114 - TEACHER , SCHOOL EVERYDAY AND PRACTICAL COURSE IN PHYSICAL EDUCATION

KALLINE PEREIRA AROEIRA
Universidade Federal do Espírito Santo, Vitória, ES, Brasil
aroeiraka@hotmail.com

For the production of this text dialogue with area studies Education and Physical Education , weaving conjunction with reflections that I developed as a researcher and as a teacher of supervisory processes Supervised Internship in Physical Education .

By taking everyday school with teachers from kindergarten and elementary school and future physical education teachers as a point of departure and arrival, I intend to present in this paper which is produced as a result of inquiries about this reality in research on the processes that produce the Internship dialogue with studies on the subject .

The training of teachers has received numerous research and studies , the recognition of the complex nature of teaching activity , specific knowledge inherent in the work itself , understanding the professional cultures and processes of professionalisation and professional socialization , the concept of teachers as managers dilemmas and subjects of practice and knowledge , combined with the understanding of the contexts and conditions of production of the teaching profession - are some important aspects of this debate .

The logic of thinking about teacher training models and training needs of those who make education, school , in particular , has also been the object of reflection on the part of researchers , especially when it comes to bringing out the place from which the teachers speak . In this sense , there seems to be tensions and dilemmas unresolved - between them - the size of training to learn how to act as teachers in different school contexts and complex . This dimension , as a rule , has been delegated to the moment of the stages , and epistemologically separate formal disciplines , mistakenly termed ' theoretical ' and bureaucratically conducted .

Opposed to this trend , research and studies show that the internship is a field of knowledge that is produced in the interaction between training courses and social field in which to develop educational activities , among which the teaching , teachers ' own professional . Therefore , it is in articulating axis of the curriculum and its relationship with schools , social field where teachers develop teaching activities . Conducted as research and taking the existing reality , discusses it, widening the understanding of the problems , their roots , their consequences on the perpetuation of educational and social inequalities , analyzing and exploring the contradictions present in the contexts , the stage is providing students thus formed , so that the same conditions that construct their identities as teachers see themselves able to insert them in context and make the necessary changes .

In that sense, I understand that the formation of physical education teachers who work in school , need include aspects of complex networks of knowledge and practices , prioritizing work analysis in real networks developed day- to-day school , since work at school is not limited to prescribed when done but involves the possible and the impossible, and implies as stated Barros (2008) in designing and redefining the teaching work .

During the processes of supervision stage , contemplating the analysis of the actual work in contact with the floor of the school , and with their different interests , life histories , expectations , actual curricula , found that the processes of formation of physical education teachers when they take the approach of reality in which the future teacher will act promotes opportunities for reflection on teaching practices , as is also indicated in the study on the Teaching Internship and pepper and Lima (2004) .

Borges (1997) to search on the theme affirms that future physical education teachers expressed their anguish over a distance between academic and didactic actions to be developed in physical education classes , although this finding of the author has been indicated for more than ten years , as recent studies Neira (2008) and Molina and Vicente Molina Neto (2004) and Andrade Filho (2001) point out that this inference is still current in the process of teacher training area .

This picture is contrasted by Maria de Lourdes de Albuquerque Favero (2008) in relation to degrees , because the university is detached and uninvolved with reality , in many instances does not bother to produce knowledge that proves and transform that reality . Thus , understanding how Favero (2008) is necessary to consider the practice as a point of departure and arrival point , because nobody will become professional only because it "knows about " the problems of the profession , having studied some theories about it. It is mostly pledging deep as the builder of a practice that the professional way.

In this scenario the Physical Education teacher in initial or continuing training needs for their professional development , travel processes unique forms of education in line with the live work developed in school .

Amid the recent curriculum changes what is observed is the attempt to make the teaching practice , as well as internships more consistent with an integrated curriculum , in which daily life and production of knowledge is reflected in the exercise of professional teaching . According to CNE / CP 1 and CNE / CP 2, giving new guidelines for the training of teachers , in general , the new guidelines sought to bring coherence and continuity in teacher training :

ensuring the needs of undergraduate courses , forming experts by knowledge area or discipline to put the focus on a more thorough job on the content that will be developed in elementary and secondary education and not almost exclusively in specific content areas and ;

proposing practical design practice , as a dimension of knowledge that is present in both training courses , at times when working on the reflection of professional activity , such as during the stage and at times when you exercise the occupation .

To interrogate the processes of teacher training in the context of Physical Education , understand the processes that are configured in multiple forms of action, such as the production of knowledge and social practices establishing subject , learning permanent . In this perspective , the training process is understood as a never-ending process , in constant motion conversion and the school recognized as a special area of vocational training .

