87 - PERMANENT RENATIONAL TRAINING AND ITS RELATIONSHIP TO THE PRACTICE OF TEACHING PHYSICAL EDUCATION IN SCHOOLS.

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This study is a significant part of the journey of lifelong learning related to the experiences l group of physical education teachers in Fortaleza. From the completion of a lifelong education program developed with the intention of forming a group to expand collaborative opportunities to review, rethink and reframe the pedagogical practice did we have the idea to present this work in an attempt to collaborate in new ways in continuing education.

Thus, the main objective of this paper is to present the contributions that relational ongoing formation features to improve the pedagogical practice of physical education. We assume that experiencing a process of continuing education subsidized by Eco-Relational Perspective (PER) enhances the teaching qualification and contributes to significant changes in pedagogical practice of physical education.

We believe that ongoing formation, with assumptions based on critical thinking, focusing on the pedagogical practice of teachers as the central focus of the training, partner relations, the dialogical, affection, respect, experience, to support the training activities, as opposed to classical logic of continuing education, which still favours the provision of courses, specific actions and reflections that do not point to the daily work of teachers, presents favourable results for improving the professional practice of teachers and staff.

Numerous surveys show that currently the subject of training is quite complex. Among them we find those that address the role of reflection and reflective practice in the process of reconfiguration of pedagogical practices (Freire, 2001, 2005; Perrenoud, 2002; ALARCÃO, 2003; PEPPER and GHEDIMN, 2002);working with the life stories of teachers in vocational training (NÓVOA, 1991, 2000), research on teachers' practices in the process of continuing education and teacher research their own practice under the focus of action research (PIMENTA, 2005; Zeichner, 2002);the the link between knowledge and experience to the training and intervention teacher (Tardif, 2002), and even discussions about new trends for continuing education (Imbernon, 2009), This requires that, to follow the new directions required by the education , this implies rethinking the configuration of training in our current context, with the incorporation of new theoretical and methodological dealing with training, continuing education, in association with the life path, personal experiences in keeping with professional experience.

Thus, the main references that guide the study approach and are consistent with the work that values not only the inclusion of teachers and their practices and experiences in the process of formation, but rather respecting and valuing the knowledge, practices, experiences and history life-epistemic authors, who are the teachers.

This way, we seek to focus on this new trajectory of thinking contributions to continuing education, in a broader perspective, what we call here in ongoing formation, the contributions of Eco-Relational Perspective (Figueiredo, 2003), educational proposal that brings the relationship as a dimension fundamental dynamics of training, graduating, graduating in interaction with oneself, with others, with the world, seamlessly.

The ERP also presents an approach that integrates the dimensions of epistemological, methodological and ontological, so intertwined, interconnected, which potentially represents a breakthrough in relation to other proposals for a still guided by a rational paradigm based technique that no longer meets the processes of change because it happens to society.

The ERP is based mainly on Freirean assumptions. Another aspect to be noted in relation to the ERP are the metaphors that are categorical, among them the context, knowledge partner, the supra-otherness, multiple languages, the ecopráxis, the dialogical, affectivity and the notion of group-learner learner-group, key assumptions to develop a reflection on the pedagogical practices and a rethinking of educational relationships (Figueiredo, 2007).

To be relational privileges to groups of learners constitution in which all are 'epistemic authors', teachers and learners simultaneously. There is no hierarchy of who knows more or less. There is appreciation of all knowledge, in recognition that they are different. So, everyone feels included, valued for their individuality, respected for their peculiarities, in a dynamic that is a collective and fundamental instance.

Candau (1996) warns us that the process of ongoing formation has as main reference recognition and appreciation of the teaching knowledge, this is the privileged locus having as the workplace of teachers, or the school, and that meets different stages of professional development. We therefore believe that the formation of groups of learners within the school itself - detached from the idea of 'experts' who' bring light 'and offer decontextualised, answers to problems - favours the enhancement of teachers' knowledge and at the same time gives them the possibility to seek, from a knowledge partner (Figueiredo, 2009), the answers to the problems that permeate their teaching practices.

