72 - THE PROCESS OF STRUCTURING OF THE PRACTICES AVALIATIVAS IN THE PHYSICAL EDUCATION: OF THE INITIAL FORMATION TO THE SCHOOL PEDAGOGIC PRACTICE

EVANDRA HEIN MENDES1-2
JUAREZ VIEIRA DO NASCIMENTO 2
LUIS SERGIO PERES 1
1 - Unioeste - Marechal Cândido Rondon - Paraná - Brazil
2 - UFSC - Florianópolis - Santa Catarina - Brazil
evandra@cds.ufsc.br

Introduction

The process of teachers' formation, second Pacheco and Flowers (1999), it involves complex changes of nature cognitive, affective and comportamental, that are processed along the course of the professional formation.

The teachers' formation locates in a partner-political-economical context that it is suffering deep changes curriculars to assist the new demands and constant transformations of the profession, especially after the years of 1970. In spite of that, the courses of initial formation have been making possible the student the structuring of theoretical and practical knowledge that orientate the pedagogic practice of the professional future.

During the degree course, the opportunities of learnings are addressed, in your majority, to the process of teaching of the physical education, in which contents, objectives, teaching methods and evaluation procedures are approached.

In what he/she refers to the evaluation procedures, so much the experiences lived through the practices evaluations used by teachers, as discussions related to the theme developed in the disciplines that compose the structure curricular they influence in the construction of the pedagogic practice of futures professional exits of degree courses.

In this sense, the objective of this investigation was to analyze the process of structuring of the practices evaluations of physical education professionals in all the teaching levels.

Methodology

For so much, they were involved in the investigation 8 (eight) teachers of School physical education, 18 (eighteen) college teachers and 9 (nine) students of the course of physical education of Unioeste.

The collection of the information was accomplished among April 06 to June 10 of the school year of 2005, through a semi-structured interview, using a portable tape recorder.

The time of duration of the interviews varied among 41 (forty and a) minutes the longest, accomplished with an academical teacher and 10 (ten) minutes the more it tans, accomplished with a student forming.

The route looked for to obtain information on the participants' of the research biography: (age, sex, civil status, title, work regime, sporting experience previous to the initial formation, years of professional experience and area of professional performance), the experiences related to the evaluation process (outstanding facts of the experiences lived during the course in relation to the practices evaluations in the construction of your pedagogic practice, the opportunities lived in your course of initial formation in relation to the learnings in evaluation, the characteristics of the evaluation process lived while student of the fundamental and medium teaching).

Subsequent the accomplishment of the interviews, there was the stage of transcription of the same ones in the complete, that happened among April 07 to July 29, 2005. The interviews were write firstly and, after your conclusion, they were typed in a text editor in the computer. They were only then returned for the participants of the study for they analyze the content and they confirm the information. Some participants accomplished grammatical corrections in the text, what was accepted and modified quickly by the researcher, coming back again for the same ones.

Results

The sporting experience and the existences were analyzed with the evaluation of the teaching fundamental, medium and superior.

In the analysis of the sporting experience, it was verified that the college teachers' group and of the students it presented higher number of subjects than they possess sporting experience previous to the initial formation, that the teachers exits.

Picture 1 - Personal Experiences with the sporting practice

	Teachers College	Teachers of E. F.	College Students
Sporting experience	Not: 7 Yes: 11	Not: 5 Yes: 3	Not: 3 Yes: 6

Surprisingly the teachers' of School physical education group, presented less intentions in evaluating the physical acting and your students' technician, since they privileged to evaluate the participation in the classes, without considering in that level this participation was executed. In compensation, the students and educational teachers they worried more in evaluating the students' acting, especially through practical proofs.

However, some college teachers with sporting experience previous to the initial formation presented repudiation feeling and indignation in relation to the evaluation of the students' physical and technical acting.

So much the sporting experience with relationship to the experiences related to the human movement in general of the physical education classes, can influence the development of the process of professional formation in the area of the physical education.

This process begins starting from the personal experiences already lived in the childhood, especially those of the educational context in that the individual is inserted. In fact, the registered memories of the childhood and of the adolescence, they leave marks for the whole life and they can influence in the elaboration of concepts and point of view on several subjects.

