181 - REFLECTIONS ABOUT FORMATION OF TEACHERS IN PHYSICAL EDUCATION

LIAMARA SCHWARZ ;MAURÍCIO ROBERTO OF SILVA
UFSC / UNIGUAÇU/ Paraná, Brazil / Florianópolis, Santa Catarina, Brazil
liacascavel@hotmail.com

Professores/educadores formation: some notes

Most of the problems of the professional formation, lived by the degree, it remounts to your origins and they still persist if resolution. They analyzes a to think on the degrees, allows to find questionamentos, challenges, experiences and proposed that contribute in the attempt of overcoming the crisis in that meet.

These questionamentos point a series of challenging subjects that is hindering the road of new proposed for the educators' formation, although the formation of these, inside of the model that inspires the Brazilian university, it occupies a secondary position. "The educators' formation is noticed as an activity exercised against the dominant forces of the institution. It is not a valued activity, it doesn't receive incentives nor incentives to the research." (Pereira, 2001, p.2)

The interesting of approaching the development of a critical conscience of the subject in formation process is also evident in Paulo Freire's works (1996) on the education libertadora and conscietizadora of the popular layers, referring to the need of a critical education, starting from the verification of a plot of the pedagogic relationships among oppressor and oppressed, that it has been causing a student passive front to the knowledge object, acrític front to the values spread in your formation and alienated front to the conjuncture and the problems of political and social order .

The formation should stimulate a critical-reflexive perspective, that supplies the teachers the means of an autonomous thought and that facilitates the dynamics of solemnity announced formation. To be in formation implicates a personal investment, a free and creative work on the courses and the own projects, with view to the construction of an identity." The formation is not built by accumulation (of courses, of knowledge or of techniques), but through a work of critical reflexividade on the practices of permanent reconstruction of a personal identity." (Nóvoa, 1992, p.25) The teacher of the University can do with that the students contemplate on top of situations problems, as in the speech below:

For instance: did I work a text on traditional toy, did I insist some there, but before I did ask of their life: How many toys did already build? What is toy? **Game? Sport?** My inclination was traditional toy. I wanted to know how many toys they built, as they built and where they played. They read the text, later I punctuated in the picture the principal problems, the factors that influence those problems and the possible solutions. There each group discussed and later it exposed your opinion. It was a very good dynamics. They get to bring their knowledge for class room, with the pedagogic part. They got to join the theory their daily life in that temática.Só that has contents that it is more complex of doing. Others are less complex to do. The objective is to do with that they think. (teacher of the university 3)

The formation goes by the experimentation, for the innovation, for the rehearsal of new manners of pedagogic work. And for a critical reflection about your use. The formation goes by investigation processes, directly articulate with the educational practices.

The reflection about the action and about the reflection-na-action it can be considered as the analysis that the individual accomplishes the posteriori on the characteristics and processes of your own action. Really that is of great importance and it happens in the universities, inside of some disciplines.

It is usually in that inclination action, reflection, ação,ou the opposite, that approach the theories. It is on top of situations problems. That I took time to do. It is so easier to give the directing classes. It is so more comfortable we to set up objective classes. The construction of the knowledge is much more complex. You have to use differentiated strategies, strategies that make him to think. But it is possible because I agree or I don't agree. You stimulate more the participation of the group. To bring day by day for the university things of the is important, because they have a walk in that área,mas they wait of us everything ready, it is the assistencialismo,é the subject of the revenue. When you try desconstruir that, leaving of them, of their existences, waiting that they swallow the things outside inside, there he/she links the spread theory for the books, but it is complex. (teacher university 3).

The thematic formation of teachers urges, in the days today, countless researches in the redimensionar effort the courses of educational formation and to rethink politics of restructuring of the teaching in the societies. Great challenges appear like this for them university, in the effective restructuring of your degree courses.

Teachers' formation in physical education

In relation to the professional formation, starting from the structural crisis, of the globalização of the economy, that generates a cultural dependence besides the economical dependence, they appear proposed that try to adapt the hard-working future in a competitive world, where new abilities are necessary for the professional to act. They look for to assist the needs of the world of the work and at the same time to humanize it. In this sense we tried to know the formation type demanded and the competences valued in this context and those that would aid transform to the same.

