32 - THE IMPACT OF THE CURRICULUM ON THE FORMATION OF THE TEACHER: A STUDY WITH GRADUATES OF A PHYSICAL EDUCATION COURSE

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INTRODUCTION

This study unites the results of a research that took place between July of 2004 and June of 2005. It has as central theme the initial formation of Bachelor in Physical Education and the scope that surrounds the study is the Physical Education course of a private university.

Located on the Great Porto Alegre region, this University expresses through its proposition of initial formation the understanding that a teacher of Physical Education independently of his/her acting space, be it on educational network or non-scholastic spaces, should be prepared to promote pedagogical action. Linked to the teaching methodologies, the curricular project has as objective to form educators with a critical and innovative posture, committed to the continuous learning and the manifestations of human movement, in an ethical perspective, transforming and solidary, on the perspective of the education, health and culture.

Implemented since the first semester of the school year of 2000, this curricular proposition has as objective "[…] to form bachelors to work in scholastic and non-scholastic scopes" (CURRÍCULO, 1999, p.11).

Its thematic line is defined by the human movement, articulated by education, health and culture, being those the dimensions that should "[…] *be contemplated, transversally, in all disciplines that integrated the course, as well as the areas of knowledge proposed by the Specialist Commission COESP*" (p.16). It sought to "*build a space in all the disciplines that compose the curriculum, so that the game of learning to learn, teaching and seduction of the sight of the builder of the cultural plurality can be lived. All the disciplines should contemplate, reflexively, the line of the human movement. In this way a broader curriculum proposed, capable of generating spaces of dialogue with the different cultural manifestations, be it on the areas that integrate the disciplines of the movement culture, be it on the manifestations of those who eek their formation as educators that are innovative and committed to the social transformation" (p. 16-17).*

This study had as objective to identify the Social Representations on Physical Education built by a group of 13 graduating students from the course of Physical Education of that University on the second semester of 2004, and their possible relations with the curricular proposition of initial formation.

JUSTIFICATION

The Physical Education, more specifically the Brazilian Physical Education, registers in its history a series of changes that, along the years, have been trying to take it to the way of legitimation as a area of knowledge and application, as well as the qualification on the formation of their teaching staff. However, talking about the teachers' formation, it is necessary that we have clear the kind of formation we are referring to (Molina and Molina Neto, 2002). In this study, the formation that we refer to is the initial formation, of responsibility of the bachelor courses in general and, more specifically, the formation proposed by the Bachelor Course in Physical Education, shaped in the form of its curriculum.

Understood as the set of all the experiences of knowledge available to the students and as a result of a selection of knowledge, the curriculum will always seek to change the people submitted to it (Silva, 1996, 2004). As a formative element it is not restricted to the reproduction of abilities (Pedra, 1997): it reproduces, or better, it covers a set of Representations.

According to Farr (1994), the study of a Social Representation is only valid if it is relatively spread inside the culture in which the study is taken. In this case, by investigating the Social Representations of the Physical Education inside the environment of a under graduation course, and the fulfillment of this demand of the Theory, we can explore, from the action of concrete social subjects (students) that are acting in a space that is common to all (the course), the knowing that are developed and supported by that group. That is, the Social Representations (Jovchelovitch, 1994). To identify those Representations in this specific context means to try to understand the movements/relations existent among the different factors that contribute to the formation of a Representation (knowledge, values, media and education), in this case the Social Representation on the Physical Education.

The importance of this study, in our opinion, is identified on the contribution to the analysis and understanding of the role and limitations of a concrete curriculum as an element that forms teaching.

OBJECTIVES

The main objective of the study was to identify the Social Representations on Physical Education built by graduating students of the second semester of 2004 of this university and the possible relations of these representations with the institutional proposition expressed o the curriculum of initial formation of these graduating students.

Another objective was to understand the contributions of the curriculum as a forming element of Physical Education teachers.

METHODOLOGY

The problem of knowledge that structured this study is synthesized in the following question: **What are the social representations of physical education built by students of the bachelor course in physical education of a private university on the second semester of 2004?**

The research was a case study, with qualitative theoretic-methodological focus. The main instruments of investigation used were the analysis of documents and semi-structured interviews. The approaches and methodological criteria followed the recommendations of Minayo (1996), Molina (1999), Molina Neto and Triviños (1999). All the participants had their identities preserved by the using of fictitious names in the identification of the speeches included in this communication, as well as authorized the use of their contributions in scientific works.

We start the study by the analysis of the curriculum of the Bachelor course on Physical Education of the University in which the collaborators were formed. This analysis served as basis to the construction of the script of the semi-structured interviews with the graduating students, in a total of 13 actors. The students were selected b their period of entering the University (first semester of 2000 or after). This criterion of selection regards the period in which the mentioned curriculum was valid on the institution: from February of 2000 to December of 2004.

