109 - SUPERVISED APPRENTICESHIP AND CONTINUOUS FORMATION: OPPORTUNITY FOR REFLECTION OF THE EDUCATIONAL PRACTICE IN THE AREA OF PHYSICAL EDUCATION

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The analyses here presented constitute a bibliographical study focused in subjects investigated in the research "Apprenticeship as thought practice: the production/reconstruction of knowledge for futures teachers" (FEUSP), to know: how the apprenticeship, how practice dialectics, can it contribute to an initial formation that mobilizes knowledge of the teaching? Which do knowledge the future teacher rebuild/produces in the supervised apprenticeship, in an integration context between university and school? How does the existence, with the public school and the research, during the supervised apprenticeship allow degree students to appropriate of practical knowledge?

To systematize a theoretical production on the theme apprenticeship supervised in the area of Physical Education presents scientific and social relevance, because the reflections contained in this text can collaborate for the teachers supervisors' intervention of apprenticeship and for the trainees' performance with the school physical education in the school-field. In recent production Silva, Aroeira and Mello (2005) verified that the actions in that context can subsidize learnings to all involved approximating the university and school, the statement and the fact, the writing and lived.

To the we worry ourselves with those subjects, the option in this article was to appeal to the analysis of the concepts of continuous formation, professional development and needs, that when we related to the problem of supervised apprenticeship, it sent us the: to investigate the potentiality of the apprenticeship for the teachers' continuous formation; to question as the student in initial formation, when existence the process de apprenticeship supervised in the extent of the school institutions, he can be a speaker in the moment of researching the teacher and school's existences; and to consider the identification of needs in the teachers' formation as possibility for learnings of the context of the teaching reality in that the teacher future will act.

Therefore, we organized this way reflection for to focus two subjects specifically: how can the process of supervised apprenticeship favor the teachers' continuous formation? What contributions can be considered when related the concepts of needs and professional development in the process of apprenticeship supervised during the teachers' initial formation?

To point the understanding on the concept of teachers' formation is made important, because it is identified here, as Nunes (2000) defines, as an action continuum, as form of personal and professional permanent education, aiming at the development of the educational profession, being coined, therefore, the expression continuous formation of teachers.

In that sense the continuous formation is the one that has place along the professional career after the acquisition of the initial professional certification privileging the idea of that its insert in the career educational has different quality in relation to the initial formation (RODRIGUES; ESTEVES, 1999).

Before that, it is valid to think the school as place of the continuous formation for we consider the need to overcome a classic conception on the theme, in that the paper of the university would correspond to the knowledge production, falling to the professionals of the fundamental and medium teaching of its application, socialization and didactic transposition. According to Mizukami et al. (2002), is possible to highlight that contrarily the that conception, researches and reflections point another perspective, formation models built starting from different perspectives, acted by three theories that synthesize the main axes of consensus investigation among the professionals of the education: a) the place of the formation to be privileged is the own school; b) every formation process has to have as fundamental reference the teacher's knowledge, the recognition and the valorization of the teacher's knowledge; c) for an appropriate development of the continuous formation, is necessary to have presents the different stages of the professional development of the teaching.

We pointed out in that context, that the apprenticeship supervised as component of the curriculum, as Pimenta and Lima (2004) affirm, it cannot be a complete preparation for the teaching, but is possible in that space, teachers, students and school community and university work basic subjects of foundation, as: the profession sense, the one that is be teacher in the society in that we lived, how to be teacher, the concrete school, the students' reality in the schools of fundamental and medium teaching, the teachers' reality in those schools.

The need there evidenced is that the apprenticeship projects articulate schools and universities, taking the reality for the reflection, in that the teacher of the university guides the process of the trainee's formation with the collaboration of the involved pairs (teachers and educators), being promoted the teachers' continuous formation of the school and of the teachers that form.

The observation of the reality of the school for the students trainees, it can put in context spaces for the formulation of the first subjects that in contact with to real condition of the schools they emerge in front of the need of analyzing the experience of the educational activity. The apprenticeship as reflection of the praxis as detach Pimenta and Lima (2004), it makes possible the students that still don't exercise the teaching to learn with those that already possess experience in the educational activity. Those reflections involving teachers of the university and school, and student-trainees when they look at the discussion of those experiences, of their possibilities, of the why of they give right or no, they configure the step the due to the simple experience. In that context, the supervisors' mediation and the mediation of the theories possesses important paper, in that process (PIMENTA, LIMA, 2004).