Within the school , as noted Caparroz (1997) , attempts to deepen on the specificity of physical education as a curricular component seem to bump the limits that the very theoretical work in this area has created , in that it did not produce more dense and consistent investigations on establishment , development and function of physical education within the school institution .

In the legal aspect of Physical Education is currently curricular component (BRAZIL , 1997) Basic Education , as the Law of Guidelines and Bases of National Education , in its Article 26 § 3 : " Physical education is integrated into the school's

pedagogical proposal , curricular component is mandatory Basic Education , adjusting to the age and conditions of the school population , and optional courses in night . "

Although the PE component course be recognized as checks Menezes Jose Americo Santos (2008) also identifies that recognition occurs in the purely administrative , educational dimension , since there is no recognition of the PE component course which has clear objectives and a body of specific knowledge , organized and systematized , whose learning allows the students access to a dimension of culture , together with other elements of the curriculum organization , contributes to the formation of the same .

Historically , three decades ago , studies involving teacher training in the area of physical education , including the study of Andrade Filho (2001) , indicate that the culture of education in Physical Education keeps pointing more to maintaining a tradition instrumentalizadora than disruptions to training and cultural idealized .

In contact with the Basic Education and the process of teacher training , through experience as a teacher supervisor processes Internship with the Bachelor of Physical Education , we have confronted with increasing frequency with issues that are related to the difficulty of organizing / plan and systematize the teaching of physical education in school . The fact is that despite these issues are highlighted in the school, in the field of physical education , which was clearly realized that it was possible to convince and seduce teachers (training courses for physical education teachers and schools) to idea of physical education critical or progressive, but there was a certain uneasiness by the difficulty of performing a practice consistent with the new pedagogical principles .

In this context , the difficulties of linking theory and practice in teacher education in physical education is still a matter desafiadora.Apesar popularity called critical trend in academia , it exerted little influence on the daily practice of teachers in schools (Caparroz , 1997) . Accordingly it is reaffirmed the need to investigate the processes of teacher education that lie in the field in which their teaching takes place. According to Molina Neto and Giles (2003) confirmed this need in most jobs related to the Brazilian College of Sports Science , being profiled on the following topics: basic training and teaching practice (internship) training of teachers in schools , socialization of young teachers in schools , public training policies , gender and professional regulations .

In the wake of these issues is important to note that according to recent curriculum changes proposed by the national curriculum guidelines CNE puts an end to the so-called minimum curriculum , proposing national curriculum guidelines , and definitely separates the training of teachers of other physical education teachers , placing them the number of health professionals

As stated by Oliveira (2003) is far from consensus on who is the physical education teacher .Moreover , not infrequently policies and programs are officers or unenforceable , or are as confused as the dialogue between different academic concepts that inform an example in Brazil , are the National Curriculum .

In the context of physical education , according to Borges (1997) observed that the training courses for teachers in general theoretical subjects have no horizon is the school reality . As the author when this approach happens , does not establish a connection between them and the school routine . Studies on teacher training in Brazil reinforces the idea that there is a discontinuity of programs of education and research which contributes to increasing deficiencies in training of students (FÁVERO , 2008) .

In this scenario the Physical Education courses still follow an approach prioritizing content- from the disciplinary logic , as if it were possible to segregate the physical education class , and even every content, their socio - historical- political education and production .

As recalled Neira (2008) , sometimes the academic culture is taught in parallel without any relationship with the professional culture of teachers or social culture used by men and women to look and act in everyday situations and to solve problems they handle .

Therefore , the processes of initial PE teachers need to bind to and present phenomena observed in the social practice of the profession or the wider culture . Accordingly , Neira (2008) warns us that it is necessary that the curriculum open space for theming other content in teacher training , in addition to the known Euro-American sports events and traditional media (Volleyball , Swimming , Football , Basketball , Handball , Athletics) and go beyond the reproduction of the same situations in which the teacher training college come in your path of success in those disciplines , a fact that has motivated student teachers cultivate hatred by teaching content or teaching style .

Another point in this training process is caused by the load distribution between the didactic disciplines that make up the curriculum of teacher of Physical Education , which also needs to be put under scrutiny since it still turns out a narrow workload assigned the pedagogical disciplines and mechanical operating the compulsory stages (NEIRA , 2008) . In this context , it also highlights the need for the component classes , whether at school or in training courses for teachers , students and placing students critically on the own culture heritage body , as well as cultural heritage body .

