15 - EMBRACING THE KNOWLEDGE: THE JOB TRAINING IN PERMANENT REFLECTIVE PHYSICAL EDUCATION SCHOOL TEACHERS.

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INTRODUCTION

This research is a fundamental element of a proposal for Life-long Education for Teachers developed by the Institute of Physical Education and Sports (IEFES) Federal University of Clara (UFC), with groups of teachers of physical education in the city of Fortaleza and Metropolitan Area. The training proposal presents principles and theoretical and methodological references, based on the neighbour-knowledge, the dialogical, critical reflection, the study of life histories and discussion of specific topics of physical education.

This project is in effect as an attempt to overcome and point out new possibilities in relation to the proposals for ongoing training that is disseminated in the city of Fortaleza. The social and historical background of ongoing training is presented bound by different trends and perspectives. In an analysis of these trends, Candau (1996) presents a classical perspective, whose projects are focused primarily on the recycling of teachers, who, "as its name indicates, 'recycling' means 'redo the cycle', and re-upgrading training received "(p. 141), as the most widely accepted and used model, which does not seem different in reality the city of Fortaleza. Another perspective that emerged from the 1980s, critical and reflective orientation has been identified as the best direction for lifelong learning, such as the studies by Carvalho Simões (1999), Almeida (2003), Porto (2000), Silva and Araújo (2004) indicate.

The proposal guided critical reflection, unlike, the classic model, presents the proposition as the construction of knowledge and theories are subsidized and based on own teaching practice. Teachers involved in the process of continuous training, perform work that part of critical reflection and review and analyze their own actions, procedures and attitudes. Thus, this proposal leaves out the 'recycling' as a model of temporary and timely update, out of context, and not confronting the reality of them, and prints logic closer to a process that occurs continuously in reflection and analysis practice, in an attempt to rethink that from this to consolidate experiences and effective changes.

Faced with this new configuration, ongoing formation starts to value the teachers and their knowledge, but also experiences. We seek a new understanding for the training, conceiving it in an articulated manner to the life story of teachers to understand professional practice (Nóvoa, 1991), i.e., as an ongoing process of professional identity construction.

Value only formative methods that rely on existential slant aproach (Pineal, 1988; Josso, 2004; Dominicé, 2006) that enhance the awareness on the part of teachers, who are carriers of knowledge and how it becomes possible signification thereof. There is, thus, an understanding of the importance of reflection on practices to solve problems and at the same time, focus is a new concept of teacher as able to construct their own knowledge in a process of self-education, which integrates experiences, knowledge and professional reality.

So moved by the possibilities that beckon to lifelong learning, this study is we want to identify the contributions that are assigned by the teachers of physical education to work on your reflective process of life history and training.

METHODOLOGY

Lined in idealized goal for this research, the methodological approach that was used for the routing of the research and for better definition of the research instruments was the qualitative approach, considering its relevance to the research. The type of study that was intended to be carried out followed the prevailing descriptive character. Thus, we sought to better understand the results of reflective work in life-long education for teachers of physical education, studying the universe of meanings and values assigned by them, and giving meaning to the 'speeches' of the interlocutors, giving them visibility, relevant characteristics the qualitative study (Bogdan and Biklen, 1982).

The activities related to the application of this research were carried out during the development of the module Life History and Training Course extension: Integrating Knowledge in Ongoing Education in Physical Education of Institute of Physical Education and Sports, Federal University of Ceará (IEFES-CFU). The core of the module consisted of group work for the realization of oral narrative. The teachers in a total of thirty-one were divided into small groups of 3 to 5 people, each member had up to 20 minutes to narrate the main experiences related to personal and professional life, articulating the fabric to an engaging question, "that life experiences and training made me be the teacher I am today." The module had closure with an artistic production that would represent the meaning of the lived moment. At the end of the module, the participants were asked to answer a questionnaire of four questions. From this instrument, that was used as a reference for our study the second question, which inquired the teachers, on which contributions of this work reflected on the lifelong learning / ongoing education?

For the presentation of the results, we reported that they were made possible through a work that was based on the analyzed materials, arising from the productions of the questionnaires. The analysis was based on the thematic analysis technique for the determination of categories (MINAYO, 1999).