To look at the teacher that forms in that scenery, it points us the need to question: who form the teacher that forms? Which the teacher supervisor's paper? How does that teacher integrate the objectives of the apprenticeship with the teachers' participation of the school in that process? On the other hand, when that analysis is enlarged the sphere of more general subjects, we cannot ignore of discussing: which the objective of the apprenticeship? Which the commitment of the institutions that form with the school? How does the student trainee's observation overcome the extent of the accusation for the field of the possibilities and does it overcome the difficulties appeared in the course? Which the conception of Education that is in the base of the projects of the institutions that form?

In fact it is undeniable that in the initial formation a solid project of apprenticeship has commitment not only with the initial formation, but with the educators' continuous formation that they are involved (school and university). It is important to remind like Nunes (2000) points out, that the continuous formation should not be understood as complementation, space of correction of the distortions and of the misunderstandings of the teacher's pedagogic practice, it ends tends that inclination when we found arguments that justify the relevance of investing in that formation tends as perspective to supply scientific deficiencies, pedagogic, techniques and the teacher's politics. Consequently, as Nunes (2000) detaches, the critic to the precariousness of the courses of

teachers' initial formation and, consequently, of the defective product for them thrown in the work world is used primordial and in appealing way to justify the investment in the teachers' continuous formation.

Besides, as Nóvoa (1991) considers, it is not possible ignore that the teachers' formation is not only located in the courses of initial formation, but also in the teacher's personal path. Therefore, the continuous formation is not redeeming for the teachers' professional development (involved in the process of supervised apprenticeship) and the apprenticeship supervised by its time is not who priorly will give bill of the construction of all knowledge them of the exercise of the teaching.

Before that, how can the process of supervised apprenticeship favor the continuous formation in the extent of the school?

If we conceive the apprenticeship as opportunity of the reflection of the educational practice, not only teacher-students, but guiding teachers and teachers of the school, find in that process opportunities for they give new meaning to their professional identities, that they are in constant construction starting from the new demands that the society puts for educational action in the school. The debate and reflection about the experience, the light of the theory, guided by the teacher supervisor can project the construction of new knowledge, therefore as Tardif, Lessard and Lahaye (1991) affirm the educational knowledge is plural, formed by the amalgam, more or less coherent, of the knowledge about the disciplines, of the curricula and knowledge about the experience. The mediation among those knowledge articulating the current context of the society and of the school, through the theory not only it allows to build perspectives of improving the teacher-students' practice as possibility of the teacher's professional development.

Lima (2001) and Pimenta and Lima (2004), to the they discuss about the continuous formation in the field of the apprenticeship, they detach important aspects of that discussion, focusing three axes that need to be appropriate on that moment to give place the this analysis: a) the conceptual: the sense of the reflection in the apprenticeship and the need of considering the dialogue among equal with the theoretical reference, in collective and individual activities; b) the methodological: the reflection in the apprenticeship has as contents besides the aspects regarding the teacher and his knowledge the study of the education system and schools, structures, organization of the teaching, education politics and narratives on the history of the teacher-students' life; c) the politician: the education systems should include in their politics of continuous formation the actions of professional development and educational qualification, the schools, are always the starting point and arrival in the apprenticeships and actions of continuous formation.

In that context, the need to appeal to the research as strategy so that the apprenticeship is configured articulating teaching and research is made evident, being proceeded analyses of the processes developed in that project, from the acceptance of the apprenticeship in the school, apprenticeship conception, compromising of the involved to the concrete existence in the school, uncertainties, conflicts, happiness and possibilities.

Therefore, to understand the characteristics and qualities of the officiate of teaching is necessary to discuss what is said on it or what is waited of it (CONTRERAS, 2002). In that context, to appeal to the concepts of needs and professional development sends our attention to the subject: what contributions can be considered when related the concepts of needs and professional development in the process of apprenticeship supervised during the teachers' initial formation?

As Rodrigues and Esteves (1999) recognize, the teacher today doesn't have the monopoly of the knowledge and new are the papers that we want him to carry out. In that sense, when we considered the concept of professional development is necessary to consider that the initial formation has been having difficulties of satisfying the needs imposed by the demands that the reality presents, and before that the articulation among the initial formation, continuous formation, the educational exercise and the conditions of the teacher's work need to be considered in front of the challenge of improving the quality of the educational formation. As Almeida (1999) asserts in the moment of evaluating concepts concerning the professional development, that conception suggests the articulation between the formation and the development of the profession as its larger expression, the one that means understand the formation as a constant learning, approximating it of the development of professional activities and of the professional practice. That articulation in the author's vision allows that the formation to happen in a process dynamic, combined and continuous for a lifetime professional of the teacher.