We now turn, based on the objectives proposed in this study, to the presentation of the methodological approach that was used to develop the research, which was the qualitative approach. The type of study that took effect followed the descriptive character. Thus, it was to analyze the results of the contributions of ongoing formation and their relational consequences for pedagogical practice of teachers working with the universe of meanings and values assigned by them, respecting and valuing the sense of 'discourse' of the interlocutors, giving them visibility, characteristics relevant to the qualitative study (BOGDAN and BIKLEN, 1994).

The route undertaken for the research work was along the lines of research-engaged action (Figueiredo, 2003; THIOLLENT, 2004), because the research objectives pointed to an approach that thought involved in the process as authors-participants. The dynamics of the research was conducted after the close of the meetings of the training and teaching qualification: Weaving knowledge into motion for the teaching of physical education.

For the realization of better data organization, were used as research instruments: questionnaires, interviews, extracted texts with copyright posted by teachers in their portfolios on the Teleduc platform and transcripts of recordings of the course modules. The use of questionnaires we gave at the beginning and another at the end of the process, for the 32 teachers who attended the course.

Also use has been made of the interview, which was conducted with a group of teachers who participated in the dialogic circle (Figueiredo, 2009), proposed to the end of the training process, to a smaller group, formed by seven teachers who were willing to collaborate greater depth of information about the training process for the analysis of impacts experienced the same pedagogical practice of teachers.

For the analysis and interpretation of results we based on the theoretical and methodological contributions of Bardin (1979) and MINAYO (2000). Initially, we made an overview of the entire research context and then we entered the specificity of the analysis of the research tools used.

Regarding the coding of teachers, butterfly names used for their identities were not disclosed. The choice was made by the understanding that the butterfly indicates the passage by a process of transformation, leaving the cocoon in search of new horizons, as it was also possible to identify this transformation process in most of our authors-learners.

In dealing with the relationship continuing education and their implications for teaching practice, it was identified that had significant changes throughout the process of ongoing formation relational experienced. Teachers related changes associated mainly: inclusion of students in class, greater openness to dialogue and listening, inclusion of critical evaluation; resizing teaching methodology, classroom focus more on the student; contextualization classes, recognition of the relationship as a factor important teaching.

To verify the changes, we stopped in the analysis of three aspects considered remarkable for description of pedagogical group-learning practice, which were: a) the teaching methodology and the dynamics that teachers use in the treatment or mobilize the process of teaching and learning, b) the teacher-student relation and c) privileged evaluation.

In the methodological dimension, we found that even with the main emphasis on the practical lessons, conducted and directed by teachers, still with traces of traditional perspective, we identify the incorporation of other elements that also became part of the lesson. The context could already be seen in the testimony of the teachers. We believe that by virtue of the dynamics experienced in the training course, which we discussed on the basis of practices that were part of the daily group, permitted, by extension, the experience in own practice and driving modes of teaching in school, as described in the testimonials below.

> I now try to include the conversation with the students to know the level of their knowledge of the subject to be worked in class, description of contents, practical experiences. (Ox-Eye).
> Methodology based on theoretical and practical activities contextualized by cultural issues, social and political in its relation to physical activity and health. (Manacá)

We also found that it was possible to seize a new methodological possibility. If teachers incorporated, even within the speech, this in itself already represented an attempt to advance. A reflection on how energize and mobilize their actions in the act of teaching and attempt to change from the inclusion of aspects that previously had not been informed, or have not had access, or even because they did not realize their importance, it is a process of change.

Ongoing formation should be enhanced through moments in which teachers can reflect, dialogue based on new theoretical foundations, share experiences and propose ways of overcoming difficulties. According to Fusari (1995, p. 21), "it is also necessary that the knowledge from their experience is valued; projects that identify the theories that they practice and create situations to analyze and criticize their practices."

The speech of one of the authors-learners, from the interview, showed us the importance of what we developed over relational continuing education and as an experience that is established as experience has implications that expand in such a way as to cover the school environment in which conducts its educational activities. The training process favours not only the teacher learning, (re) edit their knowledge, share experiences, but reaches all who are part of the school reality and are implicated in the actions of teachers.

