25 - RESEARCHES IN EDUCATION AND CONTINUOUS FORMATION: POSSIBILITIES IN THE PROFESSIONAL DEVELOPMENT OF PHYSICAL EDUCATION TEACHERS

JOSÉ AUGUSTO VICTÓRIA PALMA; ÂNGELA PEREIRA TEIXEIRA VICTÓRIA PALMA; ROSANGELA MARQUES BUSTO
State University of Londrina - LaPEF
angpalma@uel.br
Financing Source: Araucária Foundation -Pr.

Continued Professional Formation of Teachers

The professional formation has been constituted as a process of preparation and qualification of individuals for the performance in specific areas of the labor market being attributed to the universities the main responsibility on the professionals' formation.

Teachers are professionals of education, therefore the concept formation/education of teachers, either in the initial or in the continuous phase, needs to be rediscussed, for they are dimensions of the same process, that present between each other an organic continuity. These dimensions of the professional formation, therefore, should be understood as a *continuous and systematic process of learning towards innovation and improvement of attitudes, knowledge and know-how-to-dos and reflection on values that characterize the exercise of the functions inherent to the educational profession* (the author's italic's) (Onofre, 1996)

The teachers' education/formation, according to Giovanni (1998, p.47),

(...) needs to be conceived as a developmental process that begins in the moment of the choice of the profession, goes through the courses of initial formation and is prolonged for all the moments of the professional exercise (...) including opportunities of new courses, projects, programs of the continuous formation.

The author also considers (Same, p.48) that, when the processes are denominated continuous formation or development of education professionals in exercise, they must be understood as (...) a field of specific knowledge, involving all the epistemological processes present in a pedagogic situation: from the strategies and other methodological decisions, until the decisions relative to the domain of the specific content with which intends to work.

In this process of continuous formation all the previous and present contexts, and the effectiveness conditions of the profession contribute equally as constructors. For Morin (s.d.), the contextualization is important when seeking consciousness of what is knowledge of knowledge. According to Ruiz and Bellini (1998, p.61), the contextualization allows *to transit through a multidimensional universe, facing the solidarity among the phenomenon, the infinite game of interrelations, the uncertainties and the contradictions,* reasons for why it is complex.

One of the most important characteristics of an emancipating process for formation/education/capacitating involves the production/construction/reelaboration of knowledge by the teacher, that this way permits form/reform new understandings and knowledge (CARR & KEMMIS, 1988). In this context in which research becomes possibility of professional development, the general objective of the process of teachers in continuous formation focused the acquisition of knowledge related directly with the practice and professional favoring new understanding of knowing-how-to-do, of the pedagogic relationship and of the educational context. It became understood as a process of permanent learning in which were searched the interaction between the practical and theoretical knowledge linked to the professional development, and that when it happened in a collaborative sense each subject contributed not only with its learning but also for the learning of the others with who he shared professionally. This way happened learning was understood as a cognitive process associated to a world of significances that are reconstructed on the diversity of opinions.

We consider that the continuous formation should be a project of permanent formation that, besides responding to the teachers' and to the scholarized educational process needs, it should articulate the schools of basic education and of the different education modality with college institutions formers of teachers and in this sense, feedback the process of the initial and continuous formation of teachers.

Research in education - focuses and approaches

The researches in education have been developed in several epistemological focuses and with their consequent methodological approaches. For Gamboa (1995, 1996), the choice of an approach has direct connection with the researcher's ontological and gnoseological presuppositions. According to the author, these presuppositions will define the epistemological level in which the chosen research method is found. The epistemological focuses presented by Gamboa (1996), as those in which there have been made the researches in education, are the following ones: a) empiric, positivist, systemic and functionalist focus; b) phenomenological-hermeneutic focus; and c) critical-dialectic focus focuses. The focus critical-dialectic focus, adopted as an approach in our research, is considered a breaking situation with certain paradigmatic visions. For Ludke (1998, p.26), the paradigmatic breaking, when research in education takes place, provokes *... the movement of the discussion focus of some items, until then considered fundamental in the research in education. Such was the case of the concepts of generalization, validity, objectivity, among others.*

When offering, by overcoming, epistemological against-point, to the traditional forms of the positivist trait, the critical-dialectic focus uses qualitative methods among which the research-action stands out, which was the methodology used in our research.

