45 - PHYSICAL ACTIVITY STUDENT'S IMAGINARY CONSTRUCTIONS REGARDING THEIR PROFESSIONAL IDENTITY. A BRIEF ANALYSIS ABOUT CHOOSING SOME PROVERBS.

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The university formation in Physical Education has been going by a long discussion process and of legal resolutions regarding the profile and of the type of professional habilitation to be formed by the courses. It is a debate that reveals dualities and underlying oppositions to the several ones imaginary instituted regarding what it is or than it should be the Physical Education. The different positions in relation to the professional formation reveal conflicts between the arguments originating from of the academic thought and the contingencies of the labor market, between the pedagogic focuses and the one of the area of the bio-sciences, among other polarizations.

Such polarizations at first provoked discussions regarding epistemologies concepts, objectives, methods and techniques of doing pedagogic and of the professional performance, revealing different philosophical and ideological conceptions, such diversity also started to raise positioning, against and in favor, of a differentiated process of academic formation, starting from the fixation of the new curriculum guidelines for the courses of Physical Education. This internal process of the area was added to wider legal resolutions in the ambit of the education, carting in the diversification of the professional habilitation, represented by the separation among the courses of teachers' formation (that will form the teachers of Basic Education) and the one of graduation bachelor (enabled exclusively for the market of the Physical Education that excludes the performance in the schools).

In front of such scenery, we considered the hypothesis here that arrived at a moment of destabilization of a professional identity the new student chooses to be teacher of the Basic or professional Education of Physical Education.

This new context of professional formation generates the need of the meaning discuss of the careers in the area of the Physical Education, now starting from new focuses. However, this whole discussion process and decision regarding the separated between courses of teachers' formation and bachelor have been joined in the academic instances and in the institutions that regulate the labor market, influencing and being influenced by decisions in the legal ambit. However, it becomes fundamental to contemplate regarding the implications of such event in the social actors' life that are vertical reached by the same. We are speaking, in a first moment, of the new students that enter in the courses of Physical Education.

Certainly the aspects epistemological and you delegate that forge new main curriculum and professional habilitations institute new elements in the formation of a professional identity. Even so, we cannot think of the student of Physical Education as one it tabulates shallow in which you/they will register the way of a new formation. Such social actors, besides its personal idiosyncrasies and of the social groups which are part. They bring me get imaginary significances regarding what it is a professor and professional of Physical Education and than this represents as possibility of a professional future. This way, agreeing with Castoriadis (1980, 1997), we should consider the potential that these individuals' imaginary constructions have in relation to the professional identity.

The present study has as objective to analyze the students of the courses of teachers' formation imaginary constructions in Physical Education regarding the senses that attribute to the future career, starting from the adherence of the same ones to the statements regarding the profession. For such they will be used as focus of investigation sentences of T-shirts that you/they are sold in academic events and that are adopted traditionally as vestments by many students in the university campus.

The investigation field is already constituted by students of a course forged in agreement with the Guidelines National Curriculum for the courses of teachers' formation for the Basic Education, whose curriculum and the whole pedagogic structure is gone back to the professional's qualification that will act in the schools.

The course in subject is offered by a private university located in the area of Leopoldina, in the suburb of Rio de Janeiro and it counts with almost three thousand students. Due to its recent implantation, in the year of 2002, it will be one of the first institutions they also form it, since its beginning, teachers in agreement with the new guidelines. Thus, this universe becomes a privileged investigation field, representing a significant sample of students that go by the disentailed formation in the area.

II. Theoretical-methodological mosaic

To know and to analyze the imaginary constructions of a certain social group is a work that requests a meticulous investigation process in the several instances where these imaginary ones are expressed. Agreeing with Castoriadis (1980,1997), we know that such constructions are produced at the same time in the and reproduced by the language, in a reciprocity relationship. This way, a deepened study of the imaginary of a group should contemplate the most several forms of expression of the language in its manifestations in the language writing and spoken in the human gestures and in the produced visual forms.

The present work treats the statements of the T-shirts as one in the ways of student expression of the imaginary that facilitates to understand one of the facets of this symbolic world

The habit of using T-shirts that speak about the courses and careers is something common among the university students. In these practices, the students reveal what Castoriadis called identitary logical of the imaginary using the own body as outdoor is shown for the identitary logic of society as members of a group, standing out of the other students of another courses.

In a certain aspect we can say that this identitary logic always reveals already a potential of reproduction of an imaginary one instituted regarding the Physical Education, in the measure in that sentences are adopted already forged starting from values and conceptions circulating and consensual. Similar to the advertising slogan, the sentences of the T-shirts are short texts, of fast reading and that they should have an effect using as resource the humor, the irony or appeal its affective. With the aim of doing to laugh or to move the reader immediately, such texts should produce an immediate understanding, already anchored in representations shared in an imaginary one social including, although it has as objective to question such representations.