RESULTS AND DISCUSSION

Based on our initial intentions to identify the contributions that are assigned by the teachers of physical education to work on your reflective process of life history and training through appreciation of the material prepared, began the time to better understand these contributions, product of this endeavour. For sure we do not bring results closed and crystallized, but reflections and contributions have enabled us to progress needed in transit between possibilities.

We note that teachers, in the desire to find elements to give meanings and codes for reflective work in life-long education, embarked on two categories most evident in our analysis: **a) The engagement of their own history, b) To (re)consider the teaching practice endeavouring possible changes**. The categories are not dissonant or misaligned, however, have different approaches, and we devised a way to better explain how these two aspects of the study on reflective work.

In the first category, for "the engagement of their own history", some answers given in the questionnaire investigation

that have alerted us to the character of a reunion with their own story, and the narrative became a moment to visit their life course , slightly displacing one of the original intentions, to reflect their pedagogical experience and its implications for the teacher But this prove to be the story told is a fundamental process for making self-knowledge and empowerment, and concurrency is a first stage for reflective work.

This aspect also demonstrates the imbrications established between the personal and professional, as we see highlighted in Favero (2010, p. 27) when he states that:

> "The figure of the teacher and figure of the person, both constituents of the same subject, mutual influence on one another. Thus, any process that applies the formative teaching professional must take into consideration that this guy is carrying the story of his life and that, in the same way that training influences the life story of the person, this portability interfere in the construction of the professional".

A term often cited was the "rescue of their own history", when asked via questionnaire contributions of reflective work as cites T1 "redemption story for later reflection and adjustments." The T2 accompanies placement prior to state, "the rescue, all this does reflect what we were to what we are today, and much better than that. It's what we can conquer. "The term "rescue" is emblematic, when you think that life stories are rarely or never developed as an element for the development or discussion of pedagogical practices. In this perspective, the history of life is hidden throughout much of the training process, narrating his experiences, a whirlwind of sensations, memories, recollections are released by the act of speaking, and some teachers have commented on the questionnaires that walk for you, was the high point of the module, this culmination, leaves deep scars, but it can be a way to change feasible.

To Moita (1995), this approach allows us to understand in a way comprehensive and dynamic interactions that were going on between the various dimensions of life. Only a life story captures how each person, remaining itself, transforms. Only a life story highlights how each person mobilizes their knowledge, their values, and their energies, to go forming their identity in a dialogue with their contexts.

This narrative process is such a force, which some reports showed contributions of other subjects such as the case of the family, exemplified this fact indicates the case of T3 on "the importance of family during the journey." During the narratives, several teachers were moved and, in parallel, touched others, who at the time were listening. This leads us to better understand another point advertised in the questionnaire, the need to share his own story, as told in T4 "share my experiences, thus giving a bit of my experience," and in the same direction cites T5 "know each other, and find various contexts it next to my "this time of sharing is required for a shared reflective process, with a host of knowledge-partner. Our intention was to contribute to the educational process occurred in a contextualized way, an approach which highlights the "dialogical", that focuses on relationships, founded on the dialogical; purpose as a knowledge partner, the contextualization of learning that enhances the face of "extreme situations" lever to "be more" and acts touting transformation (Freire, 1983).

However, in some cases, it was observed that such sharing had a sense of drama and softens the anxieties of life, that teachers bring your family and school context, and in our analysis that impression not could go unnoticed. This process of reducing the tension is of paramount importance for a step that would later think about possible changes.

This feeling /knowledge meets the conceptions Larrosa (2002), to explain that experience is not just what happens in the pass, but what touches us, happens to us, sensitizes us, in fact, what gives emphasis to our lives, changing us or turning. Josso called such experiments "pivotal moments", designated as such because, through these moments and experiences the subject chose - felt obliged to - a reorientation in the way they behave, and / or on their way to you through new activities (1998, p.44).

And this step forward, or better, or that last walk with their eyes on the walk itself is that we got to our second category, "**The (re)considering the teaching practice endeavouring change possible"**, we understand that this category can better link the design intent of extension among many goals, one opportunity, was the reflection of teaching practice, making room for possible changes, or pedagogical innovations. In several surveys, we analyze an understanding by teachers of the role of narratives in this extension project under study. How to expose the T6 "how taking attitudes is important after a reflection". Because through attitudes can change the way you work, live, study and so on. ". Another presentation was made by P7 "narrating your story, my case, made me analyze my career, as a kind of self-evaluation, clearly highlighting my professional role." With a similar response, the T10 was "the appreciation of the process / path in the teaching and seeking improvements to look to the history."