The research-action in the context of the educational research and in the continuous formation

The research-action is a type of social research, with empiric base and that associates action with the resolution of collective problems. On the perspective of critical construction of the knowledge by the teachers, should be conceived related to the teachers educational actions and, in this sense, the placement of the teachers in majoring equilibration situations is awaited, because, they are the ones that will create the auto-organization and auto-knowledge problems. We considered that such methodology, when exposing the personal values, the personal practice and the knowledge, places the teachers in situations in which the rejection of the positivist notions of rationality, objectivity and mechanic are made present (PALM, J., 2001). Evidently that this situation is disturbing and makes us to feel something that can be defined as uncertainty, but, at the same time, the loss of the certainty produces an epistemological courage and curiosity that provide a situation in which a better negotiation with us can occur, with our concepts, with our atmosphere and with those that surround us (FREIRE, 1998). It is in the interaction that the essence of development is constituted, because the human beings and their learning systems are alive, and its parts are not defined as isolated facts, but constituted in terms of their relationships with one another and with the system as a totality (MORIN, 2000, 1996, 1983, s.d. (ab); MATURANA, 1995; FREIRE, 1998).

When establishing as fundamental principal the teacher's effective participation and the teacher as potential user, the research-action has been constituted as a promising alternative of methodological option so that the understanding of the pedagogic process and its changes is able, because of the direct connection with the researches and their implementations.

Such research methodology should be used when it is noticed that the teachers have expectations in improving, but

find themselves insecure in relation to their intellectual abilities. This insecurity of the teachers generally happens due to a formation/capacitating process, in which their thoughts and forms of thinking are rarely valued; it is almost always said that all the educational knowledge should be created by specialists, which, in a certain way, disqualifies the thinking of the teacher that is considered without a scientific management.

The research-action, to its term, does not have the purpose of producing a group of precise regulations or a group of procedures, but it objectifies to supply a referential picture of principals with which the teachers actions will be discussed, organized, planned and operated (ELLIOTT, 1998; CARR & KEMMIS, 1988). The purpose of the research-action is not on the production of data and better theories about education, but in the production of knowledge, sustained by reflection/research/abstraction. In that sense it doesn't possess predictability.

For being constituted in an interactive-reflexive process (action-reflection-research-action), the research-action is a condition so that the teachers become professional critical-emancipationists. Have, them, their own practice as a source of investigation, study and knowledge (CARR & KEMMIS, 1988). That reflection allows to the teachers to associate the theoretical knowledge with their reality, favoring the elucidation and understanding of their determinants and the possibilities of transformation of the same.

In that situation, three events occur: 1) the teacher will discuss the problems, not as copies of the widespread theory, but as unique personal examples; 2) the teacher will be able to use intuition, analogies and metaphors to assist him on the structuring of a problem situation; 3) the teacher will promote a dialogue with the situation, using metaphor language. It is this dialogue begun with himself, with the situation and with the other that becomes essential for the development of a reflexive-critic methodology (DOLL Jr., 1997; PALM, 2001).

Although, the teachers' capacitating programs have hardly been facilitating to the same to lead with the dialogue, and ask it questions promoters of answers that would help on the recursive function of continuing with the conversation (FREIRE, 1998). To Doll Jr. (1997, p.167),

In the conversation and speech, questions, placed subjects, are made, that go beyond factual until the interpretative. Here (...) passages are negotiated (...) The intention is not to prove (not even for him) the correction of a position, but ways to connect varied points of views, to expand their own horizons through an active involvement with the other. This involvement is a process of activity that transforms...

The research-action, used with teachers, should not be understood as a test of strategies and specific techniques for class room, verifying if they work or not, but as a field of pedagogic recontextualization and of investigation (Palm, A., 2001). To COURTESÃO & STOER (1997, p.16),

This field of pedagogic recontextualization is (...)crucial so that the teachers can make the " diversity administration". (...) enables an appropriation, a relocalization, a refocalization (...), without the existence of this field the possibility of the administration of the diversity remains extremely limited and eventually dominated by the official speech....

In the context in which research-action is developed, what the learning experiences mean for the teacher is valued. Kincheloe (1997) presents many cognitive benefits that can be reached by those that participate in a research-action.

