16 - RESEARCH AND INITIAL EDUCATION IN PHYSICAL EDUCATION: CERTAIN CONSIDERATION

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Introduction

The process of teaching searched by the undergrads has to be every day, so the opportunity will happen and not just be discussed (MOREIRA, 2003). Therefore, any academic area which can be considered as a profession has to define, establish and have scientific documents and lines, because this responsibility belongs to everyone from the area (SILVA, 1989).

SILVA (1989) comments that Physical Education has a high status for the technician-professionals aspects, leaving aside the knowledge production. For this author, this area will have its importance for the society when their scientific knowledge be used as base for professional practice. Therefore, it is need the relationship between theory and practice.

For MOLINA NETO and GILES (2003, p.253), " *the professional formation cannot neglect relationships between the theory that comes from knowledge and the theory daily practice in different atmospheres which is developed*". Thus, one of the essential conditions for the maintenance of a undergrad school is to have consolidated knowledge between its teachers. Besides that, the research has the function of improving the knowledge (KOKUBUN, 2003).

In this perspective, TUBINO (1994) comments that the university is recognized as a great education compound which involves teaching, researching and community inference. The author describes that when there is a universities classification, one important criteria to rank any institution is the research. This allegation is associated with the university function to investigate and to transmit new knowledge, and research should be seen as foundation to community inference and teaching.

In other hands, the relationship of dependence for knowledge production with a good research system has to be considered. This happens because through investigation there will be a lot of contents for teaching in under graduation. With this perspective, the act of researching should be developed in undergrad courses, and not only in grad courses, because "*the research should precede Graduation and not the Graduation implanting the research*" (KOKUBUN, 2003, p.13)

NASCIMENTO (1998) states that it is important to motivate students to participate in research activities that will make students work with real problems. Consume (to read) studies is important but no enough, because the acquired knowledge should be applied in investigations. So, the research has the function of motivating creativity and producing new knowledge (NASCIMENTO, 1998).

To avoid vulnerability from the curricular proposals for Physical Education the following points should be thought: enough structures for good function; teachers with permanent knowledge and participation in studies and researches groups; and students participating in research projects, community inference or extracurricular apprenticeships (NASCIMENTO, 1994). MONTENEGRO (1994) comments that the apprenticeships, the teaching practices, the community projects and the research are the means where the students can observe the reality of their future profession and look for new strategies of intervention in the society.

TOJAL (1989) detached in the decade of 80, that the research practices were take aside in the professional formation, which unmotivate teachers to research, because the undergraduation conception was linked as a instruction-formation area. The author stated that it was necessary for the education system to be formative, because there is a relationship between theory and practice.

Nowadays, BANKOFF and colleges (2003) verified that a significant number of undergrad students and recently graduated participated in Congress with researches elaborated during their studies. The same authors comment that this demonstrates a certain concern from the students with production. Therefore, there has been a increase and incentive for the undergraduation students to participate in researches.

The relationship between teaching and research, DEMO (1997) considers that research is the master spring of the university, because through investigation the knowledge production appears. For the same author, it is important to make the research one of the teaching ways from basic education to university. Thus, the fact of distinguishing "the school and academic education from any other way of educating, is in fact based on the research process and it own formulation" (DEMO 1998, p.1).

BARROS (1993) comments that the main objectives from the undergrad courses are to review knowledge, abilities and techniques for the future professionals. The scientific attitude is a necessary component for formation, because through analysis of knowledge, students will understand the possibility to accomplish any activity for the population based in their professional performance.

Therefore, considering that university is a appropriate place for professional formation and appearance of researches, the objective of this research is to accomplish a bibliographical discussion on important subjects about research in undergraduation of Physical Education. So, subjects that will be approached during this study will observe how research is worked in the university as a teaching method for the formation of future professionals of Physical Education.

The initial education in Physical Education and researching action

A professional formation has the characteristic of being an contradictory area with different tendencies, which are addressed to maintain and reproduce traditional patterns of values, but at the same time tends to promote changes (VIRTUOSO JÚNIOR et. al, 2003)

For SHIGUNOV (1996) the teachers' formation is a complex subject, which has several knowledge lines, and studies of this subject has three basic objectives, which are: objectives and ends from the education intention; the citizen's formation; and skilled labor formation. For Physical Education, this area adopted a model that contemplates the following knowledge: philosophical; humanity; society; and technician-pedagogic.

