23 - FORMATION AND COMMUNICATION AMONG PHYSICAL EDUCATION TEACHERS BY PREPARATION COURSES TITLED "SECOND TIME PROGRAM".

RENATO SAMPAIO SADI
MARCEL FARIAS DE SOUSA
College of Physical Education - Federal University of Goiás,
City of Goiânia, State of Goiás - Brazil
renatoufg@gmail.com

Introduction

Different theoretical and practical concepts of the teacher's preparation program are taken into account in the extension educational program named "**PROGRAMA SEGUNDO TEMPO**" a Portuguese name that stands for "**SECOND TIME PROGRAM**", instituted by the Ministry of Sport of Brazil. The continual preparation courses carried out in partnership with the Distance Education Center of the University of Brasília make it possible a partial analysis of its evolution.

This article introduces and discusses the continual preparation of the Physical Education Teachers by examining the extension courses offered by the Second Time Program. The theoretical and practical concepts involved in the formation and communication in the Physical Education area are discussed and reasoned out in the following sections.

Preparing new teachers as a job for expert docents, with large experience in teaching and researching, and as well in university extension courses, in the aim at taking additional advantage of the more experienced teachers' skills came from the fundamental elementary schools, and it is a challenge for the continual education. Understanding such preparation as a human wide spectrum education requires the passage by the practice and contradictions of the theoretical approaches. Empowering such systems by means of the experience as a sociological category it is an advantageous path for Brazilian physical education. In the same direction, unfolding and extracting creative and critical potential of directives, curricular parameters, documental axis and course projects it is another advantageous path.

When we contemplate the contractions and tensions involved in the continual education, it is possible to infer that the knowledge of the physical education teachers should receive differentiated regard, which means the ideological, social and political dimensions should not obscure the incentives and motivations regarding to pedagogical issues. That means acting carefully, without dogmatisms, masked authoritarianisms and sectarianisms, which often implies political positions and critical postures, etc. demanded from the teachers. Many teachers understand that the continual education should be extensive, going beyond courses and professional improvement endeavors. The private lives of the teachers seem to be imbricate by their attributions as teachers. There is no strict professional formation, therefore teachers seek their improvement and professional growth.

Teachers look forward to their continual education targeted to the physical education specificity, that is, knowledge updating and improvement of the essence of their courses rather than their organization and own political actions. The transmitted or produced knowledge acquired from the inner parts of the educational activities it is an individual process that merge with the singular experiences of each teacher calling forth different impacts to each individual who faces him/herself with his/her experiences. The concept of the world, society, mankind and education are involved in the play. It is possible to consider that participants that attend these educational programs may lead the teachers to reexamine their concepts, however we cannot deny that some will take hold of this knowledge to reinforce concepts already established so ignoring the transforming prospective. In this direction, the impact of the continual education tends to dilute over the daily practice in an apparent stillness (cf. GUNTHER, 2001).

Because the poor educating conditions of the physical education teachers, including several existing institutional aspects, we verify that the difficulties faced in the pedagogical intervention environs are similar to what "Adorno" (2002) called "semi-formation", that is, a set of insufficient formation, information, communication and knowledge. For such concept, in the contemporary occident society, it is important to notice the difficulties faced by the physical education teachers. In the complex scenery of the Sport, and the possibilities of the educational and scholar sports, we understand that it is necessary to fight against the delays and gaps of the so called semi-formation.

In this scenery, the semi-formation may be overcome by the effort of freed individuals, singular workers and qualified professionals with class awareness that, in spite of its current debility, remains live (Adorno *apud* Pucci. 1994:42). Even if it is seen a potential domination by the communication means and artistic expressions, it is also possible to notice the ambiguity and/or the contradiction, that is, an emancipation potentiality that may embody alternative paths for the current practices.

