57 - THE TEACHER FORMATION IN PERSPECTIVE REPRESENTATIONAL PHYSICAL EDUCATION STUDENTS

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INTRODUCTION

The Theory of Social Representations of Moscovici (1978), is currently being used in several academic fields in scientific studies. Using it on the applicability of the research, it is possible to understand and intervene in reality that to Morin (2004) is not enough research to develop basic cognitive interest only, but articulated social problems in order to solve them in a practical way. This idea is also based on Gibbons and colleagues (1994), it states the need to conduct science in a context of applicability.

Social Representations are used for their ability to try to identify more than the opinions or pictures on an object, in other words, collective attempts to grasp the theories that allow the researcher, their interpretation for the development of what is real to a certain social group. In other words, the representations as a form of knowledge help us to understand the socially shared ideas in the field of communication, which are driven by concepts and values determinants (MOSCOVICI, 1978). Note that the social representations revolve around a central core, because it is through him that all social representation is organized (SÁ, 1998).

In this perspective the Laboratory of the Research Group on Social Representations in/ for Teacher Formation - LAGERES - Unigranrio, continuing the work begun in 2004, continues with research on teacher formation in order to magnify the object of study. Recently has been developing research in the perspective of social representations theory and between jobs then leveraged is the proposal to work with different studies related to teacher training and teaching culture. At the core of the project ended and other suits both undergraduate and graduate students, the focus on the subject of training has collaborated on curriculum revision of different courses and bachelor's degrees in the humanities, including physical education within the area of health. The goal of these studies is to work extensively in this line of training, seeking satisfactory results and provide the scientific and technological development.

In LAGERES currently researches are developed that consider the social representations about the initial training of students, in others words, the "form of knowledge, socially elaborated and shared with a practical purpose, and contributes to the construction of a common reality to a social group" (JODELET, 2001, p.22), as well as the values that guide such social representations of students.

Research in Physical Education from the perspective of social representations are still few compared with other areas of health. In a recent study on the state of knowledge of physical education in the face of social representations in relation to teacher training, within the Coordination of Improvement of Higher Education Personnel - CIHEP, it was found that despite the existence of studies in Education Physics with anchoring in social representations theory, there are no studies that articulate the three descriptors, namely: "Physical Education", "Social Representations" and "Teacher Formation" (TRIANI; NOVIKOFF, 2013).

In this article, the aim is to present the results of a study entitled "The state of knowledge of scientific production in the face of social representations of teacher training (initial) physical education", emphasizing the discussion of practical perspective necessary to identify the possible elements that make up the core of the representations and guide students in relation to teacher education in physical education.

Given the above, it was hypothesized that using social representations theory (MOSCOVICI, 1978) would be possible to understand how social groups understand certain object and through this understanding to build practical solutions for resolving difficulties graduation.

METHODOLOGY

The research adopted in this study is characterized as quantitative, which was used in the selection and application of research tools (CZAJA; JOHNNY, 1996). It is also a qualitative approach (CRESWELL, 2007; GÜNTHER, 2006; NOVIKOFF, 2010), as was outlined by the study of the instrument results and devolution through the focal type focused interviews (MERTON; KENDALL, 1979; BAUER; GASKELL, 2003) This research was to identify how the student's Physical Education course includes training in teacher formation. Therefore, we sought to initially understand the social representations that guide and composes the core of students on teacher training. The instruments chosen for application of the study was to test the free recall of words and Curtograma. The analysis was performed using the technique of data processing Bardin (2009). Data after undergoing treatment and analysis were validated in the focus group.

The subjects were undergraduate students of Physical Education Unigranrio. The choice was random, consisting of two students from each period of undergraduate and bachelor, constituting a group of 16 students.

The study was approved by the Ethics Committee of the University of Rio Grande - Prof. José de Souza Herdy (UNIGRANRIO), in the custody of CAAE number 11200412.2.0000.5283. Note that all the subjects signed an Informed Consent Form (ICF).

Action and thought through test free word association

Through the test of free association of words, 215 words were evoked from the inducers, namely: "games", "teacher" and "teacher training". The procedure was used to identify possible social representations of students on teacher training. Thus, the analysis was performed from the terms cited for "teacher training" and "teacher", adding 139 and these were grouped into 10 categories, similarity analysis.

Chart 1. Possible elements that make up the core and peripheral system of social representation of subjects

Order	Term: teacher formation	Order	Term: teacher
1	Institution	1	Seriousness
2	Capacity	2	Companion
3	Education	3	Knowledge
4	Professionalism	4	Trainers
5	Formation	5	Commitment

The first quadrant, among the words with a strong tendency to centrality appears the terms "institution", "education" and "formation", revealing some evidence of representations of teacher training for students. These refer to an extrinsic factor on teacher training, being a traditional representation, confirming that the speech, who should form the teacher is the "institution" since it is here that lies the "education" and obtains "formation". However, the elements "formation" and "professionalism", expressed by the students refer to a possible stance in relation to teacher training which is probably in the process of rebuilding mode think the term.