In this sense, the construction of the knowledge related to the theme evaluation of the learning in the physical education, is executed with larger intensity in the school ambit, from the fundamental teaching to the medium teaching.

With the intention of identifying the possibility that the personal experiences were among the aspects influenced of the professional formation, more specifically in the structuring of the incorporate evaluation process in practice pedagogic of the physical education, they were included in the route of the interview accomplished with the participants of the investigation, topics, us which the same ones, they could tell your existences in relation to the theme, at that time in that were students of the fundamental and medium teaching.

Picture 2 - Personal Experiences concerning the evaluation in the fundamental and medium teaching

	Teachers college	Teachers of E. F.	College Students
Personal experiences related to the evaluation in the fundamental and medium teaching	- Participation: 11 - physical and technical revenue: 9 - retention of knowledge: 1 - he/she didn't have evaluation: 1	- physical and technical revenue: 5 - participation: 4 -retention of knowledge: 2	- participation: 8 - retention of knowledge: 4 - physical and technical revenue: 2

In the analysis of the personal experiences related to the evaluation lived in the fundamental and medium teaching, they identified in a general way some similarities among the participants' of the investigation depositions, since these were

exposed to evaluation systems in that the decisive element for the final concept was the analysis of the participation, usually through the teacher's observation in elapsing of the physical education classes.

The teachers' of School physical education option, in they just evaluate the participation in the physical education classes, it denotes the predominance of the aspects comportamentals and the individual's attitude in the evaluations in detriment to the other dimensions related to the process teaching and learning, namely the evolution and construction of general and specific knowledge related to the human movement.

In fact, the own history of the area subsidizes these interpretations in the opinion of Castellani (1988), because she was marked since the beginning of your appearance by the disciplinarian character stepped on in beginnings militarists of physical acting, technician and competitive.

In compensation, in spite of the disciplinarian conception to be incorporate for the professionals and you identify her/it before the common sense, the physical education developed as knowledge area, especially in what he/she concerns your link with the other areas, so much the one of the health with relationship the educational in general, incorporating other contents for they be developed in the classes and analyzed in the process evaluation, as for instance, the related to the acquisition and incorporation of habits of healthy life, or still, the cultural knowledge of the human movement, that they involve the sports, the dance, the gymnastics and corporal existences in general.

However, he/she identified a great probability that these contents are not being developed in the physical education classes, since the teachers didn't also demonstrate intention of you evaluate them. The teachers of School physical education, affirmed to evaluate only the returned aspects the student's dimension comportamental starting from the only and exclusive observance of the participation in the classes.

Another decisive aspect in the composition of the final concept and it leaves integral of the applied evaluation system to the interviewees, he/she concerns the analysis and verification of the physical and technical acting, returned to the competitive aspect, usually accomplished through practical proofs and physical tests.

In spite of this fact, it was noticed in a temporary and historical analysis in the participants' of the research significant changes different generations with passing of the years in the form of evaluating. However, it emerges of the analysis of the data a tendency of decrease of the intention in evaluating acting in the physical education classes, since higher indexes of evaluation for acting were verified in the college teachers and lower indexes in the teachers of School physical education and students.

In fact, the development and incorporation of new paradigms for the area interfere in practice pedagogic, because they allow the rebuild of the concepts, contents, objectives, methods and evaluation strategies, finally of the own directions of the physical education. However, the participants' of the investigation little intentional was verified in noticing in the process evaluations the individual evolution and construction of knowledge, through changes of life habits and of the cultural aspects of the human movement.

The process of professional formation in the physical education is built so much by knowledge developed in the educational ambit as in extra-school atmosphere. Those acquired in the basic school course that begins in the fundamental teaching and it finishes in the medium teaching they are considered decisive in the future professional choices, since in this period the students go by intense personal modifications, building and elaborating your own concepts regarding the world that surrounds him/it, as well as discovering your aptitudes and personal potentialities. The choice of a profession is surrounded most of the time by doubts and uncertainties, because it is usually known few real information of the functions and attributions of each professional ambit.

Starting from the moment in that the choice of the profession is executed an arduous walk he/she begins heading for formation and professional qualification in the area of future performance.