The result of a research-action may not demonstrate the exact path or considered correct, but it may propose walks on an incessant process of relearning / reconstructing / recontextualizing (PALM, A., 2001; ELLIOTT, 1998; COURTIER & STOER, 1997).

When the research-action is analyzed, as a qualitative method, it is noticed the need of an intervention technique that facilitates the maximum usufruct of the benefits of such methodology. Due to this Palm, J (2001), indicates the theory of the social-cognitive conflict as interesting and presents the arguments in its favor, which will be exposed in sequence.

The social-cognitive conflict as an intervention process in the teachers' continuous formation

When opting for a process of continuos training and in service, through the research-action, it should be clear that it will be filled with moments of reflection, analysis and abstraction and in constant human interactions. In this sense, as an intervention process, we indicated situations that raise, constantly, social-cognitive conflicts.

But how can a social-cognitive conflict can be source of cognitive development, if it appears from the differences of answers, of points of view, and of ideas or central focus? The answer is in the fact that, even with the possibility of the existence of answers different from that certainty that we possessed, our cognitive capacity is vastly plastic, being able to redimensionalize and reorganize the representations.

The social-cognitive conflict, when used in the teachers' continuous formation, can be constituted as source of progress, because it will provoke, among the partners, cognitive coordinations with principals of action or of judgement. In these coordenative actions, the agents are active, establishing operations through social relationships in the tasks, situations in which, to Piaget (1977), they receive capital importance on the construction of knowledge. The co-operative actions take to a specific social relationship among the partners. However, it is necessary to recognize that a social interaction does not mean that it is, by itself, source of cognitive progress.

When connected to a group, the subject that presents the problem turns it into social nature, the ones involved in the process will use social-cognitive knowledge, being what facilitates a reembalancement also social. To Carugati and Mugny (1988, p.90-91), ...a search for a solution that can place an agreement among the partners constitutes a social problem more adapted the more outstanding the intraindividual conflict is.

The insufficiency of knowledge or even its lack can do induce the social-cognitive conflict to not produce the wanted effect. These pre-requirements can be of cognitive or social order, as the capacity to communicate in an appropriate way and to interpret the partners' messages. The initial phase of the development of a notion is that is constituted as the most structuring resultant from a conflictive situation. The continuation provokes a type of autonomization of this development.

When the people present, all together, possibilities of superior cognitive solutions and these possibilities continue to present, even when it is about an individual situation, we will have the proofs of the structuring virtues of the situations of social-cognitive conflict (CARUGATI and MUGNY, 1988).

To Carugati and Mugny (1988, p.79), the conflicts generally have origin in the several properties of the incentives: novelty, ambiguity, etc., and they are,

...properties that indeed can configure a conflict among incompatible symbolic answers and that, at the sign together with the emotional activation of a type of epistemic curiosity, can unchain an exploratory behavior guided to solve such conceptual conflict (the author's italicses).

Another conflict source can be the opposition among hypotheses elaborated by the subject and the observable or verifications that, in some way, invalidate them or induce to an intellectual dissatisfaction, generating lacunas. These lacunas may, then, raise necessity of their fulfillment. The studies accomplished with children, demonstrated that conflicts resultant from this source are more effective when configured in a picture of social communication (CARUGATI and MUGNY, 1988; MUGNY and DOISE, 1983).

If the conflict becomes source of elaboration of new answers, one can affirm that it is source of the cognitive development, because this one consists of the constructive elaboration of new answers.

To Carugati and Mugny (1988, p.80-81), what has lasted from the accomplished studies, ... is the idea, in one hand, that the conflict can be source of a creative activity (because the individual is taken to elaborate another form of regulation), and in the other hand, that the cognitive dissonance originates from an incompatibility of knowledge.

In the research-action this incompatibility is of social nature, because it is the social knowledge that enters in contradiction and, therefore, require a social-cognitive activity.

In their studies, Carugati and Mugny (same) and Mugny and Doise (1983), demonstrated that groups that confront openly the conflict that results from their interindividual divergences tend to produce solutions with superior quality, propose new solutions and go beyond the level of the most qualified member of the group. This way, it is considered that the social interactions that are, at the same time, conflictive can be considered as structuring and generator of new knowledge.

The social-cognitive conflicts end in constructions, also social, of new knowledge. Carugati & Mugny (1988), consider that the individual cognitive activities acquire significance in the social interactions, whether they are real or symbolic.

