the formation curricula, it concentrated the largest number of subjects, that assisted through the evaluation system that implemented the traditional tendency so much with relationship the humanist-reformista of evaluation.

In this context it was noticed more decisive in the incorporation of evaluation tendencies for this group, it influences it of the existent paradigms in each axis curriculars, that involves areas of different knowledge, that the phases or evolution cycles in the educational career.

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ANALYSIS OF THE TENDENCIES OF EVALUATION OF THE LEARNING INCORPORATED BY TEACHERS OF THE INITIAL FORMATION IN PHYSICAL EDUCATION IN AGREEMENT WITH THE AXES CURRICULARS AND THE CYCLES OF PROFESSIONAL DEVELOPMENT

Abstract: The teachers' of the initial formation pedagogic practice in physical education, especially the evaluation process, presents private characteristics in agreement with the axis curricular in that act and the cycle of professional development in that meet. In that perspective, this investigation analyzed the characteristics of the evaluations practices implemented by the teachers of the initial formation, according to the axis curriculars that acted and the current development cycle. The participants consisted of college career's teachers from superior teaching that supplied classes in the course, in the school period of the year of 2005, in the course of physical education of Unioeste. The instruments used in the data collection they consisted of documental analysis, that it includes the teachers' annual teaching plans, as well as of semi-structured interview. For the analysis of the data, the teachers were contained considering the axis curriculars and the cycles of professional development. In what this refers to the cycles of professional development and the relationship with the evaluation tendencies that orientate the evaluations practices, the predominance of college teachers of the diversification cycle was observed in the tendency humanist and of the cycle of stabilization in the traditional tendency

of evaluation, presenting divergences in the evaluation process, specifically in the conception, in the objectives and in the procedures used to evaluate. However, it was verified high association level and similarity of the evaluation process developed by the teachers that act in the same axis curriculars. The college teachers, which belonged to the axes biodinamic, technician-functional and scientific technological, presented the system of suitable evaluation with the traditional tendency of evaluation. In compensation, the teachers, which belonged to the axes partner-anthropological, pedagogic and behaviour, they presented characteristics of the progressive tendency of evaluation. Already the cultural axis, that pondered the largest number of subjects, they assisted through the evaluation system that implemented the traditional tendency so much with relationship the humanist-reformista of evaluation.

ANALYSE DES TENDANCES D'ÉVALUATION DE L'ÉRUDITION INCORPORÉE PAR PROFESSEURS DE LA FORMATION INITIALE DANS ÉDUCATION PHYSIQUE AVEC LES CURRICULARS DES HACHES ET LES CYCLES DE DÉVELOPPEMENT PROFESSIONNEL EN ACCORD

Le résumé: Les professeurs de la formation initiale entraînement pédagogique dans éducation physique, surtout le processus de l'évaluation, présents caractéristiques privées en accord avec l'axe scolaire dans cet acte et le cycle de développement professionnel dans cela rencontrez. Dans cette perspective, cette enquête a analysé les caractéristiques des entraînements des évaluations rendues effectif par les professeurs de la formation initiale, d'après le curriculars de l'axe qui a agi et le développement fait du vélo dans cela rencontré. Les participants ont consisté en professeurs de collège de la carrière de l'enseignement supérieur qui a fourni des classes dans le cours, dans la période scolaire de l'année de 2005, au cours d'éducation physique d'Unioeste. Les instruments ont utilisé dans la collection du données qu'ils ont consisté en analyse documentaire, qu'il inclut les plans de l'enseignement annuels des professeurs, aussi bien que d'entrevue structurée semi. Pour l'analyse du données, les professeurs ont été contenus étant donné les curriculars de l'axe et les cycles de développement professionnel. Dans quel he/she fait référence aux cycles de développement professionnel et le rapport avec les tendances de l'évaluation qui orientent les entraînements des évaluations, la prédominance de professeurs de collège du cycle de la diversification a été observée dans l'humaniste de la tendance et du cycle de stabilisation dans la tendance traditionnelle d'évaluation, présenter des divergences dans l'évaluation traite, spécifiquement dans la conception, dans les objectifs et dans les procédures évaluait. Cependant, il a été vérifié haut niveau de l'association et ressemblance du processus de l'évaluation développées par les professeurs qui agissent dans le même curriculars de l'axe. Les professeurs de collège que les you/they ont appartenu au biodinamic des haches, technicien - utilitaire et scientifique technologique ils ont présenté le système d'évaluation convenable avec la tendance traditionnelle d'évaluation. Dans compensation, les professeurs que les you/they ont appartenu aux haches soyez partenaire anthropologique, pédagogique et behaviour ils ont présenté des caractéristiques de la tendance progressive d'évaluation. Déjà l'axe culturel, que les he/she ont réfléchi au plus grand nombre de sujets, ils ont aidé à travers le système de l'évaluation que les you/they ont rendu effectif la tendance traditionnelle avec rapport le reformista humaniste d'évaluation si beaucoup.