The main objectives for the undergrad courses are knowledge review, abilities and techniques for the future professionals (BARROS, 1993). So, there is a need to motivate research in Physical Education at the universities in several aspects to achieve such objectives. (SHIGUNOV, 1992).

In PICCOLO (2004) opinion, the Physical Education problem is the lack of scientific practice of the activities, because it is unquestionable the need of research in any profession. Because of that, the author completes that "*the knowledge doesn't leave the university and nobody is going to the university to buy ideas, even so it is fundamental to develop new ideas that can solve existent problems in the society that we live*" (p.18).

PICCOLO (2004) comments that many teachers recognize the research importance in the area, but even so most of them doesn't read results from the same ones. The excuse from this public is that many professionals are not capable to understand them. For the author, that is one of the problems from the undergrad courses that are not linked to research aspects.

In another perspective, LOVISOLO (2003) comments that there is a relatively growing number of research

activities developed in the undergraduation, motivated by state and federal foment institutions for research. In Physical Education, the implementation of the Final Research from the Course (FRC) in undergrad courses as a way to motivate research. The curricular apprenticeships are also present, as a kind of professional intervention. For this author, the scientific initiation should not only be seen as "a researching action", but as a way to reflect the professional intervention. Therefore, the scientific initiation has the objective to socialize the scientific culture with professionals who works outside the university.

LOVISOLO (2003) describes that the ideal model of research in university should include lots of people, but the base for this pyramid would be the laboratory technicians, personal of support and the students from undergraduation. In the intermediate level, there will be the graduate students, and in the top, one or more productive teachers. It is important to comment that the author knows that the number of undergrad courses is higher than grad courses. Consequently, the objective of researching is to form professionals with research consumption and not necessarily to become investigators. Therefore, it is necessary to rethink research in the university as a educational way of the undergraduation.

The researching action objective as a way to promote education in undergraduation

The future professional needs that the undergrad course teaches to understand the technician-practical knowledge, so that in the intervention moment he knows how to make the appropriate decisions (FREIRE, VERENGUER and REIS, 2002).

"When concluding the undergraduation, many knowledge will no longer be more relevant for the professional, being necessary for them to be qualified to identify, among new generated information, those that are more relevant, being capable to elaborate articulation of those information and, from that, create a new knowledge" (FREIRE, VERENGUER and REIS, 2002, p.43)

Therefore, in the university the access to knowledge must be fast. It is important to rethink the teaching forms. The teacher should be considered as a advisor, and the student should have more participation in his formation, and not only as a information receiver (FREIRE, VERENGUER and REIS, 2002).

In search for production of knowledge, FREIRE, VERENGUER and REIS (2002) state that the student should participate in the final research from the course such as research projects and/or community projects existed in the university. In this perspective, it is necessary to avoid the idea that the research is "for few". Therefore, it is important that research should not only happen in an isolated moment of the course (Final Research from the Course), but during all its period. The same authors comment that the discipline of Research Methodology should be integrated with other subjects and activities, so students will have investigation in the whole process.

"*It is necessary that research subjects that will be investigated originate from the relationship with the real work atmosphere, which students can have contact since the first year of their formation through apprenticeships. It is emphasized this point of view by noticing that researches accomplished by undergrad students, for example of what has been happening in the academic environment in general, have been prioritizing the scientific knowledge production that rarely bring direct contributions for the improvement of the professional intervention in Physical Education*" (FREIRE, VERENGUER and REIS, 2002, p.44)

Teachers from the undergraduation courses should be aware that the researches accomplished by the academics motivate the consumption and the application of results obtained by part of these future professionals. Thus, the students tend to like research. It is also important to stand out that in the authors' perspective, the main objective is not "*the discovery of new talents for the academic career*" (FREIRE, VERENGUER and REIS, 2002, p.44), but futures professional that will know how to use research as a work tool.

In TANI (1999 and 2000) vision, university should look for development of the teaching, researching and community inference. So, research is to feel unsatisfied with knowledge and try to look for new facts that will prove certain fact as if is right or wrong, therefore, challenging the unknown world.