The second quadrant is composed of elements that may constitute the core can be highlighted and the terms "seriousness", "knowledge" and "commitment" because they were the most mentioned. Accordingly, it is a trend pointing to intrinsic factor, the possibility of building on teacher representation to be associated with student himself, expressing a value highlighted, namely the "companion", which was readily evoked with the other terms. However, in this quadrant is also possible to take out one position being above the term "trainers" is obtained, then the idea that the value for those students are remodeling.

In the same context, when articulating the two quadrants, when there is a merger between the terms inducing "teacher formation" and "teacher", one realizes that one is connected to factors extrinsic and intrinsic to the other, thus obtaining a representation of dialectical terms. Furthermore, the representations in this case have fulfilled their role as not only guided behavior, but imbued with meaning, remodeling and rebuilding the reality that is inserted (MOSCOVICI, 1978).

Action and Thought via Curtograma

Through the test Curtograma were raised elements 186. The procedure was used to identify this set of the doings if there emergence of some element that indicate the presence of teacher training in this context.

From there the presence of test elements 186, 70 related to dig and students do, when they dig 45 and do, not what they dig 31, and 40 but do not dig and do not. All these elements were analyzed according to their frequency of appearance, this frequency being approximately 50 %, 30% and 5% of the elements in each quadrant. However, the frequent elements in that order, were placed into categories, built by a criterion of similarity analysis (BARDIN, 2009). These categories are outlined in the table below for better understanding.

Chart 2. Possible elements that guide student's representations

%	Short and Do	Short and to Not	Not Short e Do	Not Short and Not Do
50	Friendship	Sports	**Work**	Drugs
30	**Work**	Leisure	**Study**	Vestment
5	Sports; Religion; **Study**		Fight	Culture; **Study**; Personal beahavior

When analyzing the above table, is identifiable categories that symbolize the elements that emerged in Curtograma with 50 % frequency were "friendship", "sports", "work" and "drugs". In the case of 30 % was obtained "work", "leisure", "study" and "vestment". Then with 5 % frequency , has "sport", "religion" and "study" in the first quadrant, no category in the second, due to lack of frequency elements. Then in the third quadrant, comes the "fight", and last categories called "culture", "studying" and "personal behavior".

Analyzing the table it is evident that in all quadrants "work" appears more often than the "study", and the second is a category of fundamental importance in teacher training and emerges with 30 % frequency only, something disturbing, which is further aggravated by being present in the quadrant exactly where students expose what they do not dig. These data corroborate studies Koga (2012) identified that the representation of students on the 'study', as something that to them is boring, tiring and lazy.

In the same context, to understand that studying is an important action in the process of a good education, there is still hope of being positive representations in the academic life of the subjects investigated. This justifies the responses of Curtograma identified where presence of 5 % of the category "study" in the quadrant that is exposed in the dig and the students do. However, this category also appears in quadrant "and do not dig".

The "study" as one of the categories, the most important professional training process is outlined in representations under construction, and demonstrated its potential on the rise. This implied a new discussion, in other words, the application of the focus group technique denoting, so the representations are remodeling and rebuilding itself dialectically (MOSCOVICI, 1978).

CONCLUSION

The present study investigated the training of teachers in the context of Physical Education, from the perspective of social representations. In this sense, this enabled a joint understanding and intervention in reality, in a context of applicability (GIBBONS, et al., 1994). It was possible to identify some evidence of representations of students of Physical Education on the Teacher Training. However, to be thinking of the students, it is a phenomenon of nature abstract (MOSCOVICI, 1978). By analyzing the data collected from the perspective of social representations theory was possible to transform the data into abstract concrete, at the time the interviews were conducted focal type focused (BAUER; GASKELL, 2003).

In an attempt to identify the possible elements that make up the core of the students in relation to teacher training, the

data indicate that for them who is responsible for the training of teachers is the institution. At another point in seeking to know the elements that possibly guide the students' representations were found the categories "work" and "study", but the first more often, there is an imbalance between them, where the work is placed in the most first times.

Even though the possible representations that make up the core and guiding the students of Physical Education UNIGRANRIO have possibly been identified, one cannot say that these are stable because they last until the change of behavior of the peripheral elements in protecting the core central changing slowly rebuilding and reshaping itself, in a constant dialectic cycle.

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THE TEACHER FORMATION IN PERSPECTIVE REPRESENTATIONAL PHYSICAL EDUCATION STUDENTS

ABSTRACT

The present study aimed to investigate the social representations that the students of Physical Education UNIGRANRIO have on teacher formation, for it adopted the Theory of Social Representations (MOSCOVICI, 1978), as a research tool that is able to understand and intervene in reality. The research objective was to present results of a study that is being developed in the Laboratory of the Research Group on Social Representations in/ for Teacher Formation - LAGERES-Unigranrio, it seeks to identify the possible elements that guide representations of undergraduates. We adopted the methodology of mixed type (NOVIKOFF, 2010), it was used Curtograma test and free recall of words, the procedures were through interviews. The results indicate that students associate the representation of "teacher training" to the institution, whenever questioned the "work" is ahead of "study" in all cases, although students. The study reached the conclusion that for students, the institution is responsible for the training of teachers and in most cases the study is placed second, in relation to work.