> I do not deny that had many different activities, I picked it up and took it to school and I thought it was fantastic as I experienced, and I had lived body, I could reflect on how I could use at school. [...] And I could only do this activity because I had the experience in the course. Then the course for the pedagogical part was almost totally involved in my daily life and what I found interesting I took. In this implementation, this was my limit. (Peacock, portions of the interview)

At the same time he recreated an activity that was held during the course, Peacock managed to expand, through reflection, its way of conducting the activity with the group, establishing its own dynamics and ways of interacting with the group of students. For Perez Gomez (1995), reflection on practice implies the conscious immersion in the world of human experience, this world full of connotations, values, ideas, emotions, feelings, social interests, however can only be considered an instrument of processes reflection if integrated, significantly, when interpreting the reality in which they live and when organizing their own experience.

The dimension of the relationship between teachers and students, we consider significant changes that, owing to the scope they had in their pedagogical practice, we can see in the statements that follow below.

> A positive aspect was the question of the relationship that lived there (referring to the training course). My relationship has improved a lot with students. I came to understand them better and my students understand me better. (Hubner, portions of the interview)
> What is most important in my practice today are the changes and innovations, what was and what is now, because before (referring to before the extension course) I did not care, I did the register, watched the game, waited for it to finish and walked away. In the course I got more courage, be more interested in improving. (Emperor, portions of the interview)

The dynamics of the ongoing training program experienced, taking into account the relational nature that was favoured throughout the process, provided the same lead to your daily life the lessons and experiences they had during the trip. Another milestone was that we can grasp the importance attributed to the recognition itself to feel more capable, with potential to change, invest in new. This feature was also part of the program, when we favour a formation capable of working for the recognition of each author-learners as human epistemic as the ERP, which brings the notion that "all those involved in relationships are simultaneously learning subjects and teaching subjects, able to reconstruct and build new knowledge and techniques "(Figueiredo, 2007, p.7). Another excerpt presented by a teacher also points to this perspective of change in themselves and in their practice, by extension.

> Today, I cannot be who I was, because I do not know what formula you used, but I'm not who I was before. I'm different. I learned to question and have more autonomy, and this I now try to take my students to listen, talk to them, know what they already have in their luggage, and also learn from them, to discover. (Swallow-tail,

excerpts from the interview)

When talking about his relationship with the students perceive a beginning of the process of contextualization of teaching, when referring to the inclusion of dialogue to be aware of what the students already have and at the same time, to put in a more horizontal position in relation demonstrating that seeks to establish a process of learning in which the teaching also realizes that he can learn from their own experiences of students.

Another teacher-learner group also reported the changes in pedagogical practice, more specifically, in fact give more attention to students and contribute to the formation of the same, when he says that: "I think the main focus is the student and how we can contribute to better training him, I think that was the main thing for me "(Monarch, excerpts from the interview).

The data from the final questionnaire, when asked about the changes in pedagogical practice from the contributions of the course of training, teachers reported other aspects related to the methodology and the teacher(s) -students relation, among which are below.

> The way I 'drive' classes and have more time for dialogue with students. (Birdwing, final data from the questionnaire)
> Today my students have a larger space to participate more actively in lessons with reflections, debates, interviews and knowledge acquired throughout his training. (Fluttershy, data from the final questionnaire)
> I gave my students greater participation in class, listening to their contributions. (Cabbage White, final questionnaire data)
> There are times in my classes, I had been carrying out activities based on the theories studied by us, but was not aware of that. My practices are more theorized, since now I know what I'm doing within a theoretical framework. (Ox-Eye)

The ability to reflect on their own practice allowing reset it, or even small change procedures to make the class more meaningful for students, involving them more and more involved, with more time for dialogue, to listen, incorporating the contributions of the same, pointing to ongoing formation relational made important contributions to expanding that qualitatively the pedagogical practices of teachers.

You have to acknowledge training contexts in which teachers can reflect on their actions, attitudes, feelings that are experienced during their educational activities. It is, according to Macedo (2005, p. 54), to "learn to reflect on their performance in terms of its regulation that must be corrected, what is confirmed, what can be improved." Thus, one way to make this adjustment is learning to observe what happens in different moments of practice, changes in the way you act and react to certain attitudes and behaviours of students, relationships with others in the school community etc...