(...) the human formation is the man being formed in elapsing of your history. In the human evolution every historical part is the human being. And I see that the professional formation denies a little the human values in that society formada.She denies the man and she value the thing. Then, everything that is formed profissionalmente it is being returned in the stage work, in other words, the man is being formed to become thing. Then, the formation professional disrespect in that sense turning thing, then professional formation and human formation, in that ambit, they become opposite, antagonistic. They are going to opposed roads. It is impossible, in my opinion, to form thing at the same time. Or you an or you form it forms other? (teacher of the university 2)

Kunz (1994), leaning on in Mayer that based on Habermas, it presents the competences objective, social and communicative, guided in the interests human drivers of the knowledge, for believing that these competences have an intention more egg white of emancipation of the subjects.

According to Freire (1996) the education is a political act and, in your work Pedagogy of the Autonomy, he sends us to the several ones you know necessary to the educational practice, the criticidade, the ethics, the aesthetics and the respect to the you know and the students' autonomy.

According to Baggio & Baecker (2001) the physical education already consisted in the grating curricular of the schools before a course of physical education higher education. The professionals that adopted came her from the areas medical, military and of the own pedagogy. In this sense, the formation courses in physical education possess inheritances tecnicista that were to

supply the demand and to continue a vision of committed physical education mainly with the students' conduct moral, social and hygienic.

The professional preparation in physical education went by deep changes. Today we found a reality a little modified, in parts thanks to the new produced knowledge and discussed, fruit of the new demands of the market.

With the creation of Bacharelado in the institutions, there was a reformulation in the curriculum of the courses of professional preparation in physical education, having a differentiation and the licentiate's separation (teacher) of the bachelor (professional) seeking to assist, of the professional point of view, the needs of the market and of the society, in other words, linked professionals the physical education in the attendance of different needs of the population.

The creation of the courses of Bacharelado came to assist to a new professional profile that is not linked to the regular teaching, but to a new one and crescent slices of the market constituted by clubs, academies, companies, condominiums, personal treinners, where the performance is not more only addressed in executing abilities, but in knowing as and why to execute.

It was created in the middle of the decade of 40, where the professionals' formation happened at the military schools, later the faith came where the aprimoramento of the race felt through the motive activity, besides the physicist, the character and the man morally healthy.

"It was in this context that the physical education was introduced in the educational process, carrying with itself an educational value that characterized as discipline curricular and I don't eat knowledge area". (Ghilardi, 1998, p. 2) your formation limited the reproduction of information, without autonomy and of form acrítico.

We understood that the knowledge needs to be reconstructed starting from the experiences, of the interaction between the graduandos and the teachers, looking for, through your tematização, a meaning that contributes to the understanding of the reality. For Freire (1996) the teacher should know that to teach is not to transfer knowledge and yes to create the conditions for your own construction.

While intellectuals matured ideas in the forums, they disputed space with interests of the economical politics, circulating in the busy spaces for our professionals, schools and gymnastics academies. Those differences of interests end up implicating in the process of regulation of the profession.

It is in this sphere that one find inserted the universities, as centers producing of ideas and technologies, however distanced of the reality, not always it accepts for the students of the true paper of the university, but it should be in the teacher's conscience that is working in the same.

The line the of life that I intend make is break, do the total inbuild of values and to break paradigms. If the university doesn't have that paper, she falls in a technical course and, sometimes, it is necessary to speak that for the students. They come with the expectation from maintaining the line of the life and if that moment be not broken in the higher education, it won't be more broken in any other place, because soon after, when he leaves the higher education, he goes back to the job market." (teacher of the university 2)

Likewise the formation in physical education has been dashing in problems of order structural, economical and epistemológica of the knowledge that one should have to teach in the university, the daily knowledge and the existence in the construction of the teacher's knowledge on the teaching. And a concern of the educators with the knowledge produced in them university it is your application for the improvement of the life conditions in our society. The changes in practice teacher were reasons of studies as the concerns in the teaching institutions, he/she doesn't only perhaps feel really the due importance. He/she/you is easier when several teachers they work the philosophical disciplines, with that the students change the concepts of the sense-common, brought with itself. "The student arrives with paradigms that were threatened or initiate she be previously broken and then it is much easier to break that, actually that hymen that is plenty of solid". (teacher of the university 2)