In this sense, the experiences of the course of formation initial are outstanding, for the structuring of the professional performance.

In the initial formation according to Nascimento (1998), the concern exists in developing specific knowledge of the area, since the characteristic principal of this stage is the preparation for the exercise or initial qualification of the profession.

In the case of the graduation in physical education, especially in the degree modality the main intention returns usually to the futures teachers' formation, therefore, the contents, objectives, teaching methods and the evaluation strategies need to contemplate the expectations and needs of the educational futures.

In spite of that, it was verified starting from the existences in the initial formation in all the participants' of the investigation physical education, that in many moments the development of competences returned to the future professional performance it was not considered as central point of the teaching process and learning, but to the opposite, the emphasis was in the development of physical capacities and abilities addressed exclusively to the sporting practice.

Picture 3 - Personal Experiences related to the evaluation in the higher education

	Teachers college	Teachers of E. F.	College Students
Personal experiences related to the evaluation in the higher education	- I Carry out physical and technician: 18 - retention of knowledge:18	- I Carry out physical and technician: 8 - retention of knowledge: 7	- I Carry out physical and technician: 9 - retention of knowledge: 9

In this perspective, so much the contents, objectives and teaching methods with relationship to the evaluation strategies privileged the quantitative aspects through the analysis of the technical and physical acting.

In the first curricula of the physical education courses, most of the hourly load was destined the disciplines related to the sports, the sporting paradigm prevailed. This fact, is due in Betti's opinion (1991) the origin militarist and of cultures comings of the exterior related the physical education, of this it sorts things out, the formation didn't belong to teachers, but physical coaches.

In the same way, in the entrance process for the course, the own college entrance exam was composed so much for theoretical proofs as for practical proofs, calls of previous. In that practical evaluation, the individual needed to accomplish activities coordenation, of force, resistance, to swim, among others.

In relation to this aspect it was verified that just the college teachers and some teachers of School physical education, participated in that process, since that evaluation was abolished starting from the decade of 1990, exempting the group of the students the experimentation of this gauging type. In spite of that, they continue being appraised in elapsing of the course how they were appraised your teachers college, through the analysis of the acting and retention of knowledge.

With the intention of analyzing the acquired experiences in the higher education in relation to the evaluation, he/she came necessary to identify so much that it was evaluated, starting from the teachers' real intentions in evaluating, as they evaluated, through the procedures and instruments adopted in the evaluations of the several disciplines that compose the curriculum of the course.

The procedures more used in the evaluation process during the initial formation in physical education, so much in what he/she concerns the college teachers and teachers of School physical education, with relationship to the students were theoretical proofs and works in the disciplines that embrace contents of theoretical essence and you prove practices in the disciplines sporting or practical.

The use of these procedures evaluations in the courses of teachers' formation, revealed in first moment the privilege of the quantitative analysis in detriment of the qualitative analysis, especially in what he/she refers to the disciplines that involve sporting and cultural contents.

The focus exclusively quantitative, as well as the emphasis in the results obtained in just some moments evaluations it privileges the final product in detriment of the reflection returned to the process as a whole, built along the time in the educational relationships.

In fact, the analysis of the final product becomes just insufficient to observe the subject's individual evolution in elapsing of the teaching process and learning. The indications of own LDB (Law of Guidelines and Bases of the National Education), they emphasize the need of the incorporation of the continuous and cumulative character in the practices evaluations.

The own student ends if accommodating, according to Fensterseifer (1998) before the incoherences of the process to which is submitted and that it ends up harming your own formation, doing what the teacher demands, independent of your needs and interests. Most of the physical education courses, in Oliveira's opinion (1988) he/she bases on the education reprodution, conformist, prioritizing the technical aspect in the teaching process and learning in detriment of the pedagogic-methodological aspect.

The analysis of the personal experiences concerning the evaluation in the higher education involves as much the form as the academic it was evaluated with relationship to the discussions accomplished on the thematic.

Considering that, the initial formation seeks to prepare the professional future to act in the area of the physical education, countless competences returned to the teachers' formation they need to be developed. In this perspective, it appears the need of arrange spaces and moments for deepened discussions related to the elements that subsidize the pedagogic practice in a general way and specifically in what he/she refers to the evaluation of the learning.