Teaching is harnessed with research, because of that it is necessary that the system in the undergrad teaching has to have a bigger bond of the formative process than the informative. Because of that, in the informative process, the student is conducted to a passive acquisition of the knowledge, by having a short term assimilation of contents, starting from bookish knowledge. In this process, the student doesn't have a chance to question, to dialogue and/or understand a formed knowledge. In the formative process, the student is stimulated to question, to talk and to understand the process of knowledge. In this methodology, the knowledge are not dissociated one form the others (there is always a relationship among them), making them more understandable and contributing in that way for an organized structure of knowledge. But the formative system is only justifiable if the research happens. A research not just from the teachers, but from students with the teachers (TANI, 1999 and 2000).

The formative education system is a good example of the escapes from directing methodologies. The student is motivated to ask, but that will only happen if there is a new conduct from the teachers and students, where both should not be passivity. It could be applied not only in technique-sporting matters, but also in the biomedical and pedagogic-humanist through exercises and research (TANI, 1999 and 2000).

TANI (1999) states that "*the scientific initiation is an indispensable process for integration of undergraduation with graduation, with enormous potential to contribute in the researcher's formation that will teach what Physical Education needs*" (p.55)

In conclusion, BERNARDES (2002) comments that in the academic environment a consensus speech exists to relate the theoretical subjects with practices. Thus, in the perspective of forming a reflexive professional, it is necessary to have research in the initial formation. The research activity at undergraduation should not just be a privilege for few students, but to everyone in the teaching environmental. The student should know this process by such visions: how research happens, why it happens in those ways and why is important to research them

Final considerations

Nowadays it is observed that research has been worked during the courses , but specially in the last year for the undergrad students with the Final Research from the Course. Considering this allegation, it comes in mind the following question: should this type of approach, the research action, be inserted only at the end of the undergraduation?

The use of research as a way to provide a kind of method to practice during undergraduation of Physical Education is a very daring attitude. However with a crucial importance, thought the practice students will have knowledge to distinguish if a certain activity is practicable to a certain population.

Besides all that, it is important to consider that research is not the end, but actually a part of the way. Due to see the researching action as the end, it conceives the investigation as only a simple discovery action and not as a matter to analyze and reflect. When research is used as a tool to teach in the undergraduation, the same one should be linked with a reflection moment. By that, BERNARDES (2002) comments should be reconsidered.

Research during undergraduation should have a connection with other courses that are so important to researchers from the same area of study (in this case, the graduation courses). However, it should be aware that research in undergraduation should be conceived as something that will be useful for their professional lives and no just been seen as a way to "drift" capable students to follow a academic career.

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RESEARCH AND INITIAL EDUCATION IN PHYSICAL EDUCATION: CERTAIN CONSIDERATION

Abstract: University is a properly place for professional formation and appearance of researches. Therefore the objective of this research is to accomplish a bibliographical discussion on important subjects about research in undergraduation of Physical Education. Subjects that will be approached during this study will observe in literature how research is worked in the university as a teaching method for the formation of future professionals. Researches on this thematic comment that in the academic environment there is a consensus speech relating the theoretical subjects with practical. Likewise in this perspective of formatting a reflexive professional, researches point the necessity of research in the initial formation. However, the investigation activity in the undergraduation should not be cultivated with few students. Besides all that, it is important to consider that research is not the end, but actually a part of the way. Due to see the researching action as the end, it conceives the investigation as only a simple discovery action and not as a matter to analyze and reflect. So, when research is used as tool of practice in the undergraduation, the same one should be linked to a reflection moment, transforming the teaching practice a way to conquer knowledge and development to apply reasonable tasks for the population.

Key-words: Researches, Undergraduation, Professional Performance.