According to Nóvoa (1997), the formation is not built by accumulation of courses, knowledge or techniques, but rather, through a work of critical reflexivity about the practices and (re) construction of a permanent personal identity. Therefore it is so important to invest in people, and in this particular case, the teacher, and give them a status to know from experience.

This point of taking action was something that teachers excelled in their questionnaires. As pointed P8 "can contribute in the future, before making certain decisions, whether professional or even personal. This will certainly add to my professional life, from the moment I know my insides, I might be more critical and evaluate me for possible changes. "In the same line states the T9 reported that "seek solutions in improving my work."

Openness to change is something important when you realize that changes are possible, the teachers when they encounter problems and obstacles in their teaching, at various times of the Extension Project, when trying to understand the limit of the situations, indicating problems in the physical structures of schools, low wages, widespread over time, the large classes of students, among other limiting situations. And these points should always be addressed and questioned by the teachers and to some extent a permanent struggle for a quality public education. However, when the first act of limitation is change their own pedagogical practice, this change in posture can reduce the impacts that impose other obstacles to the teaching profession.

And in an analysis of the conjuncture, these other changes regarding working conditions, despite the clarity of its impact on teaching practice, the correlation of forces in the direction of change is unfavourable for teachers, for this reason, the Extension Project, should a priori, to use other outputs, one of the strategies used was reflective work in training, reflection on a shared perspective, in order to expand their own reflexive potential. Envisioned to leave a prospect of individual reflection, for a collective reflection, co-elaborative.

Through this conjuncture was possible to see the potential of reflective work, when several reports noted a desire to change and contribution. As in the case of T11 understood that the "contribution in the form of a motivation, reflection for making and maintaining the new attitudes that are good." And on the same axis follows T12 states that "this practice contributes quite reflective self-knowledge and improving the quality of the person both personally and professionally." This is motivated from the inside out, i.e. _ Teacher_ finds elements in its own way reflective work also helped by the other and finds the strength to take a new attitude in its context. Considering that "nobody walks without learning to walk, learning to do something without the path

being walked, without learning the redo, to retouch the dream because of which we began to walk" (Freire, 1992, p. 155).

These changes should be seen as a process that can take forward or backwards, depending on the reality of each the teacher. The ideal is to let a method to reflect their own practice and make this methodology an element being present in the lives of) teachers . This action introspective walking for yourself to realize or self, can lead to allowing no permission flippant, but a hopeful and allowed autonomous and take a conclusion cited by I13 when he says "that you will always have to do it" , i.e., maintaining a clear focus on always linked its own training path.

Therefore, you must support and encourage collaborative and reflective work in the critical area of physical education and in education in general. The reflective work in life-long education enhances always leave a warning sign for their pedagogical, this surveillance state only benefit and optimizing the pedagogical practice of teachers.

FINAL CONSIDERATIONS

As an outcome may weave form of temporary the study in question, it was revealed that the reflection in the course of teacher training is a practice that has already been built for many years, though, it is manifested in many aspects and different interests. Our main objective was to promote the socialization of reflective work with teachers , in the sense that these teachers lived and experienced a process of lifelong learning that is distinguished by its own dynamic when it seeks the inclusion of all learners as authors and teachers. Thus, enhancing critical and shared reflection , this allowed the perception of their actual contributions by the teachers involved in this study and could grasp, feel, give sense and meaning to what they were doing.

The work with the narratives of life stories and training allowed an invitation to critical reflexivity - reflection on what we live to have clarity of what we learn and how we learn. Potentiated also the awareness of experiential learning as in recounting become aware of our choices, their anchorages, the references and learning developed, as well as understanding of the educational space occurs in different contexts and under many influences.

We believe, therefore, that in virtue of the very context in which it is immersed , lifelong learning, still tied to the usual methods which, in general, out of context practices emphasize the reality of the teachers' work, not value their knowledge and experiences, not prioritize dialogue about the problem to enable that constitute collective alternatives in partnership to overcome them; propagate hopelessness regarding possible changes in the face of numerous challenges because they are teachers, do we think the proposition of a new look, though, interaction, feel, taste, notice for ongoing formation, and that this is done mediated by reflexivity, in a collaborative and relational.

