120 - PHYSICAL EDUCATION TEACHER FORMATION AND SOCIAL ENGAGEMENT

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This thematic can be reflected under different perspectives. In this article, the reflection is listed in the following purposes: a) there is in every teaching practice an explicit or implicit social engagement; b) this social engagement is originated from some moment of the human formation of a teacher; c) the initial formation is essential or decisive in this teacher social engagement.

From these presuppositions, the article was organized in a way to make them considered fundamental in the Physical Education teaching practice. First of all, we talked about teaching practice and social engagement; then, about Physical Education teacher social engagement, focusing on experience; finally, about initial formation process and its role in social engagement construction of future Physical Education teachers.

Teaching Practice and Social Engagement

Teacher practice was mentioned in the article and that for some reason chose the school as operation space. We talked about a teacher who is author in social practice, that builds social relations and who also have a social engagement. What do we mean by that? We mean that in the practices and everyday life relations of the teacher with the school, with other Physical Education teachers and other school subjects, with the students, with their knowledge, with the society, there is a peculiar social engagement to the teaching profession and the condition of being a teacher.

In the teaching profession and being a teacher there are some inter linked matters: one in the profession ambit - the professional collective and the professional academic field; the other, all about the teacher - the individuality, agent of the teacher own practice.

About the teacher profession, we are certain we live in a fast process of proletarization that "…provokes statute degradation, of profits and of power/autonomy…" (NÓVOA, 1997, p.24), but at the same time, a building process of a teaching identity centered also on the teaching work nature that is teaching as contribution to the humanization process of students historically placed, teaching as process to develop and permit our students to build knowledge, attitudes, skills, values (PIMENTA, 1999); teaching as building process of engagements that make reflection and social changes possible which is essential for a better society.

About being a teacher, we could talk about the points of view of teacher's life, teaching, curriculum, knowledge that constitute the teaching profession among students. Here, we are going to explore deeper the knowledge that constitute the teaching profession due to our understanding of these problems to be considered nowadays huge in the Physical Education ambit.

According to Selma Garrido, the teaching profession knowledge is made up of experience and pedagogical awareness.

The experience taken by the student to the course results from the student's school life, meaning that in the trajectory lived inside the school the student constitute relations and ways to see the world that permit them to evaluate, for instance, who the good teachers are, who are aware of the content to be taught, but are not good at teaching, know what being a teacher means to society (social and financial depreciation, etc.). The knowledge is about the specific awareness of each area or academic field that teachers must dominate to teach well. The pedagogical knowledge is not only about didactics and methodologies. It means construction through pedagogical necessities shown by reality, by social practice of education.

In Physical Education the experience knowledge is even more present and many times it is confused with the practical knowledge. Further on we will talk specifically about these knowledge implications in formation courses.

We can say, then, that the teaching profession is pedagogical, that builds social relations which the teacher is socially engaged with the act of teaching as a contribution for students' humanization process. Meaning that every pedagogical practice is has a consciously and unconsciously intentionality responsible for human formation and that can contribute for the changes in the existent social relations.

This pedagogical practice has dimensions that are all about the teaching profession and being a teacher. From now on, we will be more emphatic in the particularity of being a Physical Education teacher.

The Physical Education Teacher Engagement: a social experience focus

There is a strong influence of students' social experiences in the Physical Education course. These experiences work as filters throughout the course. The social experiences which are built inside and outside the schools are taken to the course.

The social experience knowledge is contextualized in social relations, as well as the practical knowledge. However, they are different when the experience knowledge represents an individual and intentionally collective action, circumscribed in people subjectivity, and when the practical knowledge represents a "tacit awareness", intuitive, experimental, spontaneous, ordinary (SHÖN, 1197). It is possible to say that the practical knowledge is being aware of something that interferes the doing, is learning from actions, without techniques or specific instructions, but that interfere in the accomplishment of activities, conjoined with more formalized knowledge.

Experience means "… ways of building reality. From this point of view, social experience is not to be considered a sponge, a way to incorporate the world through emotions and sensations, but a way to build the world" (DUBET, 1994, p. 95).

The experiences built by Physical Education teachers before entering the course contribute for a construction of a representation of what the Physical Education teacher social engagement. It was identified in a recent research that took place with students of a Physical Education licentiate course that the way teachers of elementary and high school, select, plan, organize, transmit and evaluate the knowledge favors the construction of a kind of relation with the discipline that unilateral conceptions are predominated in the biological aspects, favoring the maintenance of beliefs and myths that influence different visions, hierarchy and trajectories related to socio corporate experiences. We can also conclude, that this selection, planning, organization, transmition and evaluation of knowledge has been motivating some students to search for, outside the school, activities that fulfill an empty space left by discipline in the institution ambit.