Now, for the new guidelines, it is wanted to enable a professional that would have for titulação to Be graduated in physical education. In the new it structures curricular, the higher education Institutions would enjoy autonomy to establish the full curriculum that wanted to determine in the face of the regional characteristics and the interests of the profession. They would have freedom to define which the conceptual mark, the professional profile, the ementas, names of the matters, the contents and the form of treating them during the phases of formation basic, specific and of aprofundamento, as they would have margin of considerable maneuver in relation to the administration of the duration of the course and of the hourly load of each matter in order to promote teaching, he researches and extension for the formation of the graduandos in physical education.

That bad formation of the professional in the Degree is the great responsible for having left the physical education, still today, enclosed of prejudices. Logically, we cannot generalize nor to make injustices, because many professionals were always committed with the physical education and they always looked for to discuss her, to study her and to question her, proving to the society that the professional has something to offer, conquering the due value regarding the area.

"In the Degree and in Bacharelado, the knowledge should have a larger importance than the physical acting. The product that she look for is the teachers' formation or professionals and non athletes. And the activity of both it is intellectual and non physics." (Ghilardi, 1998, p.4)

Although it is in agreement with the urgency of the physical education in constituting academically as area recognized, Betti (1996) it is not convinced of the possibility of characterizing a "science" or "disciplina" in the traditional molds, capable to investigate the human movement.

Betti (1996), exploring the own dynamics of the science, which is, he brings emergent subjects of the practice that feed the research that suggests transformations thematically in practice and it revalues your own scientific conceptions, he pleads that any studious one can investigate and to manifest on her something related to the area, without, however, to be concerned or instrumentalizado to improve qualitativamente the intervention.

The thematic professional formation has been deserving, on the part of research groups, an intensification of the studies. This elapses of the challenges put now in the educational field, subject to the consequences of the recomposição of the capitalism to maintain profit rates and of the structural fittings what has been implicating in propositions for the teachers' formation and for the movements and forums that resist and they demand other referenciais emancipatórios for the human formation, in other words, they demand multiple development of the human possibilities and the creation in an association way worthy of the human condition. If not the physical education starts to form technicians.

(...) forming a technician that can benefit of that professional formation in the life, outside, in other words, to benefit is to survive where he will find what he likes, or the one that he wants to do to survive, for him to change your manpower for the subsistence mechanisms and survival, then the discipline enters in that conception. (teacher of the university 2)

According to Silva (2002) the public politics, now of neoliberal stamp anchored by the capitalist historical project, they are materializing if in the job market and it has been influencing the professional formation of physical education.

A research accomplished by Darido (1996 in: Silva, 2002) in that this had the purpose the analysis of the professionals'

actions formed in the scientific perspective, I model curricular adopted mainly in the public universities and in the programs of master's degree of the physical education universities, it confirms, for your time, that those professionals didn't modify your work field, but they tried to adjust him.

That is the no-reflexive professional's typical behavior, those professionals try to make comfortable to the problems and to accept without critics the daily of your work place, they also make comfortable to the routine in the resolution of problems without they look at the possibilities that he/she has to solve them.

(...) conformism of the life so that there is maintenance of the current social balance, and then he won't have rupture any, he/she won't have any other stay of desconstrução of being social. It is an only space for that, and that consists of a new understanding and several understandings. It doesn't advance you to create an university and saying that he has new life understandings, and he forms for the job market. That for me is not to break vision none in the society, on the contrary it is to strengthen. Then, in my opinion, if you want to break some thing, you have to go against that society that is aí.Daí it is to break, otherwise it won't break anything. It will be an I connect when it moves forward and it is if amusing, going prum side and for the other, only that is always prisoner to the social rules. To break for me, he/she concerns to go obstacle to the that is now. (teacher of the university 2)

Other pointed problems for the National Council of Scientific and Technological Development (CNPq) they are: the researchers' limited knowledge with relationship to the research incentives, the absence of tradition of researches in the area, great pulverização of research lines, few publications in newspapers, few newspapers in circulation, little constancy of the existent newspapers in the area, little rigidity of the body editorial, etc..