During the interviews it was possible to perceive that some issues that had not been considered, even though they were part of the possible Representations o Physical Education, deserved a special consideration. For example, the relations

among Physical Education and the Health Phenomenon and some preconceived "ideas" regarding Physical Education.

The interviews were carefully read at the same time that, bay an analytical process, we identified the regularity of the Units of Meaningful Knowledge to the set of speeches of the collaborators. Completed this stage, those Units of Meaning were grouped in three categories of analysis:

Physical Education: This category unites the conceptions of what comes to be Physical Education, their different pedagogical approaches, their contributions on subject education and the role of the teacher of Physical Education in this mediation;

Physical Education and Health: In this category we unite the conceptions of health present on the speeches of the collaborators, as well as the relations built by them between the health phenomenon and the knowledge of Physical Education;

Myths and Contradictions: This analysis category unites what we call pre-conceived ideas on Physical Education and the role of the teacher, besides contradictions that emerge from the speeches of the interviewed when compared to the ideal formation preconized by the curriculum.

RESULTS

From the analysis of the interviews we identified that, according to the studied group, Physical Education is characterized basically as an activity committed to the improvement of the physical condition and prevention of illnesses. In this context the Physical Education teacher is shown as a model of body and health, sometimes as a service lender.

"[...] *I believe that the physical education teacher is an example. An example of what the students are aiming. Even a physical example of what the students want to be. An example for any kind of difficulty that the students have, or a health problem, right, because many students seek the gym for the health issue. So I think the role of the teacher in Physical Education is this, right, the example that the students seek."* (Mara, 03/11/2004).

"[...] *how can I say?* [...]*, the role of the teacher in the gym is to* [...] *the student goes there and tells you that he wants to get thinner (laughs). Your roles to make him get thinner" (laughs)* (Marta, 25/11/2004).

"I think that the concept of health is applied no matter the area you are working in. If you are working in school, [...] *you are dealing with the movement issue, with a series of factors brought by the movement. Like this issue of the physical conditioning. You are going to work with a warming-up class, motor development, all that"* (Antônio, 20/10/2004).

The relation that is established between Physical Education and Health is supported on the biological aspects of the health phenomenon. In this case, besides presenting a limited vision of this phenomenon, the wagers made by the collaborators regarding the impacts of an intervention of Physical Education on Health are far beyond the possibilities of the area, not even finding a theoretical and methodological support on the curricular proposition of initial formation of the University. In some speeches, for example, the role of the teacher of Physical Education is confounded with the physician's.

"[...] *I think that you also have to sight this health side to the students, you know? I am in favor of* [...] *once a month, to go and sit and have a theoretic class about a disease, column problems, you know? To explain that to the students in school"* (Vera, 15/10/2004).

"People should, at the same way they look for a doctor, look for a professional of Physical Education to see if everything is ok, to take care of themselves, prevent from illnesses. The basis of Physical Education is prevention" (Andréa, 09/11/2004).

Another characteristic of the speeches of the collaborators is the shallowness with which they deal with issues like Education, Body, Life Quality, Health and even Physical Education, existing no differences between their speeches and the "speeches" of the universe of "common sense".

"I had a period of training here in the University where we worked through educational games. A goal was not a goal. There were no winners or losers. The sport sought education. Everybody was there to play and learn. For example, if someone scored he had to write a word with the letter Z, you know? If it were misspelled, if he wrote with an S instead of a Z, we would correct... to educate, make them write correctly, for example" (Andréa, 09/11/2004)

"On the moment you know something better you take care of it better. So if you get to know your body, if you know what happens inside it you know how to take care of it... it is a minimum knowledge about the body, that I think few people have, to know how to use it and make it last longer. I think the body is nothing more than a machine and has an useful life that will eventually end. So if you know how to take it, the better you know it, the more you live" (Dirceu, 22/11/2004).

Regarding contradictions and pre-conceptions the school is shown as a space with less prestige among the collaborators.

"I do not want to teach in school (laughs)... because I saw it is... quite complicated. By my life experience. Training periods and things like those, it is really hard. Even the teachers' complaints. Oh, and they are underpaid, oh, no... no way... they can not even do a proper job" (Michele, 16/11/2004).

"I love the gym sector; I just don't think that financially... There is not that guarantee, like, if I take a public examination, if I work in a private school and have my working hours counted, right there, my salary. Because in gym I guess it's too uncertain. Like, regarding the salary, I mean financially" (Cláudia, 22/10/2004).

"[...] *I ended up choosing to study more the subjects related to my work, on the non-scholastic area. It's the area where I am more identified. Now, honestly, I think about taking public examination, by it's stability. Our area, I work as a personal trainer, I have no stability at all"* (José, 19/11/2004).

Another idea that emerges from the speeches is the simplicity on the understanding of the teacher methodologies, especially on the school range.