When acting, in the research-action, to build its knowledge, the subject does not do it on his own. The activities are social, in other words, they are centered in the actions or judgements that come from the other, evidently coordinated by him to reach the reembalance and, no matter how logical it is, it does not stop having social nature, because it is integrated in a group of systems of several point of view: yours and the one of the others. For Carugati and Mugny (1988), in this way more is spoken about conflicts of social-cognitive communication then of intraindividual communication.

Therefore, the basic beginning of the cognitive development happens when the subject participates in social structuring interactions that indicate, originally, conflicts of positions among the ones involved in the process. To do so, it should be taken into account the following aspects: a) that the interaction is structuring, in other words, creator/constructor of knowledge that can be common (co-elaboration); b) it is supposed that these new constructions are resultant from social-cognitive conflicts in which incompatible positions and answers were confronted.

It is evident that not all conflicts or disturbance can provoke or generate the elaboration of new or superior knowledge. The conflict is submitted to social regulations that can interfere and not facilitate this elaboration.

In the confrontation between the same, what is evident is that the result of the proposed situation depends, largely, on the representation that the subject does of the task, of the situation and of the social relationship.

As the interaction appears as an important role, it is in the origin of a double unbalance: a) unbalances interindividually due to the differences of answers of the subjects; b) unbalances intraindividually, because the subject takes conscience that another plausible answer exists and that is different from his'.

Our research

When it took place the articulation of a program of teachers' training that searched to characterize as overcoming the traditional and conventional ways of simple recycling, it was possible to see, as main priority, the contribution in the construction of the teacher's autonomy. Thus, we opted for the research-action as a project of teachers' continuous formation.

The research is being developed with teachers of Physical Education of the Municipal Schools of the City of Londrina, and fourteen teachers participate. The group is still integrated by six undergraduate students of the course of Physical Education of the State University of Londrina, with Scientific Initiation Projects. The present study integrates the actions of the Laboratory of Research in Physical Education - LaPEF -, group registered to CNPq.

The main objective that is aimed to accomplish is the development in a training form in which the teachers, through their constructors, find answers for many of their doubts and problems. It is also intended, with the results of this study, to contribute on the professional graduation of future teachers of Physical Education. Another objective present is the supplement of subsidies so that Physical Education, in the School, finds its place as an area of knowledge.

Final considerations

When indicating the research-action as research methodology to assist a process in which the teachers will be in constant formation and the social-cognitive conflict as an intervention technique, the intention is to contribute with the implementation of a process for the teachers' formation with quality that will only be possible if it is based on the diversity and on the negotiation of the difference. These situations, that in the research-action have a common place, facilitate the teachers to build the capacity of crossing borders. In the research-action, the interactive possibilities allow that the dialogues among the pairs assist in the reflections, abstractions and choices, because questions are placed, connected points of views, expanding horizons and building paths, in an incessant learning/relearning/reconstructing process.

In the research-action that we are accomplishing, the involved ones concept and reconcept the central themes of the educational process, resultant from the compensations that settle down, where it is considered that to give concept is an operation that searches for to apprehend the concrete reality, and in this movement finds itself underlying the process of taking of conscience. It has been making it possible the contextualization of the teachers, turning students of the teaching in an experimental period, exploring the socialeducational dynamic at the same time that they research themselves in their teaching.

A training that involves the teacher with situations that permits to reflect it and to research on his pedagogic accomplishments, having his daily scholar life and his class room as starting point, as a process, and as an arrival point, articulated with theoretical knowledge will contribute with the professional development and with the construction of a project of real education.

Some initial indicators demonstrate positive results, that are: a) improvement of the quality of the interactions; b) teachers identifying problems in their actions and proposing solutions; c) the teachers' intellectual production under the form of production of texts, implementation of courses and organization of events, d) elaboration of research projects by the teachers, individually or in group, to be developed in their classes.

REFERÊNCIAS BIBLIOGRÁFICAS

CARR, W.; KEMMIS, S.. Teoria Crítica de la enseñanza: la investigación-acción en la formación del profesorado. Barcelona : Martínez Roca, 1988.

CARUGATI, F.; MUGNY, G.. La teoria del conflicto sociocognitivo. In: MUGNY, G. e PÉREZ, J. A.. Psicología social del desarrollo cognitivo. Barcelona : Anthropos, 1988.