When relating that concept to the context of the Apprenticeship, we highlighted, that the student in initial formation in Physical Education when living the process of Apprenticeship Supervised in the extent of the school institutions, he can be a speaker in the moment of to research the teacher's existences in the school and to study the established relationships in the encounter/confrontation for the teachers of the university. Before that, the appropriation of the concept of professional development in the process of supervised apprenticeship, it can contribute to the continuous formation of the involved pairs, in the measure in that the changes among the teachers of the school and of the university can subsidize the construction of new knowledge, besides approximating the futures teachers of the professional activities, because in that perspective the apprenticeship worries not only in observing, but in problematizing, to investigate and to analyze the school reality through a process mediated by the reflection that involves the involved actors.

To the we fall back upon the processes of identification of needs punctuated by the researches of the area (ESTRELA; MADUREIRA; LEITE, 1999, RODRIGUES; ESTEVES, 1999), the focus to the concept of needs has been put in the context of the continuous formation. If we consider that the formation needs elapse of the difficulties, of the problems, of the lacks and also of the desires and interests that the teachers feel relatively for the teaching, they pass to be understood as "realities", subjective, changeable and dynamics. The needs in that perspective as Nixon (apud ESTRELA; MADUREIRA; LEITE, 1999) explains, they are above all, interpretative elaborations that the teachers manifest when they establish mediations among the embarrassments that feel in practice and the ones that associate to the desire of a larger professional development. On the other hand, it is possible to conceive the identification of the teachers' needs starting from as they are expressed in problems, difficulties and lacks that are revealed in the course of the educational action and the teacher's needs are put in perspective for who evaluates them as evident lenses and of easy identification.

In other words, those two concepts of identification of needs suggest that these can elapse, wants of the perception that each teacher has of the competences that he judges are demanded in the profession, wants of the innovations and orientations proposed by the system.

However, we should admit that there is diversity of concepts on the subject and that to clarify it has been one of the challenges of the studies on the theme. In that context, it is valid to point out that we understood the concept of need identification in the teachers' formation, as planning strategy of producing valid objectives, that presupposes to involve futures teachers and teachers in the rising of interest/problem/aspirations of the pedagogic process.

To adapt of the concept about identification of needs during the initial formation, especially during the process of supervised apprenticeship could not approximate the futures teachers of obstacles that it has been impeding the educational performance to value the pedagogic renewal? What contribution can the concept of professional development promote by the possibility of building changes in the reality in what the future teacher will act?

To focus those subjects in the process of supervised apprenticeship is for understanding the apprenticeship as field of

knowledge and axis of the central curriculum in the courses of teachers' formation that it makes possible that indispensable aspects the construction of the identity can be worked, of the knowledge and of the specific postures to the educational professional exercise (PIMENTA; LIMA, 2004). One cannot deny before that, that the teacher's identity is built along his path as professional of the teaching. However, in the process of his formation is that are consolidated the options and intentions of the profession that the course intends to legitimate.

We understood here that being the apprenticeship as a place of reflection of the construction and invigoration of the identity, the analysis of the identification of needs and of as professional development in the context of the realities of the teaching institution has if characterized, can favor the confrontation with representations concerning of knowledge, abilities and professional commitment, besides considering the subjective and objective processes in the construction of the profession concepts and educational professionalism.

In that context when identifying needs in the process of teachers' formation in the perspective of producing valid objectives, and to value the concept of professional development during the Supervised Apprenticeship, it is important to consider the traffic among different institutional cultures: university, apprenticeship and school, understanding their specific cultures and what approximates them. As Nóvoa (1992, p. 28) affirms "the teachers' professional development has to be articulated with the schools and their projects."

But as Pimenta and Lima (2004) emphasize, the approach of the student trainee with the teacher of the school is not just to verify the class and the way of driving the class. It is also to research the teacher's person and his roots, his entrance in the profession, his insert in the educational collective, like him conquered his spaces and as him is building his professional identity along the years. The entrance in the school during the process of Supervised Apprenticeship sends the characteristics of the political-pedagogic project of the course, of its objectives, interests and formative concerns adopted by the group of teachers that form and of the organizational relationships of the academic space the one that is linked.

