73 - STUDY ON THE PRACTICES EVALUATIONS IMPLEMENTED IN THE SCHOOL PHYSICAL EDUCATION AND YOUR RELATIONSHIP WITH THE CYCLES OF PROFESSIONAL DEVELOPMENT

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Introduction

The human being life is characterized by phases or development cycles, that can be understood by different areas and dimensions of the human knowledge. This phenomenon can also be observed in the professional ambit, in this case in the field of the physical education.

The professional development can be understood according to Nascimento & Grace (2003), as a transition process, evolution or progression of phases or development cycles, influenced so much by the own individual's factors development as for interactive factors of the personal characteristics and of the environmental incentives.

In relation to the professional formation, Costa (1994) he/she affirms that the learning of the educational profession doesn't begin with a degree course, it is something that the teacher accomplishes during a lifetime, it is a great continuum. The this continuity of the professional course understands each other more commonly as educational career.

In spite of presenting a continuity, Huberman (1995) it points out that the educational career can be characterized in cycles or apprenticeships. The characterization or organization of the cycles can also aid in the analysis of the teachers' pedagogic practice and of the aspects of the construction of the professional identity.

Metodology

The real world of this investigation was composed by teachers of the fundamental and medium teaching the at least two years in the municipal district of Marechal Cândido Rondon - Paraná. This criterion was adopted by believing that the time of professional performance two years old the minimum time is characterized for a professional to obtain subsidies for the constants electric outlet of decisions that the daily of the pedagogic practice demands.

With relationship to the instruments, she opted for the use of the interview semi-structured by the fact that this has been used now in the educational researches with larger emphasis, due the interaction character that permeates her, since it earns a living when beginning the dialogue between interviewer and interviewee, unlike other instruments that don't allow interaction and proximity with the participant.

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) and the characterization of the practices evaluations that implements (concepts, objectives, purposes, estimable aspects, number of evaluations for bimonthly, evaluation type and instruments).

The collection of the information was accomplished among April 06 to June 10 of the school year of 2005, through a semi-structured interview. the interviews were accomplished in the teachers' of the schools rooms in that they teach, in days and schedules previously marked, using a portable tape recorder. The average of time of the interviews accomplished with the teachers it was of 14 minutes.

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.

To analyze the qualitative information, he/she took place in first moment the manipulation of the interviews in an including way with the concern of familiarizing with the collected information.

The second moment was characterized by the deepened reading of the interviews, looking for to select a group of unit of representative meanings for the construction of the categories.

Results

Understood as essential, the initial stage of the participants' of the investigation characterization, looked for information in relation to the gender, the age, the civil status, the formation area, the title, the work regime, the years of professional experience, the cycles of professional development and the sporting experience, with the intention that these could contribute with the discussions concerning the theme evaluation in the physical education.

Picture 1 - The participants' of the investigation Profile

Characteristics	Teachers
gender	Masculine – 3 Feminino - 5
Age	25 - 30 years: 2 31 – 35 years: 4 36 – 40 years: 2
Civil status	Married : 8
Area of formation	Degree in physical education
Title	Graduated: 3 Especialista: 5
Regime of work	1 - 10 classes: 1 11 – 20 classes: 1 21 – 30 classes:0 31 – 40 classes: 5
Years of experience	0 -10 years: 4 11 – 20 years: 4

In relation to the gender, he/she identified predominance of the feminine gender. In fact, in the fundamental and medium teaching the predominance of performance of the feminine gender is observed, since great part of the masculine gender presents larger interest of professional performance in the extra-school area, as clubs, academies, sporting teams.

In what he/she refers to the age, the group presents young age, that converges with the cycles of professional development in that meet.

In the analysis of the civil status, the group pondered great number of married people. The alteration of the civil situation in the individuals usually happens with the progress of the age, because when passing of the years it appears in most of the people the desire to constitute a family.

With relationship to the analysis of the area of academic formation, it was verified that the participants of the investigation chose for studying the degree in physical education.

In the analysis of the title, most of the teachers possessed specialization, what demonstrates the concern with the professional qualification.

In relation to the analysis of the work regime the participants of the investigation possess hourly load of work elevated, between thirty and forty weekly hours.

To increase the monthly income and to guarantee the survival, the teachers are forced to maintain a work regime with many weekly hours. Otherwise, with the low wages that receive they are unable to supply your daily basic needs.

From long date the teachers' class sits down due to lack of political actions returned to the education in the country, this situation is reflected in the fall of quality of the teaching in all the teaching levels.

In what he/she refers to the years of professional experience, it was observed higher indexes in the time of the teachers' practice with more advanced age. In this perspective, he/she identified the tendency that the increase of the professional experience is intimately linked to the progress of the age, because the youngest teachers possessed less years of professional experience and those that presented higher age possessed more years of professional experience.

The analysis of the professional experience, through the years dedicated to the teaching it also allowed to identify aspects related to the educational career among them the cycle of professional development in that each participant of the investigation met, except the group of the students college, since it was disrespected other previous professional experiences the initial formation in physical education.

In this investigation, it was incorporate and used for the analysis of the cycles of professional development, Nascimento's proposal & Grace (1998), since this was adapted the Brazilian reality.

This way, it was verified the participants of the investigation that the teachers concentrated most of the individuals on the diversification cycle close to.

Picture 2 - Distribution of the exits and educational for cycles of professional development

Cycles of professional development			
Entrance (0 a 3 anos)	Consolidation (4 a 6 anos)	Diversification (7 a 19 anos)	Stabilization (20 a 35 anos)
0	1	7	0

In the analysis of the cycles of professional development and the relationship with the evaluation tendencies that orientate the practices evaluations, the teachers' of the consolidation cycle predominance in the tendency humanist, already in the diversification cycle there was balance between the traditional tendency and the tendency evaluation humanist.