On the other hand, the definition of communication presents the most obvious aspect of the social theory construction. Communication may mean a "combined action", and action targeted at the others, that is, toward the individual as a consumer. With the changes on the technical and scientific knowledge base there was an improvement of the communication techniques, especially in the mass communication means. Every culture and education issue, and as well the actual facts in the society passed through the authoritative filter of the cultural industry (Horkheimer & Adorno, 1995). The means of communication not only have conveyed the consumption objectivity, but also subjective elements such as the guarantee of satisfaction and individual success. The media, as a dominant force of this culture in the socialization of life imposes, in the policies and social daily life, its logic, which is constituted by the consuming exchange currency.

We based on the thought of the communicative action in order to map the main traces we consider as singular ones regarding that type of formation. Habermas bases on the psychoanalysis premise in regard to the existing language capability of the human beings, and that would be important for the interrelation between individuals. Language and action become instruments for the development of historic acquirements, conception by which the individuals set out dialogs and actions that are legitimated by means of the discursive process to objectively make agreements possible, and as well spark off social behaviors.

Taking these aspects into account, we may realize that the knowledge that constitutes the physical education (sport, dance, among others) is possible locus to set this action and communication. Firstly, by understanding that the bodily socio-cultural manifestations, and thence the physical education are also a sort of language (perhaps, the prototypical language of the humankind), which will be spread out over nonverbal forms of communication. According to KUNZ (1994: 37) the language thematic approach, as a teaching method proposal of under an orientation of a didactic form of communication, it is important either for the verbal and nonverbal aspects of contents to be applied. The bodily being becomes an expression, the subject and, in the same time, the language itself.

For KUNZ (1994: 37) the thematic orientation of a language as a teaching proposal oriented by a communicative pedagogy it is important either in the verbal or nonverbal aspect of the content to be applied. The bodily being embodies an expression, the subject and, at the same time, the language itself. From this expression, the motion will be the way the subject establishes his/her dialog with the world. Secondly, by conceiving the pedagogic and educational action for the physical education and the sports as an action socially regulated, that is, an communicative action in which the participants, on the interaction process, will be able to perceive themselves as the subject of the action (cf. KUNZ 1991: 138).

For the Physical Education and Sport area, the material of the preparation courses of the so called "Second Time Program" partially plays this role.

The language of the modules of the preparation courses of the "Second Time Program": progresses and boundaries of the examined material.

One of the concerns of the new educational technologies - in which the distance preparation courses are included - it is that the students' reasoning skills and their knowledge assimilation should be eased by bringing theory closer to reality.

In this case, the textual production seeks to induce a teaching-learning process that is concerned with, and also contemplates the cognitive and interactive complexity between the parts and facts involved, writer and reader, text and context. The reading comprehension is directly connected to development of the ability to interpret the signs and the communicative intentions of the authors. Because the content and the language, the semi-formed readers face difficulties to understand the text of some specific areas. In order to improve the understanding capability some strategic tools are accepted - as linguistic markers of the textual coherency, illustrations, title, learning targets, among others (RAMOS. 2006: 217).

The modules of the preparation course of the "Second Time Program" present important elements within its textual construction that make it possible to the course attendees (with instruction level and heterogeneous formation) a more significative understanding of the objects existing in the area of the Physical Education and Sport. The set of texts produced for the courses offers to information the readers on the debate about scholar sport and its relations to the field of social politics, anthropology, pedagogy, and specific technical knowledge. The esthetical language (visual component) is an important feature of the material that it is easily noticed.

It is important to highlight that the distance preparation courses offered as one of the orientation axis of the Second Time Program has been developed in partnership with the Ministry of Sport of Brazil and the Distance Educational Center of the University of Brasilia by means of printed modules and as well the electronic learning environment. The Distance Courses that feature these two means allow for greater involvement and achievements of their purposes (cf. Rocha et al, 2003). In the same direction, we point out that the interactions and the recognizing processes of the students should be ensured by attendance at meetings.

