67 - THE FORMATION OF PHYSICAL EDUCATION TEACHERS AND THE INTERDISCIPLINARITY IN SCHOOL

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The pedagogical interdisciplinary practice is a great challenge to the teachers and, in the specific case of this study, to the physical education. In order to identify the greatness of this challenge we try to understand the formation of these teachers. However, the teacher's formation is not restricted to professional formation. Agreeing with Günther & Molina Neto (2001) who understand that "the process of teacher's formation is *continnum* and it begins even before starting undergraduation studies and goes on for all professional life" we search for information about the scholar and undergraduation path from seven teachers from the City of Porto Alegre Education Network / Rio Grande do Sul / Brazil. According to the influences that the teachers suffered during their lives and to the professional formation shape they had, we can identify as well the difficulties they had when there is an urge to be a part of an innovating project such as the one adopted by the City School of Porto Alegre with cycle formation teaching in which the interdiciplinarity bases the pedagogical proposal.

The experiences that the teachers acquired along the way of their school life, while taking basic and high school education can represent labels. Those signatures can be identified as an "imprinting" that persist and many times serve as examples to their own ways of being and acting in life. According to Morin (2002) "the cultural imprinting labels human beings from birth, first with the seal of family culture, then the school and after the university or professional life" (p.28). I understand that the "cultural imprinting" of the Physical Education (as a knowledge and pedagogical intervention area) represents a difficulty for the teachers to work in an interdisciplinary way since, during their formation, they lived exclusively disciplinary practices that follow, afterwards, their teacher condition.

The initial formation period of the physical education teachers, although with certain time distance among all of the collaborators of the study showed similar characteristics. According to their speeches, the disciplines that composed the course of Physical Education were mainly sportive, and the college professors sought, initially, to teach the fundaments of the sport to the students. After that, they started to deepen the sportive knowledge dealing with themes related to the technical and tactical part of the sports (considered advanced), and the teaching of their official rules. After the teaching of the sport, the aspects referring to an ideal pedagogical order to the teaching of the different sports were approached. When questioned, the collaborative-professors stated that there were no meaningful moments of reflection during the course of the disciplines that could, in any way, create an approximation with the future practices on the school education context.

Bossle (2003) and Günther (2000), on their studies with Physical Education teachers of the City of Porto Alegre Education Network also identified similar characteristics on the period of formation of the investigated teachers. According to Bossle (2003),

The undergraduation offered a preparation favoring the sport system rather than the school system. This criticism to the undergraduation curriculum is attributed to the disciplines of technical character that emphasize the transmission of technical-instrumental knowledge, absence of research and distance from teachers' knowledge and reality.

The appropriation of sports basic techniques, usually described by the terminology of sport fundaments, the advanced practice in which were taught tactical and technical strategies, sport rules and afterwards the specific techniques of teaching are common characteristics. Those characteristics approximate of what Pérez Gómez (1998) classifies as technical perspective. According to the author, "the teacher is a technician that dominates the applications of scientific knowledge produced by others and changed to acting rule" (p.356). This perspective also relates to what Schön (2000) calls technical rationality. In this model the professionals have the role of solving problems from the selection of proper technical means. The emphasis on the professional formation follows the logic of providing theoretical techniques and knowledge that possibly will adapt to the needs to come.

The teachers collaborative to the study criticize the way the course of Physical Education they took was structured by the fact that they considered the academic disciplines too distant from the reality of the teaching methodologies in school. The physical structure of the sports courts and rooms to the practice of the activities and the sports material that the university provides, considered good and in great number, also are criticized by the teachers for not presenting similarities to the ones they will find on the school environment when they enter the professional life, after formation. There is no approximation of the context presented as model of a teaching environment in College with the context in which the teachers will act afterwards, what also harms the interdisciplinary action.

Perrenoud (2000) understands that the initial formation should prepare the future teacher to a reflection on ones practice and reality. For that, there is the need of "equipping" the look and reflections with rich and deep didactical and transversal knowledge.

However, the moment of undergraduation is not only marked by the technical and instrumental education, but also by the acceptance of this model by the students. Not demonstrating critical potential during this period of formation and not stimulating the thought on the education issues or not being aware of their responsibility as subjects producers of knowledge, along undergraduation the students go through a situation of passiveness, of receptors of elaborate knowledge, what goes against the ideas of Freire (1998):

To know how to teach is not transmitting knowledge, but creating possibilities to their own production or construction. When I enter a classroom I should be open to inquiry, curiosity, students' questions and their inhibitions; a critical being, inquirer, restless to my duty to teach, not to transmit knowledge (p.52).

The moment of realization of the training period in school, characterized by the direct approximation of the academician with the place of ones future action, the privileged moment to perceive the relations of teaching and ones interdisciplinary possibilities, took place only in the end of the course to the teachers of this study. From it, Kenski (2001) criticizes the way that the training period takes place on the formation of the teacher. According to the author, the training period is not only on the end of the course it is also not linked to the activities of the students in previous semesters and also considered a reduced space on the undergraduation universe.