Of the point of view of the ethnomethodology (Coulon, 1995; Heritage; 2000; Silva, 1998), we could say that the sentences of the T-shirts are " crystallized " normal forms. Saint patterns that are constituted starting from a social memory and of innovations of the use of the language, looking for to reflect the construction of the social world of the Physical Education. The reflexivity concept indicates that those representations are given in the practice, concretely. Them, at the same time in that they reflect the construction of the Physical Education for its actors; they also hide senses, because they become faced by the group as natural. What before appeared as form of new expression to manifest an action, opinion or thought, crystallizes and it is not noticed. Simply, he/she starts to do part of the group of codes used by the actors.

On the other hand, it is important to consider that there is a great diversity of texts. When buying a T-shirt, the

student it opts for one among different statements. In this sense, we can say that there is in this process a potential for new imaginary constructions, not only for the readiness of different groups of sentences, but also for the fact that new options are always being created. In the accomplished investigation we verified that the business of the T-shirts appear inside of the own campus, a lot of times being idealized and accomplished by students or for people that are in direct contact with this universe, not only in the daily academic, as well as in events as courses and congresses. In a certain way, we can say that, to stay active, this trade should capture not only the formed sediment and shared representations, as well as the emergent senses and the new identity elements that appear for the career, assisting to the identity desires and of valorization of the Physical Education manifested by the students.

In this point it makes himself necessary the distinction done by the ethnomethodology between the reflexivity and the accountability. The actors, to the if they use one of those sentences as communication form with the other ones, they are reflects meanings intra personal and inter personal The representation that if shows through the sentence writing in the T-shirt comes from within and also of out. When assuming such statement, the actor appropriates of a conception that is present in the group, but it ends up attributing personal meanings. When attributing sense to that sentence and when telling it the author starts to have an active paper in the construction of the idea. Thus, the reflexivity shows the construction of that social world through the capacity that whole social actor has to tell and to re-mean the idea of the group.

Researching among the a lot of existent options, we could notice not only the great variety, but also to trace some categories, containing the statements in different groups, whose messages were endowed with some homogeneity.

The statements here analyzed they are constituted by a group of 17 sentences, picked in the kiosks of sales of a congress of Physical Education, in an internal event of the ability, besides another that went being logged during the class period. All the found sentences were selected for a questionnaire of the type multiple choice (where the informers should just mark a sentence, that it considered the most representative in relation to the career of Physical Education), being excluded the ones that they were just extremely similar.

Later on, the sentences were analyzed and contained in four categories that were revealed relatively homogeneous in the group of the statements: the) the physical education in the perspective of the health and of the life quality b) physical education in the perspective of the fitness and of aesthetic c) the physical education in the perspective of the schools d) sentences that looked for a legitimization of the academic dimension and of the social importance of the Physical Education, and traditional humorous sentences of T-shirts, that are also used for another courses.

For being of a study of the representations that you/they circulate already in the imaginary, we didn't worry in balancing the number of sentences offered in each one of these dimensions. The idea was describe the universe of more common statements, so that the posteriori was established the categories of it analyzes, as we see to proceed:

CATEGORY THE: HEALTH is QUALITY OF LIFE
Physical education: 24:00 of well with the life
100% health: Physical education!
Drug addict in sport, rich in health: Physical education

CATEGORY B: FITNESS is AESTHETIC
If fat went muscle, pig it would be athlete. Take care!
Recycle its body: Physical education
Physical education to maintain the form

CATEGORY C: SCHOOLS
Here it has a happy teacher: Physical education
It doesn't advance me to kidnap, I am a teacher!
Treat child as child: Physical education
Playing and learning: Physical education
The future of the world depends a lot that I do: Physical education

CATEGORY D: LEGITIMITATION OF ACADEMIC DIMENTION AND OF THE SOCIAL IMPORTANCE OF THE CAREER
Medicine reminds disease, physiotherapy it reminds rehabilitation, health it is with the Physical Education
Here it doesn't only have a beautiful corset: it has a lot of mind in the throw.
Physical education: many want, few they try, some get

CATEGORY AND: TIMIC DIMENTION AND HUMOROUS
Only taste with you, I only wants with you, I only do with you: Physical education!
Its boyfriend makes right, but I only make you to sweat: Physical education!
My boyfriend ordered to choose between the Physical education: I feel longings of him
The selected sample was constituted by 89 students of the last three periods of the course, random chosen.