"[...] *the guy graduates now and being good or not he is going to work with sport anyway. I think,* [...] *the practical part of teaching is easier. The knowledge you need to use there I think... for you to, for example, do the basics in one and the basics on the other, the school basics is much easier then the gym basics. I think."* (Antônio, 20/10/2004)

"[...] *the school part, lets say, of a volleyball lesson, of a basketball lesson, theoretically, the basics don't change, right? In compensation if you work in a gym and other similar areas I think it's much more important for you to keep updated than for the guy working on a school. Not that the school teacher doesn't have to be updated, on the contrary. But I think that the ones working on those areas, physical training, body building, exercises prescription, physical evaluation, will certainly need to be more updated than the ones working on a school"* (Geison, 19/11/2004).

Considering all the intentions registered by the University regarding the desired profile according to its curricular proposition of initial formation valid, we admit that the university, s a formation space, should have printed "marks" on those who had contact with its proposition. In this case, the evidences indicate that this process did not happen, despite the responsibility of the university over the kind of teacher formed by it.

The formation of the collaborative students with our study is almost entirely based on previous representations of teaching methodologies built, as stated before, in the culture of non-scholastic spaces.

From those evidences we can confirm that there is divergence of the Representations built by the studied group from the formation intentions expressed by the University curriculum, that take to the limitations of the curriculum as an element shaper of teachers.

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THE IMPACT OF THE CURRICULUM ON THE FORMATION OF THE TEACHER: A STUDY WITH GRADUATES OF A PHYSICAL EDUCATION COURSE

Abstract
This study unites the results of a research that took place between July of 2004 and June of 2005. It has as central theme the initial formation of Bachelor in Physical Education and the scope that surrounds the study is the initial formation of a private university that has as objective to form educators to act on school and non-scholastic spaces. The main objective of the study was to identify the Social Representations on Physical Education built by a group of graduating students of the Physical Education course of this University and their possible relations with the institutional curricular proposition. a case study, with qualitative theoretic-methodological focus. The main instruments of investigation used were the analysis of documents and semi-structured interviews. The collaborators were 13 graduating students of the course of Physical Education on the second semester of 2004, selected by their period of entering in the course: first semester of 2000 or after. This criteria of selection regards the period in which the mentioned curriculum was valid on the institution. From the perspective of the studied group, against the curricular orientation, the pedagogic methodologies in Physical Education is identified with an improvement of physical condition and prevention of illnesses. The teacher of Physical Education is identified as a model of body and health and the formation of the collaborative students is almost exclusively based on representations attributed to teaching methodologies, from non-scholastic spaces. Another representation present on the speeches of the collaborators is the shallowness of the understanding of concepts related to Education, Body, Life Quality, Health and even Physical Education, existing no differences between their speeches and the “speeches” of the universe of “common sense”. There is still the maintenance of pre-conceived and simplistic ideas regarding the school space.
Key words: Initial Formation; Curriculum; Physical Education

L'IMPACT DU CURSUS SUR LA FORMATION DE PROFESSEUR : UNE ÉTUDE AVEC DES ÉTUDIANTS DE DERNIÈRE ANNÉE D'UN COURS D'ÉDUCATION PHYSIQUE

Résumé
Ce travail regroupe les résultats d'une recherche développée entre juillet 2004 et juin 2005. Il a pour thème central la formation initiale dans la formation de professeurs en Éducation Physique, et porte sur la proposition de formation initiale d'une Université privée ayant pour objectif de former des éducateurs pour travailler dans des espaces scolaires et non-scolaires. L'objectif principal fut d'identifier les Représentations Sociales construites par un groupe d'étudiant(e)s de dernière année du cours d'Éducation Physique de cette Université et ses rapports possibles avec la proposition de cursus institutionnel. Il s'agit d'une étude de cas basée sur une approche théorico-méthodologico-qualitative. Les principaux éléments de recherche utilisés furent l'analyse de documents et des entretiens semi-structurés. Les collaborateurs, 13 étudiant(e)s de dernière année du cours d'Éducation Physique du 2e semestre 2004, furent sélectionnés à partir de leur date d'entrée dans le cours 1er semestre 2000 ou après. Ce critère de sélection concerne la période où la proposition de formation étudiée était en vigueur dans l'Institution. Dans la perspective du groupe étudié, qui va à l'encontre de la formation universitaire analysée, l'action pédagogique en Éducation Physique est identifiée à l'amélioration du conditionnement physique et à la prévention de maladies. Le professeur d'Éducation Physique est perçu comme un modèle de corps et de santé, et la formation des étudiants collaborateurs est presqu'exclusivement basée sur les représentations attribuées à la pratique enseignante, à partir d'espaces non-scolaires. Une autre représentation présente dans les propos des collaborateurs est la superficialité au niveau de la compréhension de concepts liés à l'Éducation, au Corps, à la Qualité de Vie, à la Santé et à l'Éducation Physique elle-même, des différences n'apparaissant pas entre leurs propos et les « propos » de l'univers du « sens commun ». On observe également la présence d'idées préconçues et à caractère simpliste par rapport à l'espace scolaire.
Mots-Clés : Formation Initiale ; Formation Universitaire ; Éducation Physique.