Another example is still the fall of the quality of the professional formation, caused by the substantial and disordered increase of the physical education schools, that accelerated increase, demanded a certain improvisação of teachers. Ally to this problem the authors also mention the deficiency in the teachers' qualification, inadequate libraries for the development of the research and the lack of laboratories, are added to these the defasagem of the contents programáticos.

According to Silva (2002) the expansion of the masters degree also gave your collaboration, as most of the qualified teachers was moved for these courses, leaving the less qualified, inexperienced teachers and recently-formed person in charge of the graduation. Besides these aspects, they were appealing in the texts also analyzed the mention to the integration lack among the formation courses and the reality where formed they will go to act them, as well as to the interdisciplinariedade lack.

It is ended that of fundamental importance to throw new questionamentos and to promote new reflections regarding as it should be formed the grating curricular of a course of professional formation of physical education that provides a better professional training. A profession needs fundamentally of a group of knowledge with the based practical performance. Therefore, the physical education professional should know how to justify your professional attitudes starting from the scientific knowledge and not only through the experience.

And the paper of the universities in the domain of the teachers' formation she have been coming across several resistances, namely of conservative sections that continue to distrust of the teachers' formation and to fear the constitution of a given prestige to and autonomous professional body; and of intellectual sections that always depreciated the pedagogic dimension of the teachers' formation and the component professional of the academical action.

References

BAGGIO, Isabel Cristina. BAECKER, INGRID MARIANNE. *The practice curricular of CEFD/UFSM and the competences for the promotion of the autonomy.* XII Brazilian Congress of Sciences of the Sport-CONBRACE-Caxambu, 2001.CD-ROM.

BETTI, Mauro. *For a theory of the prática.Matos corporis, v.3, n.2, p.* 73-127,1996.

BRACHT, VALTER. *Education Física/Ciência of Esporte:que Ciência that is?* Brazilian magazine of Sciences of the Sport. 14(3), p.111-117,1993.

FREIRE, Paulo. *Pedagogy of the Autonomy: you Know necessary to the educational practice.* Rio de Janeiro: Paz and Earth, 1996.

GHILARDI, Reginaldo. *Professional formation in physical education the practical theoretical relationship.* Monograph in the physical education course, University São Judas Tadeu (SP). Motive - v.4, n1, junho/1998. Available em:(http:www.google.com.br (I Access in: 01 agost. 2006.

KUNZ, ELENOR. *Didactic transformation - pedagogic of the Sport.* Ijuí: Unijuí, 1994.

NÓVOA, Antonio (org.) *The teachers and your formation.* Institute of Educational Innovation and authors, Lisbon, 1992.

PEREIRA, Eliene Lacerda. *Educators' formation in the superior school of physical education of Goiás: impact of the curriculum instituted in 1994, guided for the school context.* XII Brazilian Congress of Sciences of the Sport - CONBRACE-Caxambu, 2001, CD-ROM.

He/she/you WHISTLES, Paulo from Trindade Nerys, the physical education teacher's formation in the Brazil progresses and setbacks. Campinas: State University of Campinas - UNICAMP: University of Education, 2002 (doctorate Thesis) digital .Biblioteca of UNICAMP. Available em:(http:/www.google.com.br (I Access in: 01 agosto.2006.

LIAMARA SCHWARZ
liacascavel@hotmail.com phone 045 9961 1044
Blue sky, Paraná, Brazil-Zip code 8584 000
Teacher Titular Doctor in UFSC, Florianópolis, Santa Catarina, Brazil.