III. Analysis of the results

As analysis approach, we used the hierarchization initially among the above-mentioned categories. Under this optics the idea was to delineate and to analyze the prevalence of the several identities of the career of physical education in the imaginary of the students of the course of teachers' formation.

Of the 89 answered questionnaires, we obtained the following results: in first place it appeared of the category of the course of teachers', with 33 choices; in second place it showed the category of the health and life quality, with 25 answers, immediately proceeded by the category of the sentences that they manifested a search of legitimization of the importance of the physical education, with 24 choices. The category of the fitness appears in fourth place, with 10 votes and the category of the humorous dimension was in last place, with 4 answers.

Several interpretations blunted starting from these results. The first of them refers to the fact of the category of the course of teachers` to appear in first place. There we can lift the hypothesis that students that study a formation exclusively gone back to the course of teachers are forging an identity in which they are enunciated mainly as teachers. The insignificant placement of the category of the fitness can also be pointing for an imaginary posse of the teacher of the school in relation to the professional of the academy, this last one not establishing entail identitary with most of these students.

However, other analyses are also possible. In spite of the speech that relates physical activity and health to have its own marks linguistics, we cannot stop thinking that in the ambit of the social practices this category to be more associated to the world of the academy than to the world of the school. The idea of a healthy body many times he/she made a mistakes inside with the a moulded physicist's idea certain aesthetic, much more patterns related to the imaginary of the fitness that to the imaginary of the education. Leaving of this reasoning no longer we could consider so significant the prevalence of the category of the course of teachers, because it would be important to consider a the intersection of representations of the categories A

and B.

Another important aspect was the significant presence of the sentences of the category D (legitimization and social importance of the physical education). Contrasting with an insignificant presence of the sentences of the humorous category, we noticed a search of the statement of the academic seriousness of the formation and of the social importance of the career.

This tendency in manifesting an own valorization is accompanied by an expression (perhaps unconscious), of a feeling of it less-was worth. This reflection, that already appears in the quantitative analysis of the prevalence of the categories, it is reinforced in a second moment, to the we accomplish a qualitative analysis of the sentences more voted in the group, independently of the categories to which belong.

Let us analyze, then, one of the sentences that appear in first place: Medicine reminds disease, physiotherapy it reminds rehabilitation, health it is with the physical education we can notice there, I eat we already said previously, as the occult senses show in the apparent. The first impression points for the comparison that it is done among disease, rehabilitation and health, being this last one the specific area of the physical education. However, from the categorization of the sentences, in spite of the explicit presence of the term health in referred her sentence, one could already say that the sense of the word inside of this statement it was not it of defining the identity of the career and yes the one of valuing it starting from a comparison with another.

In the moment in that this sentence appears as one of those chosen, we should think of the as it is revealed important, inside of the researched group, the search of a legitimization of the physical education close to the society, comparing it with its " sisters " of the area of the health. It shows, in a certain way, a fragility of the physical education in relation to the other professions, of there the need to exclude the medicine and the physiotherapy, just checking to this the primacy for the health.

The subject of the legitimization also crosses the other voted sentence: It doesn't "advance me to kidnap, I am a teacher ". It is truth that this sentence was classified as belonging the dimension of the "course of teachers ", because it would just be chosen by those that if they enunciated as teacher, not appearing, besides, the term "physical "education. Probably, the significant number of options for this sentence reveals a consolidation of the identity with the course of teachers, what would be explained by the fact of they be students of a course with the habilitation for the schools.

However, there is to take in consideration the metonymical aspect of the expression " I am inside a teacher " of the statement. The simple identification of the profession already justifies the statement "it doesn't advance me to kidnap ", not being necessary any explanation, because the statement already idea part that the fact of the devaluation of the teacher's economic power is a consensual representation and shared in the society. There is in this sentence an adherence to the teacher's identity, at the same time in that the is revealed as this identity is permeated by a less one it was worth economic and social.

Thus, direct or indirectly, we see the all it is significant the subject of the professional legitimization in the language spread by the T-shirts. Be for an auto affirmation attempt, looking for a supremacy in the area of the health, or for a lament form, through a declaration of the teacher's poverty; we see it to highlight a priority in to value the importance or to denounce the devaluation of the physical education, that precedes the own definition of the identity of the area.

IV. Final considerations.

Studying the students' of physical education imaginary constructions starting from the sentences of T-shirts, we lifted with this first work some reflections.