In the analysis of the discussion opportunities on the thematic in subject, similarities were observed in the participants' of the investigation existences, since these detached the inadequacy of discussions on the subject during the whole degree course The practices evaluations are constituted it leaves integral of the teaching process that will be developed daily by the future physical education teacher. This way, the development of this content should be concern of the whole faculty in the most several disciplines, since each one can contribute with a focus or different point of view in the pedagogic discussions.

To the opposite, starting from the moment that the course ignores the need of these discussions, the futures teachers can present immense difficulties in the insert of the process evaluations when entering in the job market.

In compensation, the college teachers are resented of the lack of time and spaces or moments of discussions and reflections concerning the thematic evaluation in your daily one. Even in the meetings accomplished by the course coordenation involving the faculty and students they privilege the bureaucratic subjects in detriment of the pedagogic ones.

In fact, there is not doubt in the opinion of Fensterseifer (1998) that is necessary we enlarge the discussions concerning the evaluation in the courses of initial formation in physical education, that you/they especially seek the teachers' formation.

Considering that the experiences lived in the period of initial formation, they can be inside and later reproduced in the daily educational through the pedagogic practice, he/she becomes primordial to the degree courses the accomplishment of reflections and constant discussions concerning the contents that are orientating the preparation for the work. The probability that the students place in practice the procedures that experienciaram, in the opinion of Baggio (2000) it is much larger than those that just acquire knowledge through readings or in the conferences participation.

In this sense, being the initial formation in physical education a concerned course with the training of the professional futures, your actions need to turn in the sense of collaborating with the structuring of the pedagogic practices and consequently of the evaluation process. This way, it is noticed the need that during that process are opportunity activities of simulations or even existences of situations that the futures teachers will face in reality of the job market of the area in that the process evaluations will be present and constant.

Picture 4 - Influences in the structuring of the practices evaluations

	Teachers college	Teachers of E. F.	College Students
Structuring of the practices evaluations used in practice pedagogic	- Professional Experience (changes of experiences): 17 - Continuous Formation: 10 - Initial formation: 7 - I teach fundamental and medium: 4	- Professional Experience (changes of experiences): 7 - Continuous Formation: 4 - Initial formation: 2 - I teach fundamental and medium: 1	- They didn't still structure. - Rare discussion opportunities on the theme. – approached. - Theme in an insufficient way in elapsing of the course.

In what he/she concerns the analysis of the process of structuring of the practices evaluations, the group of the students college was not questioned in this aspect, since they didn't still structure the evaluation process, they only contributed with your opinions the college teachers and teachers of School physical education.

This situation was also found in the studies of Scherer (1999) on the physical education teachers' pedagogic knowledge, evidencing that the educational experience seems to be to main knowledge source for the physical education teacher's daily practice, starting from the one which during your professional path, he modifies your action strategies sustained, mainly in the reflection on your daily one.

Conclusion

Starting from the collected data convergences were verified in the participants' of the investigation opinions, because the professional experience was considered as the factor that more it influenced or it contributed to the structuring of the practices evaluations, so much of the college teachers as of the teachers of School physical education.

In compensation, the influences and contributions of the course of initial formation in the structuring of the participants' of the investigation practices evaluations, they were considered insufficient and little consistent, tends in view the relevance of the theme in the area of performance of the physical education. To the opposite, in many cases the initial formation contributed in a negative way in what he/she refers to the structuring of the practices evaluations, since the experiences were considered harmful to the teaching process and learning, being the teachers would not like like this to repeat them or you incorporate them in your pedagogic practice.

He/she/you identified through the participants' of the investigation depositions, the easiness of the course of initial formation in physical education in developing knowledge on the process evaluations, since they were told few discussions related to the theme and just accomplished in the discipline of Didacticism. In this way, the experiences that the professional futures lived in relation to the practices evaluations they were centered in the examples of the own teachers college, through the evaluation systems that implemented.