KEYWORDS: Social Representations. Teacher Formation. Education Physical.

DE LA FORMACIÓN PROFESORES REPRESENTACION ESTUDIANTES EN PERSPECTIVE DE PHYSIQUE EDUCACIÓN

RÉSUMÉ

El estudio cette Tuvo enquêter à leur sujet Representaciones sociales pour les Estudiantes de Educación UNIGRANRIO Physique formación tienen la del instructeurs, sur, ya que je l'adopte Representaciones Sociales de las Theory (MOSCOVICI, 1978), comme una herramienta de investigación qui s capables de comprendre et intervenir en la Realidad. El objectif la investigación fue el presencing d'entre eux des résultats qui sont non estudio Desarrolando en el Laboratorio del Grupo de Investigación sur Representaciones Sociales fr/ para la formación de formateurs - LAGERES-Unigranrio, il s'agit d'identifier les éléments posibles Guian l' les representaciones de los Estudiantes. Méthodologie hémostatique adopté son genre mixto (NOVIKOFF, 2010), si j'utilise libres y la prueba Curtograma recuerdo de las palabras, los procedimientos Fueron à travers différentes interviews. Los estudiantes résultats indiquant que asocian Representación la la “formación d'instructeurs”, a la Institución, siempre el cuestionó que “trabajo” est par delante de “studio” en Todos los cas, aunque los estudiantes. El estudio llegó a la conclusion que pour eux Estudiantes, il Institution es responsable de la formación d'instructeurs, y en la Mayoría de cas Los est mis en el estudio Deuxièmement, en relación con el trabajo.

MOTS-CLÉS: Représentations Sociales. Formation des enseignants. l'éducation physique

LA FORMACIÓN DE PROFESSORES EN PERSPECTIVA REPRESENTACIÓN ESTUDIANTES DE EDUCACIÓN FÍSICA

RESUMEN

El presente estudio tuvo como objetivo investigar las representaciones sociales que los estudiantes de UNIGRANRIO Educación Física tienen sobre la formación del profesores, ya que adoptó la Teoría de las Representaciones Sociales (MOSCOVICI, 1978), como una herramienta de investigación que es capaz de entender e intervenir en la realidad. El objetivo de la investigación fue el de presentar los resultados de un estudio que se está desarrollando en el laboratorio del Grupo de Investigación sobre Representaciones Sociales en/ para la formación de profesores - LAGERES-Unigranrio, se trata de identificar los posibles elementos que guían a las representaciones de los estudiantes. Hemos adoptado la metodología de tipo mixto (NOVIKOFF, 2010), se utilizó la prueba Curtograma y libres recuerdo de las palabras, los procedimientos fueron a través de entrevistas. Los resultados indican que los estudiantes asocian la representación de la "formación de profesores" a la institución, siempre que cuestionó el "trabajo" está por delante de "estudio" en todos los casos, aunque los estudiantes. El estudio llegó a la conclusión de que para los estudiantes, la institución es responsable de la formación de profesores y en la mayoría de los casos, el estudio se colocó en segundo lugar, en relación con el trabajo .

PALABRAS-CLAVE: Representaciones Sociales. Formación de Profesores. Educación Física.

A FORMAÇÃO DE PROFESSORES NA PERSPECTIVA REPRESENTACIONAL DOS ESTUDANTES EDUCAÇÃO FÍSICA

RESUMO

O presente estudo pretendeu investigar a representação social que os estudantes do curso de Educação Física da UNIGRANRIO têm sobre a formação de professores, para isso adotou-se a Teoria das Representações Sociais (MOSCOVICI, 1978), como instrumento de pesquisa que é capaz de compreender e intervir na realidade. O objetivo da pesquisa foi apresentar resultados de um estudo que vem sendo desenvolvido no Laboratório de Grupo de Estudos e Pesquisas em Representações Sociais na/ para Formação de Professores – LAGERES-Unigranrio, nele pretendeu-se identificar os possíveis elementos que norteiam as representações dos graduandos. Adotou-se a metodologia do tipo mista (NOVIKOFF, 2010), foram utilizados um Curtograma e o teste de evocação livre de palavras, os procedimentos foram através de entrevistas. Os resultados apontam que os estudantes associam a representação de “formação de professor” à instituição, sempre quando questionado o “trabalho” está à frente do “estudo” em todos os casos, embora sejam estudantes. O estudo obteve a conclusão de que para os estudantes, a instituição é a responsável pela formação de professores e na maioria das vezes o estudo é colocado em segundo lugar, em relação ao trabalho.

PALAVRAS-CHAVE: Representações Sociais. Formação de Professores. Educação Física.