Fazenda (2001, 2003) makes an historical recovery of what he calls movement for interdisciplinarity. Discussions on interdisciplinarity not only on the educational scope but also on research were made in Europe (especially in France and Italy) in the middle of the 60s. In Brazil the "echo of those discussions" comes in the end of the decade of 1960, but more pushed by a trend than by a serious reflection. Different debates were made on the subsequent decades. According to Fazenda, the decade of 1970 was marked by de quest for a definition for interdisciplinarity, the decade of 1980 by the attempt to explicit a method for interdisciplinarity and the decade of 1990 by the quest of the construction of a theory of

interdisciplinarity. Despite the fact that it has lived this attempt to theorize on interdisciplinarity, it seems that the university milieu did not represent significant changes (or even no change at all).

In our Universities the interdisciplinary practice is almost absent, be it o the educational field or the research field. What exists, and even though in a reduced scale and frequently in a completely scarce way, are some pluridisciplinary meetings. (...) Even though, such meetings happen only as individual practices (...) A spirit attitude is fundamental. Attitude taken by curiosity, opening, adventure, intuition, of relations existent between things that escape from ordinary observation (JAPIASSÚ, 1992, p.15).

The University teachers seem to be deprived from the interdisciplinary will and ideal, what takes us to a bigger effort than the one demanded inside the disciplinary limitations with which they are used to. The education, besides being technical and instrumental, is constituted of isolated knowledge and surrounded by its limitations, with no link to real life.

As perceived, the collaborative teachers of Physical Education lived similar moments. The Physical Education classes that they took during basic and high school education promoted almost exclusively the teaching of sport, always deviated from the general objectives of the school, maintaining the dichotomy body/mind. I highlight that during the contact with the education institutions, be it in the time they were basic education students or the professional formation time, the collaborative teachers always lived a way of conceiving the world: divided, or in separate fragments. It is observed on the accounts of the teachers that in no moment of their formation there was the concern to form a teacher with a interdisciplinary profile or at least open to discussion as such.

We understand that interdisciplinarity is seen as a need inside education. The teachers, however, did not live and were not prepared to work with interdisciplinarity. In order to act inside an interdisciplinary proposition they need individual will, besides perceiving themselves as interdisciplinary and counting with the collective cooperation. Taking over a proposition that requires interdisciplinarity as indicating line, such as the pedagogical proposition of the education in cycles in Porto Alegre, is not easy, and the teachers, because of their *cultural imprintings* built on their lives and professional formation linked to specialized and fragmented knowledge can only learn to work interdisciplinary as the process of education is constituted, making mistakes and learning together.

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THE FORMATION OF PHYSICAL EDUCATION TEACHERS AND THE INTERDISCIPLINARITY IN SCHOOL

Abstract

The objective of this study is to contribute with the discussions on the formation of the teacher of Physical Education and the interdisciplinary pedagogical practice on the school organized by cycles of formation in the City of Porto Alegre Education Network. On the politic-pedagogical proposition focused on the education by cycles what moves the pedagogical action is the interdisciplinary practice. A practice centered in collective action with the objective of creating a rupture with the fragmentation of knowledge and promoting a deeper understanding of the reality of the world, from a closer reading of the student context and expanding to a global context.

The methodology of this study is characterized by a qualitative ethnographical research, and the instruments used were the participant observation (registered in field diary), semi-structured interviews and document analysis.

The formation of the collaborative teachers was marked by a technical and instrumental teaching model. During this period of formation they were rarely stimulated to think about interdisciplinary education (or aware of their responsibility subjects producers of interdisciplinary knowledge), along undergraduation the teachers went through a situation of passiveness, of receptors of elaborate knowledge. They did not live practices of interdisciplinary education and were not prepared to work in an interdisciplinary way. Thus, we understand that the professional formation course of these teachers reflects, afterwards, on its pedagogical practice. In this sense there is a need to rethink the formation of the teachers of Physical Education to act interdisciplinary.

Key-words: Teacher formation; Interdisciplinarity; Pedagogical practice on physical education.

LA FORMATION DES PROFESSEURS D'ÉDUCATION PHYSIQUE ET L'INTERDISCIPLINARITÉ À L'ÉCOLE

L'objectif de cet article est de contribuer aux discussions sur la formation du professeur d'éducation physique et la pratique pédagogique interdisciplinaire à l'école, organisée par cycles d'apprentissage dans le Réseau Municipal d'Enseignement de Porto Alegre. L'un des axes de la proposition politico-pédagogique d'enseignement par cycles d'apprentissage est la pratique pédagogique interdisciplinaire. Il s'agit d'une action dont le but est de rompre avec la fragmentation de la connaissance et de stimuler l'élève à une compréhension complexe du monde, en partant d'une lecture

plus proche de son contexte social pour aboutir à un contexte plus global.