In the same way it was observed that the opportunities to develop learnings about evaluation came restricted, for the fact that, in the proposed activities and developed by the own course that has for objective to supply the teachers in formation, close experiences of the reality of the job market, as the extension projects and he/she researches and the apprenticeships in the ones which, the professional futures get to carry out even teachers functions, the activity of evaluating is not opportunity or allowed, what hinders the development of knowledge vastly for the structuring of the future practices evaluations.

Bibliography
Fensterseifer, A. evaluation of the learning in the higher education. Florianópolis, Publisher UFSC, 1998.
Nascimento, J.V. of the. The college formation in physical education: an approach about the noticed atmosphere and solemnity-perception of professional competence of Brazilian and Portuguese college students. Thesis of Doutoramento. University of Porto, 1998.
_____. Professional formation in physical education: contexts of development curricular. Reviewed Montes Claros - MG, Ed Unimontes, 2002.
Scherer A. the physical education teacher's pedagogic knowledge in the public school of the state net of teaching and your relationship with the educational practice. Dissertation of Master's degree. EEF/UFRGS, 2000.
Souza, N. P. evaluation in the physical education. IN: VOTRE, S. (org). I Teach and evaluation in physical education. São Paulo: Ibrasa, 1993.
Street: Dom Pedro I, 2358, Loteamento Natasha I, Marechal Cândido Rondon - PR - BR
ZIP CODE: 85960-000.

THE PROCESS OF STRUCTURING OF THE PRACTICES EVALUATIONS IN THE PHYSICAL EDUCATION: OF THE INITIAL FORMATION TO THE SCHOOL PEDAGOGIC PRACTICE

Summary: The initial formation in physical education has been making possible the student the structuring of theoretical and practical knowledge that orientate the pedagogic practice of the professional future. In what he/she refers to the evaluation process, so much the experiences lived through the practices evaluations used by teachers that supply classes in the courses of initial formation, as well as discussions related to the theme developed in disciplines curriculars, they influence in the structuring of the pedagogic practice of futures physical education professionals. In that perspective, the objective of this investigation was to analyze the process of structuring of the practices evaluations of physical education professionals in all the teaching levels. For so much, she opted to use a descriptive-interpretative methodology with a qualitative approach of the data. The participants consisted of exits that supply classes in the public and private schools of the municipal district of Marechal Cândido Rondon - Pr, educational teachers of the career of the superior teaching that supply classes in the course, in the school period of the year of 2005, as well as the students enrolled and frequent in the 4th year of the course of physical education of Unioeste. The instrument used in the collection of the data it consisted of semi-structured interview. The questions that orientated the interviews were open, to obtain varied answers on the practices evaluations. As result, identified that the professional experience was considered as the factor that more it influenced or it contributed to the structuring of the practices evaluations, so much of the teachers college as of the teachers exits.

LE PROCESSUS DE STRUCTURER DE L'AVALIATIVAS DES ENTRAÎNEMENTS DANS L'ÉDUCATION PHYSIQUE: DE LA FORMATION INITIALE À L'ENTRAÎNEMENT PÉDAGOGIQUE SCOLAIRE

Le résumé: La formation initiale dans éducation physique a fait possible l'étudiant la structuration de connaissance théorique et pratique qui oriente l'entraînement pédagogique du futur professionnel. Dans quel he/she fait référence au processus de l'évaluation, si beaucoup les expériences connaissaient les évaluations des entraînements utilisées par professeurs qui fournissent des classes dans les cours de formation initiale, aussi bien que les discussions ont été en rapport avec le thème développé dans curriculars des disciplines, ils influencent dans la structuration de l'entraînement pédagogique de futurs professionnels de l'éducation physiques. Dans cette perspective, l'objectif de cette enquête était analyser le processus de structurer des évaluations des entraînements de professionnels de l'éducation physiques dans tous les niveaux de l'enseignement. Pour si beaucoup, elle a opté pour utiliser une méthodologie descriptif interprétative avec une approche qualitative du données. Les participants ont consisté en sorties qui fournissent classe dans le public et écoles privées du district municipal de Marechal Cândido Rondon - Pr, professeurs pédagogiques de la carrière de l'enseignement supérieur que la provision classe dans le cours, dans la période scolaire de l'année de 2005, aussi bien que les étudiants ont enrôlé et fréquentent dans la 4e année du cours d'éducation physique d'Unioeste. L'instrument a utilisé dans la collection du données qu'il a consisté en entrevue structurée semi. Les questions qui ont orienté les entrevues étaient ouvertes, obtenir des réponses variées sur les évaluations des entraînements. Comme résultat, a identifié que l'expérience professionnelle a été considérée comme le facteur qui plus il a influencé ou il a contribué à la structuration des évaluations des entraînements, ainsi beaucoup du collège des professeurs comme des sorties des professeurs.