We have understanding of barriers and obstacles that present themselves but we consider it essential that new educational and training spaces can be experienced. These spaces that may provide better understanding apprehension and interpretation of reality in which the teachers find themselves inserted . Understanding this makes it critical, active and transformative able to potentiate the questioning, the curiosity, involvement, pursuit of the new features that as a possibility.

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EMBRACING THE KNOWLEDGE: THE JOB TRAINING IN PERMANENT REFLECTIVE PHYSICAL EDUCATION SCHOOL TEACHERS.

ABSTRACT

The study aims to identify the contributions that are assigned by the teachers of physical education to work on their reflective process of life history and training. The research was accomplished during the project Integrando Saberes na Formação Permanente em Educação Física Escolar promoted by the Instituto de Educação Física e Esportes da Universidade Federal do Ceará, in partnership with the Ministry of Education. The study was conducted through the Module Life history and Training, developed during the project, with a workload that corresponded to twenty hours, in which were discussed the historical, conceptual and experiential of the theme. Thirty one teachers participated in the module from Ceará's state network and Fortaleza's province network. The study follows a qualitative descriptive approach. For data collection questionnaire was used with three questions. We focused our work as a reference to the second question, which inquired teachers, about the contributions that can highlight the reflective work in permanent education / continuing education? The questionnaire was

administered after the completion of the narrative. For a discussion of the results an analysis technique was used for the determination of categories. The collection showed two broad categories: a) The engagement of their own history, and b) the thought that teaching with a desire of possible change. The first category, the interlocutors indicated as a contribution of the narrative a moment of self-knowledge of the history, the importance of family and sharing of experiences, in the second, the story had a character of self-evaluation, search for solutions, motivation, useful for possible changes. It was possible to see the potential of critical reflection in lifelong learning, which was established from thinking about life experiences and training and educational opportunities to leverage this recognition, coping and overcoming the limit of the situation found in the professional and personal aspect.

KEYWORDS: physical education, reflexivity, life history.

EMBRASSER LA CONNAISSANCE: I'FORMATION DES EMPLOIS DE RÉFLEXION DES ENSEIGNANTS DE L'ENSEIGNEMENT SCOLAIRE PHYSIQUE PERMANENT.

RÉSUMÉ

L'étude vise à identifier les contributions qui sont affectés par les professeurs d'éducation physique pour travailler sur votre processus de réflexion de l'histoire de la vie et de la formation. La recherche a été effectuée au cours de l'extension du projet Intégration des connaissances à la formation continue en éducation physique de l'Institut d'éducation physique et sportive, Université fédérale de Ceará, en partenariat avec le ministère de l'Éducation. L'étude a été menée à travers l'histoire de la vie du module et de la Formation, développé au cours du projet, avec une charge de travail qui correspond à vingt heures dans laquelle ont été discutées le contexte historique, conceptuelle et expérimentale du thème. Module, les participants trente et un professeurs de l'État du Ceará et Fortaleza Salle. L'étude suit une approche descriptive qualitative. Pour les données questionnaire de collecte a été utilisé à trois questions. Nous nous concentrons notre travail comme une référence à la deuxième question, qui a demandé enseignants, sur les contributions que peuvent mettre en évidence le travail de réflexion dans la formation continue / formation continue? Le questionnaire a été administré après la fin du récit. Pour une discussion sur les résultats a été utilisé pour la technique d'analyse pour la détermination de catégories. La collection a montré deux grandes catégories: a) l'enchantement de l'histoire elle-même, et b) la (re) penser les désirs de pratique d'enseignement changent possible. La première catégorie, les interlocuteurs ont indiqué que la contribution de la narration d'un moment d'auto-connaissance de l'histoire, l'importance de la famille et le partage d'expériences, dans le second, l'histoire avait un caractère d'auto-évaluation, recherche de solutions, la motivation, utile pour les éventuelles modifications. Il était possible de voir le potentiel d'une réflexion critique sur l'apprentissage continu, qui a été créé à partir de la réflexion sur les expériences de vie et les possibilités de formation et d'enseignement pour tirer parti de cette reconnaissance, faire face et surmonter les situations limites est trouvé dans le professionnel et personnel.