Pimenta (2005) in his research found that training programs have been proven very efficient in changing teaching practice precisely because of not taking the teaching practice and pedagogical school in their contexts. By not putting the practices of teachers as a point of departure and arrival of the training, what you do is just "illustrate" something to the teacher, it impossible to articulate and translate new knowledge into new practices.

With respect to evaluation, what we realised was a more mature group, to inform you that now felt able to include evaluative on account of the theoretical foundations that were shared throughout the course. It was possible to see the inclusion of instruments and procedures better specified, and the use of self-assessment with students, as an attempt to find alternative proposals more inclusive and to collaborate for the greater involvement of students in the whole dynamic of pedagogical practice. The excerpts below confirm our assertion.

> Our assessment was that traditional step and now I'm doing this self-assessment. They evaluate themselves. Have difficulties, but value. Do the work, research. I changed a bit my own observation about them, because I started to observe more. (Hubner, after interview)
> Yes, not only summative and formative, but the extension to self-assessment, participatory. (Great White, questionnaire data)
> I began to assess more ela borate, using procedures that did not know before, such as evaluation forms, self-assessment, work with more diverse students. (Luna, assessment data in the classroom)

As we highlight the ongoing formation relational brought significant contributions to the teaching practice, which were gradually along the route being built by the authors-learners in their daily life. This is made possible due to the very dynamic relational, critical, reflective, experiential, collaborative, contextualized from the practice, which grounded and characterized the proposal. We think that these are investments that allow the highlight of this training, demonstrating progress in relation to proposals for continuing education in evidence.

However, the training model that still prevails and dominates it supports the classical view, in which teachers are undergoing courses, designed and planned without taking into account the professionals to whom they are intended. In these models, the size and cognitive content-is basically the only prime, falling short in other aspects that should permeate the training. In our case, with the ongoing formation relational, because of the methodology that supported the program, breaks up with the predominance of a single dimension in the dynamics of the formation, passes to consider a variety of aspects from the relational dimension, affective, intercultural, the use of multiple languages, contextualized initiatives, among other factors.

Ongoing formation alone is insufficient to change the socio-historical conditions that determine the pedagogical practice; however, the possibility exists to expand awareness about the power relations that promote such conditions, when teachers recognize the limits and problems as well as the factors that determine them. To acknowledge or recognize them is an important step to act in pursuit of a transformation of social reality. We note, however, that only the recognition of power relations and the historical and social conditions are not efficient for the ongoing process of social transformation. You need good tools and strategies. This implies the need for systematization of long-term public policies to resume the structure, organization and financing of public education.

Ongoing formation influences pedagogical practices under certain conditions and within certain limits. Improved practices depends not only on changes in investment by the teachers, this is only one aspect, but there is still a reliance on social, economic, political and cultural factors that are beyond the control of the same.

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PERMANENT TRAINING DEVELOPMENTS AND THEIR RELATIONSHIP TO THE PRACTICE OF TEACHING SCHOOL PHYSICAL EDUCATION

ABSTRACT

The study aims to present the contributions that ongoing formation relational feature to improve the pedagogical practice of physical education. The methodological approach favoured the qualitative approach. The journey undertaken in the investigation occurred along the lines of action research-engaged, which occurred in the course of training and teaching qualification: Weaving knowledge into motion for the teaching of physical education teachers for the Public Education Network of Fortaleza. Used as research instruments: questionnaires, interviews, texts and teachers' transcripts of recordings of the course. To verify the changes, three aspects were considered for description of pedagogical practice: a) teaching methodology or the dynamics that teachers mobilize tract of the teaching-learning process, b) the teacher-student relation and c) privileged evaluation. It was possible to identify that the process of lifelong learning relational subsidized by ERP enhances the teaching qualification and contributes to significant changes in pedagogical practice of physical education.