El IMPACTO DEL CURRÍCULO EN LA FORMACIÓN DOCENTE: UN ESTUDIO CON ESTUDIANTES DE FINAL DE CARRERA EN EDUCACIÓN FÍSICA

Resumen
Este trabajo reúne los resultados de una investigación desarrollada entre julio del año 2004 y junio del año 2005. Tiene como tema central la formación inicial en la Carrera de Educación Física y el ámbito que circunscribe el estudio es la propuesta de formación inicial de una Universidad privada que tiene por objetivo formar educadores, para actuar en espacios escolares y no- escolares. Tuvo como objetivo principal identificar las Representaciones Sociales construidas por un grupo de alumnos(as) de final de Carrera de Educación Física y sus posibles relaciones con la propuesta curricular institucional. Tratase de un estudio de caso con enfoque teórico metodológico cualitativo. Los principales instrumentos de investigación

utilizados fueron el análisis de documentos y entrevistas semi estructuradas. Los colaboradores, 13 alumnos(as) de final de la Carrera de Educación Física en el semestre 2004/2, fueron seleccionados(as) a partir de su período de ingreso en la carrera:2000/1, o después. Este criterio de selección corresponde al período en lo cual la propuesta de formación estudiada estuvo vigente en la Institución. En la perspectiva del grupo estudiado, contrariando la orientación curricular analizada, la acción pedagógica en Educación Física está identificada con la mejora del condicionamiento físico y con la prevención de enfermedades. El (la) profesor(a) de Educación Física está identificado(a) como un modelo de cuerpo y salud, y la formación de los(as) estudiantes colaboradores(as) está casi que exclusivamente enmarcada en las representaciones atribuidas a la acción docente, a partir de espacios no-escolares. Otra representación presente en los discursos de los(as) colaboradores(as) es la superficialidad en la comprensión de conceptos relacionados con la Educación, el Cuerpo, la Calidad de Vida, la Salud y la propia Educación Física, no habiendo diferencias entre sus discursos y los "discursos" del universo del "sentido común". Ha, todavía, la sustentación de ideas y prejuicios de carácter simplista con relación al espacio escolar.

Palabras-clave: Formación Inicial; Currículo; Educación Física.

O IMPACTO DO CURRÍCULO ENQUANTO ELEMENTO FORMADOR DA DOCÊNCIA: UM ESTUDO COM FORMANDOS DE UM CURSO DE EDUCAÇÃO FÍSICA

Resumo

Este trabalho reúne os resultados de uma pesquisa desenvolvida entre julho de 2004 e junho de 2005. Tem como tema central a formação inicial na licenciatura em Educação Física e o âmbito que circunscreve o estudo é a proposta de formação inicial de uma Universidade privada que tem por objetivo formar educadores, para atuar em espaços escolares e não escolares. Teve como objetivo principal identificar as Representações Sociais construídas por um grupo de alunos(as) formandos(as) do curso de Educação Física dessa Universidade e suas possíveis relações com a proposta curricular institucional. Trata-se de um estudo de caso com enfoque teórico metodológico qualitativo. Os principais instrumentos de investigação utilizados foram a análise de documentos e entrevistas semi-estruturadas. Os colaboradores, 13 alunos(as) formandos(as) do curso de Educação Física no semestre 2004/2, foram selecionados(as) a partir do seu período de ingresso no curso: 2000/1 ou após. Esse critério de seleção diz respeito ao período em que a proposta de formação estudada esteve vigente na Instituição. Na perspectiva do grupo estudado, contrariando a orientação curricular analisada, o fazer pedagógico em Educação Física está identificado com a melhora do condicionamento físico e com a prevenção de doenças. O(a) professor(a) de Educação Física é identificado(a) como um modelo de corpo e saúde, e a formação dos(as) estudantes colaboradores(as) está quase que exclusivamente alicerçada nas representações atribuídas ao fazer docente, a partir de espaços não-escolares. Outra representação presente nas falas dos(as) colaboradores(as) é a superficialidade na compreensão de conceitos relacionados com a Educação, o Corpo, a Qualidade de Vida, a Saúde e a própria Educação Física, não havendo diferenças entre suas falas e as "falas" do universo do "senso comum". Há, ainda, a sustentação de idéias pré-conceituosas e de caráter simplista com relação ao espaço escolar.

Palavras chave: Formação Inicial; Currículo; Educação Física.