REFLECTIONS ABOUT FORMATION OF TEACHERS IN PHYSICAL EDUCATION

Summary

This study indicates possibilities to think on the educators' formation and physical education teachers. The research is already part of the master's degree dissertation in conclusion phase. The objective is to present experiences and anguishes that we have during our professional life, in the ambit of the academic formation, in the discussions in the universities with the teachers and academic, seeking authors that discuss the subject, for best could understand it. It presents a revision of literature triangulando with the interviews done with Leisure's teachers and Recreation of the 3 State Universities of Paraná. Being: State University of the West of Paraná (UNIOESTE) State University of Ponta Grossa (UEPG) and State University of Maringá (UEM). You analyzes a to think on the physical education degrees, allowing to find questionamentos, challenges, experiences and proposed that contribute in the attempt of overcoming the crisis in that meet.

Word-keys: professional formation, human formation and physical education.

RÉFLEXIONS AU SUJET DE FORMATION DE PROFESSEURS DANS ÉDUCATION PHYSIQUE

Le résumé

Cette étude indique possibilités de penser sur la formation des éducateurs et professeurs de l'éducation physiques. La recherche fait déjà partie de la dissertation de la maîtrise dans phase de la conclusion. L'objectif est présenter expériences et angoisses que nous avons pendant notre vie professionnelle, dans la compétence de la formation académique, dans les discussions dans les universités avec les professeurs et académique, chercher des auteurs qui discutent le sujet, pour meilleur pourrait le comprendre. Il présente une révision de triangulando de la littérature avec les entrevues faites avec les professeurs de Loisir et Récréation du 3 État Universités de Paraná. Être: Université de l'État de l'Ouest de Paraná (UNIOESTE) État Université de Ponta Grossa (UEPG) et État Université de Maringá (UEM). Vous analysez un penser sur les degrés de l'éducation physiques, autoriser à trouver le questionamentos, défis, expériences et a proposé cela contribuez dans la tentative de vaincre la crise dans cela rencontrez.

Les mot clefs: formation professionnelle, formation humaine et éducation physique.

LAS REFLEXIONES SOBRE LA FORMACIÓN DE MAESTROS EN LA EDUCACIÓN FÍSICA

El resumen

Este estudio indica posibilidades de pensar en la formación de los educadores y los maestros de educación físicos. La investigación ya es parte de la disertación del grado del amo en la fase de la conclusión. El objetivo es presentar las experiencias y angustias que nosotros tenemos durante nuestra vida profesional, en el ámbito de la formación académica, en las discusiones en las universidades con los maestros y académico, buscando a autores que discuten el asunto, para mejor podría entenderlo. Presenta una revisión de triangulando de la literatura con las entrevistas hechas con los maestros de Ocio y Recreación del 3 Estado Universidades de Paraná. Siendo: la Universidad Estatal del Oeste de Paraná (UNIOESTE) la Universidad Estatal de Ponta Grossa (UEPG) y Universidad Estatal de Maringá (UEM). Usted analiza un para pensar en los grados de educación físicos, permitiendo encontrar el questionamentos, los desafíos, las experiencias y propuso eso contribuya en el esfuerzo de superar la crisis en esa reunión.

Los palabra-llave: la formación profesional, formación humana y educación física.

REFLEXÕES SOBRE FORMAÇÃO DE PROFESSORES EM EDUCAÇÃO FÍSICA

Resumo

Este estudo indica possibilidades de pensar sobre a formação dos educadores e professores de educação física. A pesquisa faz parte da dissertação de mestrado já em fase de conclusão. O objetivo é apresentar experiências e angústias que temos durante nossa vida profissional, no âmbito da formação acadêmica, nas discussões nas universidades com os professores e acadêmicos, procurando autores que discutem o assunto, para melhor podermos entendê-lo. Apresenta uma revisão de literatura triangulando com as entrevistas feitas com os professores da Disciplina Lazer e Recreação das 3 Universidades Estaduais do Paraná. Sendo: Universidade Estadual do Oeste do Paraná (UNIOESTE) Universidade Estadual de Ponta Grossa (UEPG) e Universidade Estadual de Maringá (UEM). Analisa um pensar sobre as licenciaturas de Educação Física, permitindo encontrar questionamentos, desafios, experiências e propostas que contribuem na tentativa de superar a crise em que se encontram.

Palavras-chaves: formação profissional, formação humana e Educação Física.