KEYWORDS: relational training, continuing education, Eco-Relational Perspective

ÉVOLUTION DE LA FORMATION PERMANENTE ET LEUR RELATION AVEC LA PRATIQUE DE L'ÉCOLE ENSEIGNER L'EDUCATION PHYSIQUE

RÉSUMÉ

L'étude vise à présenter les contributions que les caractéristiques relationnels de formation permanente pour améliorer la pratique pédagogique de l'éducation physique. L'approche méthodologique a favorisé l'approche qualitative. Le voyage entrepris à l'enquête a eu lieu le long des lignes d'action de recherche engagé, qui a eu lieu au cours de la formation et de l'enseignement de qualification: Tissage connaissances dans le mouvement pour l'enseignement des professeurs d'éducation physique pour le réseau d'éducation publique de Fortaleza. Utilisé comme instruments de recherche: questionnaires, entretiens, textes et les transcriptions des enregistrements de cours des enseignants. Pour vérifier les modifications, trois aspects ont été considérés pour la description des pratiques pédagogiques: a) la méthodologie de l'enseignement ou de la dynamique que les enseignants mobilisent voies du processus d'enseignement-apprentissage, b) l'enseignant-élève et c) l'évaluation privilégié. Il a été possible d'identifier que le processus de l'apprentissage à vie relationnelle subventionné par PER améliore la qualification de l'enseignement et contribue à des changements significatifs dans la pratique pédagogique de l'éducation physique.

MOTS-CLÉS: formation relationnel, la formation continue, Perspective Eco-Relational

FORMACIÓN PERMENENTE RELACIONAL Y SUS DESARROLLOS PARA PRÁCTICA DE LA ENSEÑANZA ESCOLAR EDUCACIÓN FÍSICA

RESUMEN

El estudio tiene como objetivo presentar las contribuciones que las características relacionales de formación permanente para mejorar la práctica pedagógica de la educación física. El enfoque metodológico favoreció el enfoque cualitativo. El camino emprendido en la investigación se produjo a lo largo de las líneas de actuación en la investigación comprometida, que se produjo en el curso de formación y enseñanza de calificación: Tejiendo el conocimiento en acción para la enseñanza de los profesores de educación física de la Red de Educación Pública de Fortaleza. Se utiliza como instrumentos de

investigación: cuestionarios, entrevistas, textos y transcripciones de las grabaciones del curso los profesores. Para verificar los cambios, se consideraron tres aspectos para la descripción de la práctica pedagógica: a) metodología de enseñanza o las dinámicas que los profesores se movilizan las vías del proceso de enseñanza-aprendizaje, b) el estudiante profesor y c) Evaluación privilegiada. Fue posible identificar que el proceso de aprendizaje de toda la vida relacional subvencionado por PER mejora la calificación de la enseñanza y contribuye a los cambios significativos en la práctica pedagógica de la educación física.

PALABRAS CLAVE: formación relacional, educación continua, Perspectiva Eco-Relacional

A FORMAÇÃO PERMANENTE RELACIONAL E SEUS DESDOBRAMENTOS PARA A PRÁTICA PEDAGÓGICA DA EDUCAÇÃO FÍSICA ESCOLAR

RESUMO

O estudo objetiva apresentar as contribuições que a formação permanente relacional oferece para melhoria da prática pedagógica da educação física escolar. A perspectiva metodológica privilegiou o enfoque qualitativo. O percurso empreendido na investigação ocorreu nos moldes da pesquisa-ação-engajada, que se deu no curso de formação e qualificação docente: tecendo saberes em movimento para o ensino da educação física, para professores da Rede pública de Ensino de Fortaleza. Utilizamos como instrumentos de pesquisa: questionários, entrevistas, textos dos professores e transcrições das gravações do curso. Para verificação das mudanças, três aspectos foram considerados para descrição da prática pedagógica: a) metodologia de ensino ou a dinâmica que os professores mobilizam no trato do processo de ensino-aprendizagem, b) a relação professor-estudante e c) a avaliação privilegiada. Foi possível identificar que o processo de formação permanente relacional subsidiado pela PER potencializa a qualificação docente e contribui para mudanças significativas na prática pedagógica da educação física escolar.

PALAVRAS-CHAVE: Formação relacional, formação continuada, Perspectiva Eco-Relacional