RECHERCHE ET ÉDUCATION INITIALE DANS ÉDUCATION PHYSIQUE: CERTAINE CONSIDÉRATION

Résumé: L'université est un correctement place pour formation professionnelle et apparence de recherches. Par conséquent l'objectif de cette recherche est accomplir une discussion bibliographique sur les sujets importants au sujet de recherche dans remise des diplômes d'Éducation Physique. Les sujets qui seront approchés pendant cette étude observeront dans la littérature comme les recherches ont travaillé dans l'université comme une méthode de l'enseignement pour la formation de futurs professionnels. Recherches sur ce commentaire thématique cela dans l'environnement académique il y a une parole du consensus qui raconte les sujets théoriques avec pratique. Également dans cette perspective de formater un professionnel réfléchi, point des recherches la nécessité de recherche dans la formation initiale. Cependant, l'activité de l'enquête dans la remise des diplômes ne devrait pas être cultivée avec peu d'étudiants. En plus tout qui, c'est important de considérer cette recherche n'est pas la fin, mais réellement une partie du chemin. Dû pour voir la faisant des recherches action

comme la fin, il conçoit l'enquête comme seulement une action de la découverte simple et pas comme une matière analyser et refléter. Donc, quand la recherche est utilisée comme outil d'entraînement dans la remise des diplômes, le même devrait être lié à un moment de la réflexion, en transformant l'entraînement de l'enseignement une façon de conquérir de la connaissance et développement pour appliquer des tâches raisonnables pour la population.

Paroles-clefs: Recherches, Remise des diplômes, Performance Professionnelle.

LA INVESTIGACIÓN Y LA EDUCACIÓN INICIAL EN LA EDUCACIÓN FÍSICA: CIERTA CONSIDERACIÓN

Resumen: La universidad es un propiamente el lugar para la formación profesional y apariencia de investigaciones. Por consiguiente el objetivo de esta investigación es lograr una discusión bibliográfica en los asuntos importantes sobre la investigación en la graduación de Educación Física. Asuntos que se aproximarán durante este estudio observarán en la literatura cómo investiga ha trabajado en la universidad como un método instrucción para la formación de profesionales futuros. Las investigaciones en este comentario temático eso en el ambiente académico hay un discurso del acuerdo general que relaciona los asuntos teóricos con práctico. Igualmente en esta perspectiva de estructurar a un profesional reflexivo, punto de las investigaciones la necesidad de investigación en la formación inicial. Sin embargo, la actividad de la investigación en la graduación no debe cultivarse con los pocos estudiantes. Además todos que, es importante considerar esa investigación no es el fin, pero realmente una parte de la manera. Debido ver la acción investigando como el fin, concibe la investigación como sólo una acción del descubrimiento simple y no como una materia analizar y reflejar. Así, cuando la investigación se usa como la herramienta de práctica en la graduación, el mismo debe unirse a un momento de la reflexión, mientras transformando la práctica instrucción una manera de conquistar conocimiento y desarrollo para aplicar las tareas razonables para la población.

Palabras-llaves: Investigaciones, Graduación, Actuación Profesional.

PESQUISA E FORMAÇÃO INICIAL NA EDUCAÇÃO FÍSICA: ALGUMAS CONSIDERAÇÕES

Resumo: A universidade é um local propicio para formação profissional e o surgimento de pesquisas. Assim, o objetivo deste trabalho é realizar uma discussão bibliográfica sobre as questões pertinentes à pesquisa na graduação da Educação Física. Pois, os conteúdos que serão abordados, observará na literatura como a pesquisa é trabalhada na universidade como método de ensino na formação de futuros profissionais. Os trabalhos que referem sobre está temática comentam que no meio acadêmico existe um discurso de consenso de relacionar as questões teóricas com as práticas. Observa-se também que na perspectiva de formar um profissional reflexivo, os trabalhos referendam que é necessário a pesquisa na sua formação inicial. Mas que a atividade de investigação na graduação não deve ser apenas trabalhada com poucos alunos. Portanto, é importante considerar que a pesquisa não é um fim, mas um meio. Pois ver o ato de pesquisar como fim, é conceber a investigação como mero ato de descobrimento mas não de analise e de reflexão. Sendo que no momento em que é utilizada a pesquisa como ferramenta de ensino da graduação, a mesma deve ser vinculada a um momento de reflexão, transformando-a como uma forma de ensino e auxilio na aquisição de conhecimentos e no desenvolvimento de tarefas viáveis para a população.

Palabras-chaves: Pesquisa, Graduação, Atuação profissional.