Before that, the research developed during the Apprenticeship, it is presented as an important component to point possibilities to teach and to learn the educational profession, besides for the teachers that form that they are summoned to review their certainties, their conceptions of teaching and of learning and their manners of understanding, of analyzing, of interpreting the phenomena noticed in the activities of the apprenticeship. Like this, as Pimenta and Lima (2004, p. 114) confirm, "the apprenticeship becomes possibility of continuous formation for the teachers that form."

In that sense, to rule the process of Supervised Apprenticeship considering the idea of professional development, it can allow new dimension the future teacher's practice, putting it as resulting from the combination among the reflection on the teaching accomplished by the teacher and for the future teacher and his interaction with the continuous formation of the involved pairs (guiding teacher of the apprenticeship, teacher of the school-pole), permeated by the concrete conditions that determine both and mediated by the theory. Identifying the needs in the teachers' formation the educational future can consider learnings of the context of the teaching reality that will act, of the interactive dynamics of knowledge, on the life and the teachers' work in the school, knowledge of investigation, problematizing the teacher's activity, of the classroom, school administration, organization of the process teaching-learning and on the theories studied in the university and concerning the practices that circulate at the school.

Position that, in this article we presented the attempt of considering the contribution of the concepts of continuous formation, professional development and needs in the process of teachers' Supervised Apprenticeship in the initial formation. It is possible to evaluate that when the apprenticeship process penetrates the "ground of the school" and it is mediated by the reflection, it can present possibilities to promote change of knowledge among the student-teacher, teacher of the school and teacher of the university. In this picture, when focusing the teacher's professional development in the school, the student-trainee can relate characteristics of the profession, approaching of the demands that it imposes the profession, as well as of the understanding of the formation as a constant learning, and when identifying the needs in the educational activity it will be able to through the research, to lift possibilities, interests, problems and aspirations, formulating valid objectives for the identified needs. As Rodrigues and Esteves (1999) detach, it is valid to remind that the formation doesn't become exhausted in the initial formation, should continue along the career, in a coherent and integrated way, answering to the formation needs felt by the own and to the one of the educational system, resultants of the social changes and/or of the own education system.

In synthesis, the analyses here undertaken allow to identify two central subjects when we sent ourselves to the processes of apprenticeships and their possibilities to promote opportunities of continuous formation. The first is that for the apprenticeship to potentiate the construction of you knowledge not only of the teachers students as of the teachers, it is necessary to be anchored in a project that promotes the reflection of the teachers' activity, not only in the individual plan, but in a collective way, being that reflection aided by the theoretical reference. The second is that the apprenticeship in the extent of teachers' formation can point significant learnings, since it has as reference the school in its possibilities and limitations, meantime without ignoring the change of experience and the participation of all (equal of the school and university).

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SUPERVISED APPRENTICESHIP AND CONTINUOUS FORMATION: OPPORTUNITY FOR REFLECTION OF THE EDUCATIONAL PRACTICE IN THE AREA OF PHYSICAL EDUCATION

Abstract

This study analyzes the theme supervised apprenticeship focusing its relationship with the teachers' continuous formation and the construction of knowledge of the students trainees in front of the process of appropriation of the concepts of continuous formation, professional development and needs. It is a reflection produced during the course Formation of Teachers: Tendencies of Contemporary Investigations (PIMENTA; FUSARI; ALMEIDA, 2005) supplied in the Program of Masters degree of University of Education, University of São Paulo, that drew contribution to the research "Apprenticeship as thought practice: the production/reconstruction of knowledge for futures teachers" (in development in FEUSP). It uses as methodological procedure the bibliographical research and it especially dialogues with studies in the area of the Didacticism focusing the teachers' formation. As main considerations, the study stands out as necessary for that the apprenticeship to potentiate the construction of knowledge, not only of the students trainees as well as of the teachers, it to be anchored in a project that promotes the reflection of the educational activity, not only in the individual plan, but in a collective way, being that reflection aided by the theoretical base.

Word-key: supervised apprenticeship; continuous formation; professional development.