MOTS-CLÉS: éducation physique, la réflexivité, l'histoire de la vie.

ABRAZA EL CONOCIMIENTO: LA FORMACIÓN DE EMPLEO EN PERMANENTE REFLEXIVO PROFESOR DE ESCUELA EDUCACIÓN FÍSICA.

RESUMEN

El estudio tiene como objetivo identificar las contribuciones asignadas por los profesores de educación física para trabajar en su proceso de reflexión de la historia de la vida y la formación. La investigación se llevó a cabo durante la extensión del proyecto Integración del Conocimiento en Educación Continua en Educación Física del Instituto de Educación Física y Deportes de la Universidad Federal de Ceará, en colaboración con el Ministerio de Educación. El estudio se realizó a través de la historia de vida del módulo y de formación, desarrollado durante el proyecto, con una carga de trabajo que correspondía veinte horas, en la que se discutió la histórica, conceptual y experimental el tema. Participantes Módulo treinta y un maestros del Estado de Ceará y Fortaleza Pasillo. El estudio sigue un enfoque descriptivo cualitativo. Para los datos de recogida se utilizó cuestionario con tres preguntas. Enfocamos nuestro trabajo como una referencia a la segunda cuestión, que preguntó maestros, acerca de las contribuciones que pueden poner de relieve el trabajo reflexivo en la continuación de la educación/formación continua? El cuestionario fue administrado después de la finalización de la narración. Para una discusión de los resultados se utilizó para la técnica de análisis para la determinación de las categorías. La colección muestra dos grandes categorías: a) el encanto de la historia misma, y b) la (re) pensar en los deseos de práctica de enseñanza cambian posible. La primera categoría, los interlocutores señalaron como una contribución de la narración de un momento de auto-conocimiento de la historia, la importancia de la familia y el intercambio de experiencias, en el segundo, la historia tuvo un carácter de auto-evaluación, búsqueda de soluciones, la motivación, útil para posibles cambios. Se pudo ver el potencial de la reflexión crítica sobre el aprendizaje permanente, que se creó a partir de pensar en experiencias de la vida y la formación y las oportunidades educativas para aprovechar este reconocimiento, para hacer frente y superar las situaciones límite se encuentra en el ámbito profesional y personal.

PALABRAS CLAVE: educación física, la reflexividad, la historia de vida.

INTEGRANDO OS SABERES: O TRABALHO REFLEXIVO NA FORMAÇÃO PERMANENTE DE PROFESSORES DE EDUCAÇÃO FÍSICA ESCOLAR.

RESUMO

O estudo tem como objetivo identificar os contributos que são atribuídos pelos professores de Educação Física Escolar ao trabalho reflexivo no seu processo de história de vida e formação. A pesquisa efetivou-se durante o projeto de extensão Integrando Saberes na Formação Permanente em Educação Física Escolar, promovido pelo Instituto de Educação Física e Esportes da Universidade Federal do Ceará, em parceria com o Ministério de Educação. O estudo ocorreu através do Módulo de História de vida e Formação, desenvolvido durante o projeto, com carga horária que correspondeu a vinte horas, nas quais foram abordados aspectos históricos, conceituais e vivenciais da temática. Participaram do Módulo trinta e um professores da Rede Estadual do Ceará e Municipal de Fortaleza. O estudo segue uma abordagem qualitativa de caráter descritivo. Para coleta de dados foi utilizado questionário com três questões. Focamos como referência para nosso trabalho a segunda questão, que indagava os professores, sobre as contribuições que se pode destacar ao trabalho reflexivo na formação permanente/continuada? O questionário foi aplicado logo após a realização da narrativa. Para discussão dos resultados utilizou-se à técnica de análise para determinação de categorias. A coleta apontou duas grandes categorias: a) O encantamento da própria história; e b) O (re)pensar a prática pedagógica com desejos de mudanças possíveis. Quanto à primeira categoria, os interlocutores indicaram como contributo da narrativa um momento de autoconhecimento, resgate da história, a importância da família e partilha das experiências; Já na segunda, a narrativa teve um caráter de auto-avaliação, busca de soluções, motivação, útil para possíveis mudanças. Foi possível constatar o potencial da reflexão crítica na formação permanente, que se