CORTELLA, M. S.. A escola e o conhecimento: fundamentos epistemológicos e políticos. São Paulo : Cortez, 1998.

CORTESÃO, L.; STOER, S.. Investigação-acção e a produção de conhecimento no âmbito de uma formação de professores para a educação inter/multicultural. In: Revista Educação, sociedade & Cultura. Porto : Edições Afrontamento, maio 1997.

DEMO, P.. Pesquisa: princípio científico e educativo. 2ª ed. São Paulo : Cortez : Autores Associados, 1991

_____. Pesquisa como princípio educativo na Universidade. In. PALMA, A. P. T. V. & PALMA, J. A. V. (org) Ciclo de Palestras: Educação Física UEL 25 anos. Londrina, Pr. : Ed. UEL, 1999.

DIAS-DA-SILVA, M. H. G.F. Sabedoria docente: repensando a prática pedagógica. Cadernos de Pesquisa nº 89, São Paulo, maio/94. P. 39-47

DOLL JR., Willian E.. Currículo: uma perspectiva pós-moderna. Porto Alegre : Artes Médicas, 1997

ELLIOTT, J.. Recolocando a pesquisa-ação em seu lugar original e próprio. In. GERALDI, C. M. G. et al (orgs). Cartografias do trabalho docente: professor(a) pesquisador(a). Campinas, SP. Mercado de Letras : ALB, 1998.

FREIRE. P. Pedagogia da autonomia: saberes necessários à prática educativa. 8ª ed.. São Paulo : Paz e Terra, 1998.
GAMBOA, S. S.. Epistemologia da pesquisa em educação. Campinas, SP. : Práxis, 1996.
_____. (Org.) Pesquisa educacional: quantidade-qualidade. São Paulo : Cortez, 1995.
GIOVANNI, L. M. Do professor informante ao parceiro: reflexões sobre o papel da universidade para o desenvolvimento profissional de professores e as mudanças da escola. Cadernos Cedes. O professor e o ensino: novos olhares, ano XIX, nº 44, Campinas, Unicamp, abril/98. P:46-58
GOMES. A. P. O pensamento prático do professor. In NOVOA, A. (org) A formação do professor como profissional reflexivo. Lisboa, D. Quixote, 1992.
KINCHELOE, J. L.. A formação do professor como compromisso político: mapeando o pós-moderno. Porto Alegre : Artes Médicas, 1997.
LUDKE, M.. Pesquisa em educação: conceitos, políticas e práticas. In GERALDI, C. M. G. et al (orgs). Cartografias do trabalho docente: professor(a) pesquisador(a). Campinas, SP. Mercado de Letras : ALB, 1998.
McLAREN, P.. A vida nas escolas: uma introdução à pedagogia crítica nos fundamentos da educação. 2ª ed. Porto Alegre : Artes Médicas, 1997
MORIN, E.. Introdução ao pensamento complexo. Lisboa, Portugal : Instituto Piaget, s.d(a.).
_____. O problema epistemológico da complexidade. Lisboa, Portugal : Europa-América, s.d(b).
MUGNY, G.; DOISE, W.. La construcción social de la inteligencia. México : Editorial Trilhas, 1983.
PALMA, J. A. V. A educação continuada do professor de Educação Física: possibilitando práticas reflexivas. Tese de Doutorado Faculdade de Educação Física, UNICAMP, Campinas, 2001.
PALMA, Â. P. T. V.. A Educação Física e o construtivismo: a busca de um caminho na formação continuada de professores. Tese Doutorado. Faculdade de Educação UNICAMP, 2001.
PEREIRA, E. M. A.. Professor como pesquisador: o enfoque da pesquisa-ação na prática docente. In. GERALDI, C. M. G. et al (orgs). Cartografias do trabalho docente: professor(a) pesquisador(a). Campinas, SP. Mercado de Letras : ALB, 1998.
PIAGET, J.. O desenvolvimento do pensamento: equilibração das estruturas cognitivas. Lisboa : Dom Quixote, 1977.
_____. A tomada de consciência. São Paulo : Melhoramentos, 1974.
_____. A epistemologia genética. Rio de Janeiro : Vozes, 1972.
RUIZ, A. R.; BELLINI, L. M.. Ensino e Conhecimento: elementos para uma pedagogia em ação. Londrina, Pr. : Editora da UEL, 1998.
THIOLLENT, M.. Metodologia da pesquisa-ação. 6ª ed.. São Paulo : Cortez, 1994.