La méthodologie de cette étude est une recherche qualitative de type ethnographique. Sont utilisés, pour le recueil d'information, l'observation participante (avec notes prises sur le terrain), des entretiens semi-structurés et l'analyse de documents.

Nous avons observé que la formation des professeurs participant à cette étude a été marquée par un modèle d'enseignement technico-instrumental. Pendant leur période de formation, ils ont été peu encouragés à réfléchir sur l'enseignement interdisciplinaire (comme sujets producteurs de connaissances interdisciplinaires) ; ils ont connu des situations de passivité et ont été restreints à un rôle de récepteurs de connaissances élaborées. Ils n'ont pas pratiqué d'enseignement interdisciplinaire et n'ont pas été préparés à travailler dans ce sens. Finalement, nous considérons que la trajectoire de formation professionnelle des professeurs se reflète dans leur pratique pédagogique. Dans ce sens, il est nécessaire de repenser la formation des professeurs d'Éducation Physique pour qu'ils interviennent de manière interdisciplinaire.

Mots-Clés : Formation de professeurs, Interdisciplinarité, pratique pédagogique en éducation physique.

LA FORMACIÓN DE PROFESORES DE EDUCACIÓN FÍSICA Y LA INTERDISCIPLINARIEDAD EN LA ESCUELA.

El objetivo del artículo es contribuir con las discusiones sobre la formación del profesor de educación física y la práctica pedagógica interdisciplinaria en la escuela organizada por ciclos de formación en la Red Municipal de Enseñanza de Porto Alegre. El que mueve la práctica pedagógica en la enseñanza por ciclos es el trabajo docente interdisciplinario cuyo objetivo es romper con la fragmentación del conocimiento y enseñar una comprensión del mundo más profunda y amplia, partiendo del contexto más próximo del alumno y se expandiendo para un contexto más global.

Trata-se de una investigación qualitativa, del tipo etnográfico, donde utilizamos como instrumentos de coleta de información la observación participante (registradas en un diario de campo), entrevistas semi-estructuradas y análisis de documentos.

Fue posible identificar en el proceso analítico que la formación de nuestros colaboradores fue marcada por un modelo técnico-instrumental. Durante su formación fueron poco estimulados a pensar sobre la enseñanza interdisciplinaria y han vivenciado situaciones de pasividad como se fueran apenas receptores de conocimiento elaborado por otros. No han tenido experiencias didácticas interdisciplinarias y también no fueron preparados para trabajar de forma interdisciplinaria. Hemos considerado por fin que la trayectoria de formación profesional tiene efectos importantes en su práctica pedagógica, habiendo necesidad de repensar la formación de los profesores de educación física si deseamos que actúen de forma interdisciplinaria.

Palabras-clave: Formación de profesores, Interdisciplinariedad, práctica pedagógica en educación física.

A FORMAÇÃO DOS PROFESSORES DE EDUCAÇÃO FÍSICA E A INTERDISCIPLINARIDADE NA ESCOLA.

O objetivo desse artigo é contribuir com as discussões sobre a formação do professor de educação física e a prática pedagógica interdisciplinar na escola organizada por ciclos de formação na Rede Municipal de Ensino de Porto Alegre. Na proposta político-pedagógica voltada para o ensino por ciclos o que move a ação pedagógica é a prática interdisciplinar. Uma prática centrada em uma ação em conjunto com o objetivo romper com a fragmentação do conhecimento e promover um entendimento mais aprofundado da realidade do mundo, partindo de uma leitura mais próxima do contexto do aluno e se expandindo para um contexto mais global.

A metodologia deste estudo se caracteriza como uma pesquisa qualitativa do tipo etnográfica, sendo utilizados instrumentos como observação participante (registradas em diário de campo), entrevistas semi-estruturadas e análise de documentos.

A formação dos professores colaboradores deste estudo foi marcada por um modelo de ensino técnico instrumental. Durante esse período de formação foram pouco estimulados a pensar sobre o ensino interdisciplinar (ou conscientes de sua responsabilidade como sujeitos produtores de conhecimentos interdisciplinares), os professores passaram pela graduação, situações de passividade e de receptores de conhecimentos elaborados. Não vivenciaram práticas de ensino interdisciplinar e não foram preparados para trabalhar de forma interdisciplinar. Entendemos, portanto, que a trajetória de formação profissional dos professores reflete, posteriormente, na sua prática pedagógica. Neste sentido há uma necessidade de repensar a formação dos professores de Educação física para atuarem de maneira interdisciplinar.

Palavras-chaves: Formação de professores, Interdisciplinaridade, prática pedagógica em educação física.