A student from the fifth period who participated in the research was a left apart from the classes by the teacher, remembers: "In high school some new kind of games and athletics appeared and I remember clearly of my teacher, she was very beautiful, elegant, nice and caring, but I believe that for her some students without an athletic body or the ones who did not demonstrate any specific ability for physical activities (volleyball, terminator, running, jumping, etc.), were not stimulated or should not be hidden behind the ones who used to stand out. I was one of the hidden, I was short (not undernourished) and not strong enough to serve the ball well, I did not have a good impulsion or speed, I was never motivated to improve and even participate of the school championships".

The frustration and incapacity feelings caused are well remembered by another student from the fifth period - "In eighth grade, I couldn't understand why the dance classes for girls were canceled, it was all sports. So, my dance teacher started teaching sports and it was a disaster. Besides not enjoying the classes very much, I was not very good compared to the other girls. I was terrible. I

was never invited to join the team, especially in the volleyball one. I traumatized".

These and other experiences are taken inside the course, they work as filter for determined knowledge and highly influence, all the pupil trajectory in the initial formation. Besides it is the responsible part of images built by students in relation to the Physical Education teacher social engagement.

The Initial Formation Process and its Role in the Construction of Social and Political Engagement of the Next Physical Education Teachers

So we ask ourselves, what do the Physical Education formation courses (licentiate) do to try changing this situation?

In a way, we can say that Physical Education, not hindering from the other licentiate courses, shows a lack of articulation between theory and practice and of dichotomy between specific formation and pedagogical formation. It also shows the necessity of building a solid formation and the lack of connection among the formation and basic disciplines, besides others pointed by literature. We can even say that Physical Education has been trying to solve some historical problems in the area, such as, the lack of a professional identity and the lack of clarity about its study object.

On the other hand the situations that make students decide by Physical Education as a profession are much differentiated. There are situations in which the choice represents a first option of college, others which represents a second option, after the student had already graduated in any other course; situations in which the choice represents second, third or fourth option, after having failed some college entrance examinations to other majors, or even in some cases, the choice is simply lack of option.

In all of these situations, the experience and the taste for sports and/or other body activities, in or outside the school, are common references. Such identification like sport for example, as well as Physical Education conception, lead students to make some choices and valorizations that may compromise the formation quality, specially, for the ones who might act at the school.

Between students there are some action influenced by former experiences. Among them: a) a tendency to give value to biological disciplines, such tendency, highly linked to the Physical Education conception as promoting health; built as in specific formation, as well fundamental and elementary teachings; b) a tendency to choose disciplines which a former experience is noticed, judging having the necessary knowledge to act (identity relation with corporate practice superposing the relation from learning to teaching or knowing-teaching).

Some Physical Education course students do not see themselves in the teaching formation process. The representation they seem to make of the course is strongly identified as their individual trajectories and with the extension of the trajectories during the four years and a half to graduate. The action to give priority to biological disciplines, to disciplines which teachers are more demanding and more practical ones, represents a transposition of some notions formerly built, changed into actions in the |Physical Education course.

Like this, the formation courses need, urgently, to try handling well with these influences in the interior of resumes. Instead of reproducing, trying to break up with influences transported to inside the course by the formation course students. The initial formation process must be decisive in the build of a social engagement of the next Physical Education teachers.

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PHYSICAL EDUCATION TEACHER FORMATION AND SOCIAL ENGAGEMENT

This article tries to reflect about the Physical education teacher formation from the presuppositions which in every teaching practice there is an explicit or implicit social engagement; and that this engagement comes from some moment of the teacher human formation, that the initial formation is fundamental or even decisive in this teacher compromising.

a) Teacher formation b) Social engagement c) Physical education.

FORMATION DE PROFESSEUR D´éDUCATION PHYSIQUE ET ENGAGEMENT SOCIAL

Cet article cherche à réfléchir sur la formation du professeur d´Éducation Physique en partant du principe que dans toute activité d´enseignement il existe, d´une façon explicite ou implicite, un engagement social; que cet engagement social a pour origine un certain moment de la formation humaine du professeur et que la formation initiale est fondamentale ou même désicive pour cet engagement. a) Formation du professeur b) Engagement Social c) Éducation Physique

FORMACIÓN DEL PROFESOR DE EDUCACIÓN FÍSICA Y COMPROMISO SOCIAL

Este artículo busca reflexionar sobre la formación del profesor de Educación Física partiendo de los presupuestos de que en toda práctica docente existe explícito o implícitamente un compromiso social; que ese compromiso social tiene su origen en algún momento de la formación humana del profesor; que la formación inicial es fundamental o incluso decisiva en ese compromiso de profesor.

a) Formación de Profesor b) Compromiso Social c) Educación Física

FORMAÇÃO DO PROFESSOR DE EDUCAÇÃO FÍSICA E COMPROMISSO SOCIAL

Este artigo busca refletir sobre a formação do professor de Educação Física partindo dos pressupostos de que em que em toda prática docente existe explícito ou implicitamente um compromisso social; que esse compromisso social tem origem em algum momento da formação humana do professor; que a formação inicial é fundamental ou mesmo decisiva nesse comprometimento do professor.

a) Formação do Professor b) Compromisso Social c) Educação Física