José Augusto Victoria Palma
Universidade Estadual de Londrina- LaPEF Londrina - Paraná Brasil
Centro de Educação Física e Esportes
Departamento de Estudos do Movimento Humano
Londrina Paraná
CEP 86051-990
angpalma@uel.br
(43)3371-4044

RESEARCHES IN EDUCATION AND CONTINUOUS FORMATION: POSSIBILITIES IN THE PROFESSIONAL DEVELOPMENT OF PHYSICAL EDUCATION TEACHERS

The teachers are professionals of education, whose preparation presents two moments, the initial and continuous phase, that are dimensions of the same process, because, they present an organic continuity between each other. One of the ways for continued formation of teachers is the participation in researches in the educational area. The researches in education have been developed in several epistemological focuses and with their consequent methodological approach. The research-action is constituent of the methodological procedures of the dialectic critical focus. The continuous formation of teachers concept needs to be rethought and in this purpose we have been evidencing that the research-action, at the same time in that it enables the construction and elaboration of new studies and knowledge, it can also be considered as moment of continuous professional preparation. To do so, a research-action based on a cooperative and collective action was idealized, which main objective is to establish a reflexive practice with researches in the teaching post, having, as consequence, professional autonomy. The study is being developed, through weekly meetings, although the space of development of the same has been demonstrating to be more extensive. This way, the intentions are to outset from real needs, because the contextualization process it is important when seeking awareness of what is knowledge of knowledge, opening possibilities for critical positioning and reconstruction of ontological and epistemological conceptions. Some initial indicators demonstrate positive results, that are: a) improvement of the quality of the interactions; b) teachers identifying problems in their actions and proposing solutions; c) teachers' intellectual production under the form of production of texts, implementation of courses and organization of events; d) elaboration of research projects by teachers, individually or in group, to be developed in their classes.

Key-words: Research in education; continuous formation; physical education.

RECHERCHE DANS L'ÉDUCATION ET LA FORMATION CONTINUE: LES POSSIBILITÉS DANS LE DÉVELOPPEMENT PROFESSIONNEL DES PROFESSEURS D'ÉDUCATION PHYSIQUE

Les professeurs sont des professionnels de l'éducation, dont la préparation présente deux moments, la phase initiale et continue, qui sont des dimensions du même processus, parce que, ils présentent une continuité organique entre l'un l'autre. Un des manières pour la formation continue des professeurs est la participation recherche dedans dans le secteur éducatif. Recherche dans l'éducation ont été développés à plusieurs foyers epistemological et avec leur approche méthodologique conséquente. L'recherche-action est constituant des procédures méthodologiques du foyer critique dialectal. La formation continue du concept de professeurs doit être repensée et dans ce but que nous avions démontré que l'recherche-action, en même temps parce qu'elle permet la construction et l'élaboration de nouvelles études et connaissance, il peut également être considéré comme moment de préparation professionnelle continue. Pour faire ainsi, une recherche-action basée sur une action coopérative et collective a été idéalisée, avec laquelle l'objectif principal est d'établir une pratique réfléchie recherche dans le poteau d'enseignement, ayant, comme conséquence, l'autonomie professionnelle. L'étude est développée, par des réunions hebdomadaires, bien que l'espace du développement de la même chose ait démontré pour être plus étendu. De cette façon, les intentions sont au début des besoins réels, parce que le processus de contextualization il est important en cherchant la conscience de ce qui est la connaissance de la connaissance, ouvrant des possibilités pour le positionnement et la reconstruction critiques des conceptions ontological et epistemological. Quelques indicateurs initiaux démontrent des résultats positifs, celui sont: a) amélioration de la qualité des interactions; b) professeurs identifiant des

problèmes dans leurs actions et proposant des solutions; c) la production intellectuelle des professeurs sous la forme de production des textes, de l'exécution des cours et de l'organisation des événements; d) élaboration des projets de recherche par des professeurs, individuellement ou dans le groupe, être développé dans leurs classes.

Mots clés: Recherche dans l'éducation; formation continue; éducation physique.