EL PROCESO DE ESTRUCTURAR DEL EVALUACIONES DE LAS PRÁCTICAS EN LA EDUCACIÓN FÍSICA: DE LA FORMACIÓN INICIAL A LA PRÁCTICA PEDAGÓGICA ESCOLAR

El resumen: La formación inicial en la educación física ha estado haciendo posible el estudiante la estructuración de conocimiento teórico y práctico que orienta la práctica pedagógica del futuro profesional. En qué se refiere al proceso de la evaluación, tanto las experiencias vivieron a través de las evaluaciones de las prácticas usadas por maestros que proporcionan las clases en los cursos de formación inicial, así como las discusiones relacionaron al tema desarrollado en el curriculares de disciplinas, ellos influencian en la estructuración de la práctica pedagógica de futuros los profesionales de educación físicos. En esa perspectiva, el objetivo de esta investigación era analizar el proceso de estructurar de las evaluaciones de las prácticas de profesionales de educación físicos en todos los niveles instrucción. Para tanto, ella optó para usar una metodología descriptivo-interpretativa con un acercamiento cualitativo de los datos. Los participantes consistidos en salidas que proporcionan clasifican en las escuelas públicas y privadas del distrito municipal de Marechal Cândido Rondon - Pr, maestros educativos de la carrera de la enseñanza superior que el suministro clasifica en el curso, en el periodo escolar del año de 2005, así como los estudiantes se enrollaron y frecuentan en el 4 año del curso de educación física de Unioeste. El instrumento usó en la colección de los datos que consistió en entrevista semi-estructurada. Las preguntas que orientaron las entrevistas estaban abiertas, obtener las respuestas variadas en las evaluaciones de las prácticas. Como el resultado, identificó que la experiencia profesional fue considerada como el factor que más influenció o contribuyó a la estructuración de las evaluaciones de las prácticas, tanto de la universidad de los maestros a partir de las salidas de los maestros.

O PROCESSO DE ESTRUTURAÇÃO DAS PRÁTICAS AVALIATIVAS NA EDUCAÇÃO FÍSICA: DA FORMAÇÃO INICIAL À PRÁTICA PEDAGÓGICA ESCOLAR

Resumo: A formação inicial em Educação Física tem possibilitado ao estudante a estruturação de conhecimentos teóricos e práticos que norteiam a prática pedagógica do futuro profissional. No que se refere ao processo de avaliação, tanto as experiências vivenciadas através das práticas avaliativas utilizadas por professores que ministram aulas nos cursos de formação inicial, assim como discussões relacionadas ao tema desenvolvidas em disciplinas curriculares, influenciam na estruturação da prática pedagógica de futuros profissionais de Educação Física. Nessa perspectiva, o objetivo desta investigação foi analisar o processo de estruturação das práticas avaliativas de profissionais de Educação Física em todos os níveis de ensino. Para tanto, optou-se por utilizar uma metodologia descritiva-interpretativa com uma abordagem qualitativa dos dados. Os participantes consistiram de egressos que ministram aulas nas escolas públicas e privadas do município de Marechal Cândido Rondon - Pr, docentes formadores da carreira do magistério superior que ministram aulas no curso, no período letivo do ano de 2005, bem como os estudantes formandos matriculados e freqüentes no 4º ano do curso de Educação Física da Unioeste. O instrumento utilizado na coleta dos dados consistiu em entrevista semi-estruturada. As perguntas que nortearam as entrevistas foram abertas, para obter respostas variadas sobre as práticas avaliativas. Como resultado, identificou-se que a experiência profissional foi considerada como o fator que mais influenciou ou contribuiu para a estruturação das práticas avaliativas, tanto dos docentes formadores quanto dos professores egressos.