APPRENTISSAGE SURVEILLÉ ET FORMATION CONTINUE: OPPORTUNITÉ POUR RÉFLEXION DE LA PRATIQUE ÉDUCATIVE DANS LE DOMAINE DE L'ÉDUCATION PHYSIQUE

Résumé

Il analyse le thème apprentissage surveillé qui concentre son rapport avec la formation continue des professeurs et la construction de savoirs des étudiants des apprentis devant le processus d'appropriation des concepts de formation continue, développement professionnel et de nécessités. C'est une réflexion produite durant le cours Formation de Maîtres: Tendances d'Investigations Contemporaines (PIMENTA; FUSARI; ALMEIDA, 2005) proportionné dans le Programme de Pos-graduation de l'Université d'Education, Université de São Paulo, qui a tracé des contribution à l'investigation "Apprentissage comme la pratique réfléchie: le production/reconstruction de savoirs par un avenir maître" (dans développement dans la FEUSP). Il utilise comme procédé méthodologique l'investigation bibliographique et dialogue spécialement avec les études dans l'aire de la didactique en mettant au point la formation des maîtres. Comme considérations principales, l'étude ressort comme nécessaire pour que l'apprentissage renforce la construction de savoirs, non seulement des étudiants des apprentis ainsi que des maîtres, être fixé dans un projet qui promouvoir la réflexion de l'activité éducative, non seulement dans le plan individuel, mais d'une manière collective, sien la réflexion protégée par la base théorique.

Mot - clef: Apprentissage Surveillé; Formation Continue; Développement Professionnel.

PASANTÍA SUPERVISIONADO Y LA FORMACIÓN CONTINUA: LA OPORTUNIDAD PARA LA REFLEXIÓN DE LA PRÁCTICA EDUCATIVA EN EL ÁREA DE EDUCACIÓN FÍSICA

Abstracto

Analiza el tema pasantía supervisionado enfocando su relación con la formación continua de los maestros y la construcción de saberes de los estudiantes aprendices delante del proceso de apropiación de los conceptos de formación continua, desarrollo profesional y necesidades. Es una reflexión producida durante el curso Formación de Maestros: Tendencias de Investigaciones Contemporáneas (PIMENTA; FUSARI; ALMEIDA, 2005) proporcionado en el Programa de Posgrado de la Universidad de Educación, Universidad de São Paulo que trazó contribuciones a la investigación "Pasantía como la práctica reflexionada: la production/reconstruction de saberes por futuros maestros" (en desarrollo en la FEUSP). Usa como procedimiento metodológico la investigación bibliográfica y dialoga especialmente con los estudios en la área del Didacticism enfocando la formación de los maestros. Como las consideraciones principales, el estudio resalta como necesario para que el pasantía potencie la construcción de saberes, no sólo de los estudiantes aprendices así como de los maestros, estar fijado en un proyecto que promueve la reflexión de la actividad educativa, no sólo en el plan individual, pero de una manera colectiva, sendo la reflexión amparada por la base teórica.

Palabra-llave: Pasantía supervisionado; Formación continua; Desarrollo profesional.

ESTÁGIO SUPERVISIONADO E FORMAÇÃO CONTÍNUA: OPORTUNIDADE PARA REFLEXÃO DA PRÁTICA DOCENTE NA ÁREA DE EDUCAÇÃO FÍSICA

Resumo

Analisa o tema estágio supervisionado focalizando sua relação com a formação contínua dos professores e a construção de saberes dos alunos estagiários em frente ao processo de apropriação dos conceitos de formação contínua, desenvolvimento profissional e necessidades. Trata-se de reflexão produzida durante o curso Formação de Professores: Tendências Investigativas Contemporâneas (PIMENTA; FUSARI; ALMEIDA, 2005) ministrado no Programa de Pós-Graduação da Faculdade de Educação, Universidade de São Paulo, que traçou contribuição à tese "Estágio como prática reflexionada: a produção/reconstrução de saberes por futuros professores" (em desenvolvimento na FEUSP). Utiliza como procedimento metodológico a pesquisa bibliográfica e dialoga especialmente com estudos na área da Didática enfocando a formação de professores. Como principais considerações, o estudo ressalta como necessário para que o estágio potencialize a construção de saberes, não só dos alunos estagiários como também dos professores, estar ancorado num projeto que promova a reflexão da atividade docente, não só no plano individual, mas de maneira coletiva, sendo essa reflexão amparada pela fundamentação teórica.

Palavras-chave: estágio supervisionado; formação contínua; desenvolvimento profissional.