The future teacher must " interpret " the various texts transmitted by multiple sectors that make up society . Inspired by Alves (2002) , I think for the current conditions of education , would be desirable postures Professor of Physical Education show that the content taught in the classroom is not isolated but is related in some way to everything else that the student learn in school . Therefore, it is necessary to consider the formation of a physical education teacher , as well as claims Giroux (1998) , the didactic activities in the classroom in real schools enhances the voices of students from their experiences in the field .

In this direction the stage can contribute this perspective , encouraging reflection and the search for knowledge in innovative ways to revert action .

Therefore , the formative experiences in the course of Bachelor of Physical Education must involve actions such as visiting schools, establish agreements , sharpen internship experiences , dialogue with the actors of the school , attend educational meetings .

In this context the stage , in the manner traditionally assumed in training courses for teachers , need to be located along the course of teacher of Physical Education ; invest in the institutionalization of the relationship between university and school stage and other fields ; seek articulation between teaching and research with a view to production and socialization of knowledge , in order to consolidate a proposal reflective and investigative practice teaching Physical Education (VENTORIM; FERREIRA NETO , 1998) .

It is necessary to adopt an investigative approach and purposeful by both the teacher educator , the students , who will have contact not only with the problems of teaching performance as in the construction of possibilities that overcome the dilemmas of everyday school life . The internship should provide the undergraduate student conditions to realize that the teacher is a professional , embedded in particular historical time and space , able to question and reflect on their practice , as well as on the political and social context in which it develops .

This scenario of dialogue with the school is conducive to overcome difficulties and lack of availability of students and

teachers from schools in trying to produce different models of physical education classes , converging with the pedagogical consistent within theoretical .

Finally , the training courses for teachers of Physical Education is essential to create conditions for the future professional understand that it is important to be aware of the problems , it is also important that it be able to propose alternatives to Brazilian society .

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Endereço: Rua Verdi, n. 145, Edifício Pérola, apt. 102, Laranjeiras
CEP: 29165-230, Serra-Espírito Santo.
aroeiraka@hotmail.com

TEACHER, SCHOOL EVERYDAY AND PRACTICAL COURSE IN PHYSICAL EDUCATION

ABSTRACT

This text records reflection on the subject teacher training regarding the prospects of the school routine and the development of curricular practices in physical education. This is a bibliographic study indicates that the main consideration summarizing the need to adopt an investigative approach and purposeful by both the teacher educator, the students, who will have contact not only with the problems of teaching practice as building possibilities to overcome the dilemmas of everyday school life.

KEYWORDS: Physical Education, Everyday practices curriculum

PROFESSEUR, ÉCOLE COURS PRATIQUE QUOTIDIENNE ET DANS L'ÉDUCATION PHYSIQUE

RÉSUMÉ

Ce texte enregistre une réflexion sur le sujet de formation des enseignants sur les perspectives de la routine scolaire et le développement des pratiques pédagogiques en éducation physique. Il s'agit d'une étude bibliographique indique que la principale considération résumant la nécessité d'adopter une démarche d'investigation et déterminée par deux le formateur d'enseignants, les étudiants, qui seront en contact non seulement avec les problèmes de la pratique de l'enseignement Les possibilités de construction pour surmonter les dilemmes de la vie quotidienne la vie scolaire.

MOTS-CLÉS: éducation physique, le programme d'études des pratiques quotidiennes

MAESTRO, ESCUELA CURSO DE DIARIO Y PRÁCTICA EN EDUCACIÓN FÍSICA
RESUMEN

Este texto recoge la reflexión sobre el tema de formación docente respecto a las perspectivas de la rutina escolar y el desarrollo de prácticas curriculares en la educación física. Se trata de un estudio bibliográfico Indica que la consideración principal que resume la necesidad de adoptar un enfoque de investigación y decidida tanto por el formador de profesores, los estudiantes, que estarán en contacto no sólo con los problemas de la práctica de la enseñanza de las posibilidades de construcción para superar los dilemas de la vida cotidiana la vida escolar.

PALABRAS CLAVE: Educación Física, currículum prácticas cotidianas

FORMAÇÃO DE PROFESSORES, COTIDIANO ESCOLAR E PRÁTICAS CURRICULARES EM EDUCAÇÃO FÍSICA
RESUMO

Este texto registra reflexão sobre o tema formação de professores em relação as perspectivas do cotidiano escolar e o desenvolvimento de práticas curriculares em educação física. Trata-se de um estudo bibliográfico que indica como principal consideração-síntese a necessidade da adoção de uma postura investigativa e propositiva tanto por parte do professor formador, quanto dos estudantes, que terão contato não só com os problemas da atuação docente como na construção de possibilidades que superem os dilemas do cotidiano escolar.

PALAVRAS- CHAVE: Educação Física, cotidiano, práticas curriculares