EL ANÁLISIS DE LAS TENDENCIAS DE EVALUACIÓN DEL APRENDIZAJE INCORPORADO DE ACUERDO POR MAESTROS DE LA FORMACIÓN INICIAL EN LA EDUCACIÓN FÍSICA CON LOS CURRICULARS DEL HACHAS Y LOS CICLOS DE DESARROLLO PROFESIONAL

El lo abstracto: Los maestros de la formación inicial la práctica pedagógica en la educación física, sobre todo el proceso de la evaluación, regalos las características privadas de acuerdo con el eje curricular en ese acto y el ciclo de desarrollo profesional en esa reunión. En esa perspectiva, esta investigación analizó las características de las prácticas de las evaluaciones llevadas a cabo por los maestros de la formación inicial, según el curriculars del eje que actuó y el ciclo de desarrollo en eso se encontrado. Los participantes consistieron en maestros de la universidad de la carrera de la enseñanza superior que proporcionó las clases en el curso, en el periodo escolar del año de 2005, en el curso de educación física de Unioeste. Los instrumentos usaron en la colección de los datos que ellos consistieron en análisis documentario, que incluye los planes de la enseñanza anuales de los maestros, así como de entrevista semi-estructurada. Para el análisis de los datos, los maestros se contuvieron considerado los curriculars del eje y los ciclos de desarrollo profesional. En qué he/she se refiere a los ciclos de desarrollo profesional y la relación con las tendencias de la evaluación que orientan las prácticas de las evaluaciones, el predominio de maestros de la universidad del ciclo de diversificación se observó en el humanista de la tendencia y del ciclo de estabilización en la tendencia tradicional de evaluación, presentando las divergencias en la evaluación procesan, específicamente en la concepción, en los objetivos y en los procedimientos evaluaba. Sin embargo, se verificó el nivel de la asociación alto y similitud del proceso de la evaluación desarrolladas por los maestros que actúan en el mismo curriculars del eje. Los maestros de la universidad que los you/they pertenecieron al biodinamic del hachas, técnico-funcional y científico tecnológico ellos presentaron el sistema de evaluación conveniente con la tendencia tradicional de evaluación. En la compensación, los maestros que los you/they pertenecieron a las hachas compañero-antropológico, pedagógico y behaviour ellos presentaron características de la tendencia progresiva de evaluación. Ya el eje cultural, que los he/she ponderaron el número más grande de asuntos, ellos ayudaban a través del sistema de la evaluación que los you/they llevaron a cabo la tendencia tradicional tanto con la relación el humanista-reformista de evaluación.

ANÁLISE DAS TENDÊNCIAS DE AVALIAÇÃO DA APRENDIZAGEM INCORPORADAS POR DOCENTES DA FORMAÇÃO INICIAL EM EDUCAÇÃO FÍSICA DE ACORDO COM OS EIXOS CURRICULARES E OS CICLOS DE DESENVOLVIMENTO PROFISSIONAL

Resumo: A prática pedagógica dos docentes da formação inicial em Educação Física, em especial o processo de avaliação, apresenta características particulares de acordo com o eixo curricular em que atuam e o ciclo de desenvolvimento profissional em que se encontram. Nessa perspectiva, esta investigação analisou as características das práticas avaliativas implementadas pelos professores da formação inicial, conforme o eixo curricular que atuavam e o ciclo de desenvolvimento em que se encontravam. Os participantes consistiram de professores formadores da carreira do magistério superior que ministravam aulas no curso, no período letivo do ano de 2005, no curso de Educação Física da Unioeste. Os instrumentos utilizados na coleta dos dados consistiram em análise documental, que inclui os planos de ensino anuais dos professores, bem como de entrevista semi-estruturada. Para a análise dos dados, os professores foram agrupados considerando o eixo curricular e os ciclos de desenvolvimento profissional. No que se refere aos ciclos de desenvolvimento profissional e a relação com as tendências de avaliação que norteiam as práticas avaliativas, observou-se a predominância de docentes formadores do ciclo de diversificação na tendência humanista e do ciclo de estabilização na tendência tradicional de avaliação, apresentando divergências no processo de avaliação, especificamente na concepção, nos objetivos e nos procedimentos utilizados para avaliar. Contudo, verificou-se alto nível de associação e similaridade do processo de avaliação desenvolvido pelos professores que atuam no mesmo eixo curricular. Os docentes formadores que pertenciam aos eixos biodinâmico, técnico-funcional e científico tecnológico apresentavam o sistema de avaliação condizente com a tendência tradicional de avaliação. Em contrapartida, os docentes que pertenciam aos eixos sócio-antropológico, pedagógico e comportamental apresentavam características da tendência progressista de avaliação. Já o eixo cultural, que concentrou o maior número de sujeitos, atendiam através do sistema de avaliação que implementavam tanto a tendência tradicional quanto a humanista-reformista de avaliação.