The in-person debates, theoretical discussions and the warmth of the interactions become fundamentally important as the sport conception and growth are not isolated issues. On the contrary, sport it is dated as a representation of the transformations occurred in the modern occidental society, and then spread around the world. Assuming it as a potential educative channel requires that it will be examined in the wholeness of comprehensions, senses and meanings of the social dynamic.

As a link of connection of the content of the modules, the in-person meetings dynamize and motivate the participation in the courses. In order to attain a substantial acquirement, the student needs regularly review the theoretical and practical courses so dynamizing his/her reality with new knowledge, which as made possible by the esthetical language (visual component).

Illustrated by the images indicators of meanings inherent to the content, the modules present the following study methodology sequence:

1 - The objective of the subject focused, which is indicated by an image of ball thrown to the basket and by the statements "By the end of studying this section, you should be able to ...";

2 - Attention - Colored highlighted parts and the whistle image;

3 - Reflections, represented by a Horse of a Chess game and a Box with some question or an assertion;

4 - Evaluation with the words "Now it is up to up" and the image of a shuttlecock being stroke. This item may follow a request of text for the student.

The illustration used presents some meanings. By on side, we have the icons indicating a realistic representation form of objects, people, scenes or contexts - aimed to highlight, indicate or elucidate the existing elements of the textual component. On the other side, the images are directly associated with the existing situations in the real living world of the Physical Education teacher in the Habermasian acceptation (apud Kunz, 1994). The whistle example as an attention-getting device toward an objective or, during a gameplay or class, as a appeal to maintain the order, or as a punishment, it is reinforced by the insertion of a visual component inside colored frames that are not aggressive to the visualization and reading (this aspect it is connected to the principles of the semiotical systems).

The modules also present another category of visual elements framed into models and schematic codes that are symbols in which the relation to the object (in this case, the theme discussed in the texts) features a more intellectual order, of greater reflection (PARRA. 1985: 16). For example, in the unit about the sport pedagogy, there is a board that shows the synthesis of the entire discussion. This board is organized in a vertically segmented way, in two sections (columns) to allow for the comparison between pedagogical models existing in the Physical Education and Sports and, horizontally, in topics based on the similitude of the subjects. This way, it is easier to visualize the discussed subject due to a more direct reference (cf. Unit 1, subitem 1.5 of the volume 2 p. 46).

The texts were written based on the structure and organization of a specialist commission that planned a curriculum for such formation, and then invited some university professors to compile the program. For the attendees - teachers graduated in Physical Education - it was proposed a post-graduation distance course latu sensu specialization, comprised by six modules and a monograph about a theme related to the scholar sport. For the other attendees - teachers not graduated in Physical Education - the proposal recommended the attendance of modules of distance education. To minimize the problem of lack of communication that is caused by the distance education, the following mechanisms were established: In courses, tutorial and follow-up methodological tools available by email and telephone, besides meetings in the states. In each state of the country, a Second Time Program coordinator was designated as responsible by dynamizing theses meetings. Even not having information on the course of these activities, we understand the initiatives as complementary to the formation process.

The curricular structure may be observed on the tables 1, 3 and 3. The table 1 highlights the titles of the contents of the courses. The table 2, highlights the units of the modules of the post-graduation course - specialization, and the table 3 highlights the unit titles of the extension courses:

Table 1 - Titles and Contents of the Courses

Post-graduation course - Specialization		Extension Course	
Module 1	Sport and Society	**Module 1**	Sport pedagogy
Module 2	Pedagogical dimensions of the sport	**Module 2**	Sport Initiation
Module 3	Game, body and school	**Complementary text about soccer**	
Module 4	Game manifestations		
Module 5	Sport Manifestations		
Module 6	Research elements		
Complementary text about research initiation			