INVESTIGA EN LA EDUCACIÓN Y LA FORMACIÓN CONTINUA: LAS POSIBILIDADES EN EL DESARROLLO PROFESIONAL DE LOS PROFESORES DE LA EDUCACIÓN FÍSICA

Los profesores son profesionales de la educación, que preparación presenta dos momentos, la fase inicial y continua, que son dimensiones del mismo proceso, porque, presentan una continuidad orgánica entre uno a. Una de las maneras para la formación continuada de profesores es la participación adentro investiga en el área educativa. Investiga en la educación se han convertido en varios focos epistemological y con su acercamiento metodológico consiguiente. La investigacion-accion es componente de los procedimientos metodológicos del foco crítico dialéctico. La formación continua del concepto de los profesores necesita ser repensada y en este propósito que hemos estado evidenciando que la investigacion-accion, en el mismo tiempo en que permite la construcción y la elaboración de nuevos estudios y conocimiento, él puede también ser considerado como momento de la preparación profesional continua. Para hacer así pues, una investigacion-accion basada en una acción cooperativa y colectiva fue idealizada, con la cual el objetivo principal es establecer una práctica reflexiva investiga en el poste de la enseñanza, teniendo, como consecuencia, autonomía profesional. El estudio se está desarrollando, con reuniones semanales, aunque el espacio del desarrollo igual ha estado demostrando para ser más extenso. Esta manera, las intenciones está al principio de necesidades verdaderas, porque el proceso del contextualization él es importante al buscar el conocimiento de cuál es conocimiento del conocimiento, abriendo las posibilidades de la colocación y de la reconstrucción críticas de conceptos ontological y epistemological. Algunos indicadores iniciales demuestran los resultados positivos, de que son: a) mejora de la calidad de las interacciones; b) profesores que identifican problemas en sus acciones y que proponen soluciones; c) producción intelectual de los profesores bajo forma de producción de textos, de la puesta en práctica de cursos y de la organización de acontecimientos; d) elaboración de los proyectos de investigación de los profesores, individualmente o en grupo, ser convertido en sus clases.

Palabra-importante: Investigación en la educación; formación continua; educación física.

PESQUISA EM EDUCAÇÃO E FORMAÇÃO CONTINUADA: POSSIBILIDADES NO DESENVOLVIMENTO PROFISSIONAL DE PROFESSORES DE EDUCAÇÃO FÍSICA

Os professores são profissionais da educação, cuja preparação apresenta dois momentos, a fase inicial e continuada, que são dimensões do mesmo processo, pois, apresentam entre si uma continuidade orgânica. Uma das formas para formação continuada para professores é a participação em pesquisas na área educacional. As pesquisas em educação têm sido desenvolvidas em vários enfoques epistemológicos e com suas conseqüentes abordagens metodológicas. A pesquisa-ação é constitutiva dos procedimentos metodológicos do enfoque crítico dialético. O conceito formação continuada de professores necessita ser repensado e nesse propósito temos evidenciado que a pesquisa-ação, ao mesmo tempo em que possibilita a construção e elaboração de novos conhecimentos, também pode ser considerada como momento de preparação profissional continuada. Para tanto, foi idealizada uma pesquisa-ação fundamentada em uma ação cooperativa e coletiva, cujo objetivo principal é o de estabelecer uma prática reflexiva com pesquisas sobre o oficio de ensinar, tendo, como conseqüência, a autonomia profissional. O estudo está sendo desenvolvido, por meio de reuniões semanais. mas o espaço de desenvolvimento do mesmo tem demonstrado ser mais abrangente. Dessa forma, pretende-se partir de necessidades reais, pois a processo de contextualização é importante quando se busca a tomada de consciência do que é conhecimento do conhecimento, abrindo possibilidades para posicionamentos críticos e reconstrução de concepções ontológicas e epistemológicas. Alguns indicadores iniciais nos mostram resultados positivos, que são: a) melhora da qualidade das interações; b professores identificando problemas em suas ações e propondo soluções; c) produção intelectual dos professores sob a forma de produção de textos, implementação de cursos e organização de eventos, d) elaboração de projetos de pesquisas pelos professores, individualmente ou em grupo, para serem desenvolvidos em suas aulas.

Palavras-chave: Pesquisa em educação; formação continuada; educação física.