The first of them is that the research accomplished with students of an institution that offers the schools course exclusively seems to point for an identification of these individuals with teacher's career. This hypothesis is fanned in the measure in that a significant prevalence of the category "course of teachers" is observed in relation to the others. This could mean that a course forged in agreement with the new guidelines curriculum for the schools courses would be a locus where it would be being consolidated the licentiate's identity in Physical Education as a professional of the Basic Education.

However there is to be considered a possible overlap between the categories "health" and "fitness ", what alters the numeric prevalence of the category course of teachers. Before these analyses, these first results point for the need of a comparative study, accomplished with students of bachelor courses or of the courses with the old curricula of the enlarged course of teachers, what would turn possible to analyze it is really having a new imaginary construction and I respect of the identity with teacher's career.

Another point to be outstanding is it as the subject of the social importance of the area is still same focus for those that are in formation: to protest or to complain of the little social valorization of the professor professional of Physical Education is something that prevails in the speech of the T-shirts, when it is observed the voted sentences.

Be for those that identify with you didn't kidnap " yourselves " teachers or for those that look for legitimization as promoters of the health above doctors and physiotherapists, to dress the T-shirt of the Physical Education is before everything a form of showing the social devaluation of the career in which you/they bet its professional future.

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PHYSICAL ACTIVITY STUDENT'S IMAGINARY CONSTRUCTIONS REGARDING THEIR PROFESSIONAL IDENTITY. A BRIEF ANALYSIS ABOUT CHOOSING SOME PROVERBS.

The aim of this study is to analyze the imaginary constructions of physical education teacher's regarding their future career's meanings through the interpretation of the proverbs written on their university's uniforms. The proverbs were grouped in five categories (magisterial, health, quality of life, fitness, professional legitimacy, humor) and they were analyzed under the theory of social imaginary proposed by *Castoriadis (1980, 1997)* and ethno methodology as seem in *Coulon (1995) and Silva (1998).*

Key- words: Physical Education- Social Imaginary- Professional Formation

Les CONSTRUCTIONS IMAGINAIRES d'ÉTUDIANT de l'ACTIVITÉ PHYSIQUE qui REGARDENT LEUR IDENTITÉ PROFESSIONNELLE. Une ANALYSE BRÈVE AU SUJET DE CHOISIR des PROVERBES.

Le but de cette étude est analyser les constructions imaginaires de professeur de l'éducation physique regarde les significations de leur carrière future à travers l'interprétation des proverbes écrite sur les uniformes de leur université. Les proverbes ont été groupés dans cinq catégories (magistral, santé, qualité de vie, fitness, légitimité professionnelle, humour) et ils ont été analysés sous la théorie de imaginaire social a proposé par Castoriadis (1980, 1997) et ethométhodologie comme en Coulon (1995) et Silva (1998).

La clef - mots: L'Éducation physique - Social Imaginaire - Formation Professionnelle

CONSTRUCCIONES IMAGINARIAS DE STUDENTÂS DE LA ACTIVIDAD FÍSICA CON RESPECTO A SU IDENTIDAD PROFESIONAL. UN BREVE ANÁLISIS SOBRE ELEGIR ALGUNOS PROVERBIOS.

La puntería de este estudio es analizar las construcciones imaginarias de los teacherâs de la educación física con respecto a sus significados futuros de los careerâs con la interpretación de los proverbios escritos en sus uniformes de los universityâs. Los proverbios fueron agrupados en cinco categorías (magisterial, salud, calidad de la vida, aptitud, legitimidad profesional, humor) y ellos eran analizados bajo teoría de imaginario social propuesta por Castoriadis (1980, 1997) y metodología del ethno como se parecen en Coulon (1995) y Silva (1998).

Palabras- clave: Educación fisica - construcciones imaginarias formación profesional

CONSTRUÇÕES IMAGINÁRIAS DOS ESTUDANTES DE LICENCIATURA EM EDUCAÇÃO FÍSICA A RESPEITO DA IDENTIDADE PROFISSIONAL: UMA BREVE ANÁLISE DA ESCOLHA DE ENUNCIADOS.

O presente estudo tem como objetivo analisar as construções imaginárias de alunos de um curso de Licenciatura em Educação Física com relação aos sentidos que atribuem à futura carreira, a partir de identificações dos mesmos com enunciados presentes em frases de camisetas que são tradicionalmente adotadas como vestimenta no campus universitário. As frases foram agrupadas em cinco categorias (magistério, saúde e qualidade de vida, fitness, legitimação profissional e dimensão humorística) e analisadas a partir da perspectiva do imaginário social de Castoriadis (1980, 1997) e da etnometodologia de Coulon (1995) e Silva (1998).

Palavras-chave: Educação Física- imaginário social- formação profissional.