Table 2 - Post-graduation course - Specialization

Module	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
1	Sport, Politics and Society	Socio-anthropological aspects of the sport	Sport, school and citizenship	**********	**********
2	Sport pedagogy	Sport didactics	Concepts and tendencies of the Scholar Physical Education	**********	**********
3	Game fundaments	Game manifestations	Child and teen development	Bodily perception in the Sport	**********
4	Game and Sport in the body culture	Game, Sport and social inclusion	Sport and art	Basketball initiation	**********
5	Sportive formation process	The gymnastic pedagogy and its ludic formations	An scholar approach of the athletics	Volleyball teaching methods	**********

Table 3 - Extension Course

Modules	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1	Human learning characteristics	Objectives of the sportive education	Sport didactics notions	Brazilian Soccer	Pedagogical Competitions and sport festivals	Cases of sport pedagogy experience
2	Sportive initiation	Capoeira (A martial art and dance form, originally from Brazil that is used to promote physical fitness and grace of movement).	Table tennis	Chess		

The volume organization conforms with the logical and linear approach based on the existing aspects of a macrostructural field around the Physical Education and Sports - socio-historic context, politics, and knowledge theories that enfold this area - having a narrowing sequence of the existing phenomenon or characteristics of the microstructural field (without missing the view of the wholeness of the object, subject or phenomenon). The titles indicate that there is reasonable amplitude in terms of contents and activities. It can be observed in the specialization course, and basic aspects followed by paths that drill deeply into the subject.

In the extension course the titles make evident the concern with socialization and the basic knowledge spread as, for example, the titles of the units 2, 3 and 6. It is important to emphasize that the extension course material presents an adaptation to the target public that comprises hints and suggestions of complementary reading. Anyways, the basic either knowledge or the ones indicated as more specific and deepened need, in the distance education, other supports as tutorial, online forums, periodic evaluation mechanisms and the interest of the attendees to the mandatory and optional studies.

In the textual structure, the language of the modules is quite accessible, which helps out the interaction tasks between the parts involved. In order to increase the comprehensibility, the texts endeavor to take into account, in addition to the interacting nature and the use of social language, the consideration to the historic status, that is, the approach named socio- interactional (CONCEIÇÃO, 2005: 54).

Final Considerations

The formation and communication of the courses of the Second Time Program are themes that deserve a regular examination. Firstly, because this sportive program of national scope is referential, that is, it is the first Educational Sport Program in Brazil.

In regard to the Distance Education, the teaching and learning tools need to be improved, and the teacher and students, need to remain aware of their duties throughout the process. The project is ambitious and cannot be taken as a fixture in the continual formation of Physical Education students and teachers. Endeavoring to get over the difficulties and limitations, we acknowledge that there were advancements in the production and socialization of the preparation modules, however it is not possible to guarantee that there have been effectuation and application of the knowledge. In the absence of communication channels in the area of Physical Education and Sport, in which the academic production has not entirely accomplished its knowledge socializing objectives, the material has been useful as a reference even to the Physical Education graduation courses.

The heterogeneity of the groups of graduating teachers and, in different experience and understanding levels in the area, and as well the monitor groups without university degree, it is also an aspect that deserves attention. Again, the Distance Education accomplishes its role so minimizing the conflicts between heterogeneous groups in regard to a quality formation (and communication) as long as the minimal structural needs, and as well the studying length of time and commitment are met.

Bibliographical References

ADORNO, Theodor W. Educação and emancipação. Tradução Wolfgang Leo Maar. 2ªed., São Paulo: Paz and Terra, 2002.

CONCEIÇÃO, Rute Izabel Simões. A leitura do livro didático: uma dicotomia entre o discurso and a prática. In: Revista Linguagem & Ensino, vol. 08, nº 01, 2005 (51-72).

FREITAG, Bárbara. A Teoria Crítica: ontem and hoje. 5ª ed. São Paulo, SP: Brasiliense, 2004.

GUNTHER, Maria Cecília C. Formação permanente de professores de Educação Física - um estudo a partir da

realidade de Porto Alegre. Anais do XII Congresso Brasileiro de Ciências do Sport, Caxambu-MG, 2001.
HABERMAS, Jürgen. O discurso filosófico da modernidade. 2ª ed. São Paulo, SP: Martins Fontes, 2002.
HORKHEIMER, Max. ADORNO, Theodor W. A dialética do esclarecimento: fragmentos filosóficos. Tradução Guido Antonio de Almeida, Rio de Janeiro, RJ: Jorge Zahar, 1985.
KUNZ, Elenor. Educação Física: ensinos & mudanças. Ijuí, RS: Unijuí, 1991, 207 p. (Coleção Educação 11).
___. Transformação didático-pedagógica do Sport. 3ª ed. Ijuí, RS: Unijuí, 2000, 160 p.
MINISTÉRIO DO ESPORTE. http://portal.esporte.gov.br/snee/segundotempo/capacitacao acesso em 12 de setembro de 2006.
PARRA, Nélio (et al). Técnicas audiovisuais de educação. 6ª edição. São Paulo, SP: Pioneira, 1985.
PUCCI, Bruno. Teoria crítica and educação in: PUCCI, Bruno (org.). Teoria crítica and educação: a questão da formação cultural na Escola de Frankfurt. Petrópolis RJ: Vozes; São Carlos, SP: EDUFISCAR, 1994. (Coleção Ciências Sociais na educação).
RAMOS, Wilsa. A compreensão leitora and a ação docente na produção do texto para o ensino à distância. In: Revista Linguagem & Ensino, vol. 09, nº 01, 2006 (215-242).
ROCHA et al. Design de ambientes para EaD: (re)significações do usuário.
http://hera.nied.unicamp.br/pagina/publicacoes/5_ihc2001 acesso em 12 de setembro de 2006.

FORMATION AND COMMUNICATION AMONG PHYSICAL EDUCATION TEACHERS BY PREPARATION COURSES TITLED "SECOND TIME PROGRAM".

Abstract

This article presents and discusses the continual formation of the Physical Education Teachers by examining the extension courses offered by the Second Time Program. The theoretical and practical concepts involved in the formation and communication in the Physical Education area are thought over in the presentation of these courses.

Keywords: formation, communication, preparation.

FORMATION ET COMMUNICATION PARMI DES PROFESSEURS D'ÉDUCATION PHYSIQUE PAR PROGRAMME DE PREPARATION « EN SECOND LIEU » INTITULÉ COURSES.

Résumé

Cet article présente et discute la formation continuelle des professeurs d'éducation physique en examinant les cours de prolongation offerts près programment la deuxième fois. On pense plus de les concepts théoriques et pratiques impliqués dans la formation et la communication dans la région d'éducation physique dans la présentation de ces cours.

Mots-clés : formation, communication, préparation.

FORMACIÓN Y COMUNICACIÓN ENTRE PROFESORES DE LA EDUCACIÓN FÍSICA POR EL PROGRAMA TITULADO COURSES DE PREPARATION "EN SEGUNDO LUGAR TIEMPO".

Extrato

Este artículo presenta y discute la formación continua de los profesores de la educación física examinando los cursos de la extensión ofrecidos cerca programa "Segundo Tempo". Los conceptos teóricos y prácticos implicados en la formación y la comunicación en el área de la educación física se piensan encima en la presentación de estos cursos.

Palabras claves: formación, comunicación, preparación.

FORMAÇÃO E COMUNICAÇÃO ENTRE PROFESSORES DE EDUCAÇÃO FÍSICA A PARTIR DOS CURSOS DE CAPACITAÇÃO DO "PROGRAMA SEGUNDO TEMPO".

Resumo

Este artigo apresenta e discute a formação continuada do professor de Educação Física por meio da análise dos cursos de capacitação do "Programa Segundo Tempo". Formação e comunicação como conceitos teóricos e práticos na área de Educação Física são problematizados na exposição dos referidos cursos.

Palavras-chave: formação, comunicação, capacitação.