Picture 3 - Evaluation Tendencies and the cycles of professional development

cycles of professional development	traditional tendency	tendency humanist	Tendency Progressist
Entrance	0	0	0
Consolidation	1	0	0
Diversification	3	4	0
Estabilization	0	0	0
Total	4	4	0
8			

This fact can be understood in your essence, starting from the moment in that the experiences are analyzed that these subjects had with the traditional form of evaluating of the teaching fundamental, medium and of the initial formation. In this time, the teachers were submitted to evaluations that intended to verify and to quantify the acting physical-technician and of retention of knowledge. The main intention of the evaluation was to classify, to compare the students with external patterns, namely indexes and sporting records.

Being like this, after an entire school life centered in returned evaluations the traditional tendency the probability that significant changes in the form of understanding and make the evaluation process happens it is very low.

The resistance to changes is very strong, since along the years they were incorporate teaching methodologies and of evaluation tried and built in the daily educational that difficultly will be rethought or reelaboradas in this phase.

Conclusion

In the analysis of the practices evaluations implemented by the teachers that were so much in the consolidation cycle as in the one of diversification, it was noticed similarity of the practices evaluations, specifically in the conception, in the objectives and in the procedures used to evaluate, because most just evaluated the participation in the classes accomplished through the teacher's observation, the objectives were to stimulate the participation in the classes of developing healthy life habits.

In what he/she refers to the cycles of professional development and the relationship with the evaluation tendencies that orientate the practices evaluations, the predominance of educational college of the consolidation cycle was observed in the tendency humanist and of the diversification cycle in the traditional tendency and evaluation humanist.

When finishing this study the sensation of total not ready it is had that so much is distressing as stimulant, since, at the end of this they settled down more doubts than certainties. Being like this, as recommendation for futures studies in this area, it is suggested that other investigations are accomplished to involve there is the process of structuring of the characteristics of the professional intervention when of the insert in the job market, identifying as the teacher selects the action strategies, which the contents, models and teaching conceptions approached in the initial formation that you/they are adopted and incorporate and which are discarded, in the transitions of the cycles of professional development, identifying changes of behavior and in the professional intervention along the educational career and describing the possible personal computer-fittings in the evaluation systems.

It is well-known, that in the search of an intervention better professional, especially in what he/she concerns the evaluation process, it is not possible to idealize to find the immediate solution of all the verified problems. In compensation, it is necessary to assume a modesty attitude, of humility, of perseverance with the conviction that the problems are always resoluble, even if at first they don't seem.

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STUDY ON THE PRACTICES EVALUATIONS IMPLEMENTED IN THE SCHOOL PHYSICAL EDUCATION AND YOUR RELATIONSHIP WITH THE CYCLES OF PROFESSIONAL DEVELOPMENT

Summary: The human being development as a whole and, especially in the professional ambit, it usually happens through phases or cycles, which can interfere in the professional performance. In this perspective, to present research it tried to identify the characteristics of the evaluation process implemented in the School physical education considering the cycles of the teachers' professional development. Besides, the teachers' profile was verified in relation to the aspects that tell respect the: gender, age, title, work regime and time of work. For so much, she opted to use a descriptive-interpretative methodology with a qualitative approach of the data. The participants consisted of teachers that supply classes in the public and private schools of the municipal district of Marechal Cândido Rondon - Pr, in the school period of the year of 2005. 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. For the analysis of the data, the teachers were contained considering the cycles of professional development. The results evidenced that most of the investigated teachers if he/she found in the consolidation cycles and diversification. In what he/she refers to the cycles of professional development and the relationship with the evaluation tendencies that orientate the practices evaluations, the predominance of teachers of the consolidation cycle was observed in the tendency humanist and of the diversification cycle in the traditional tendency of evaluation.

ÉTUDIEZ SUR LES ÉVALUATIONS DES ENTRAÎNEMENTS RENDUES EFFECTIF DANS L'ÉDUCATION PHYSIQUE SCOLAIRE ET VOTRE RAPPORT AVEC LES CYCLES DE DÉVELOPPEMENT PROFESSIONNEL

Le résumé: Le développement de l'être humain dans son ensemble et, surtout dans la compétence professionnelle, il se passe à travers phases ou cycles qui peuvent perturber dans la performance professionnelle habituellement. Dans cette perspective, présenter recherche il a essayé d'identifier les caractéristiques du processus de l'évaluation rendu effectif dans l'éducation physique Scolaire étant donné les cycles du développement professionnel des professeurs. En plus, le profil des professeurs a été vérifié par rapport aux aspects qui disent le respect le: genre, âge, titre, régime du travail et temps de travail. Pour si beaucoup, elle a opté pour utiliser une méthodologie descriptif interprétative avec une approche qualitative du données. Les participants ont consisté en professeurs qui fournissent des classes dans le public et écoles privées du district municipal de Marechal Cândido Rondon - Pr, dans la période scolaire de l'année de 2005. 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. Pour l'analyse du données, les professeurs ont été contenus étant donné les cycles de développement professionnel. Les résultats ont manifesté que la plupart des professeurs enquêtés sur si les he/she avaient trouvé dans les cycles de la consolidation et diversification. Dans quel he/she fait référence aux cycles de développement professionnel et le rapport avec les tendances de l'évaluation qui orientent les évaluations des entraînements, la prédominance de professeurs du cycle de la consolidation a été observée dans l'humaniste de la tendance et du cycle de la diversification dans la tendance traditionnelle d'évaluation.

ESTUDIE EN LAS EVALUACIONES DE LAS PRÁCTICAS LLEVADAS A CABO EN LA EDUCACIÓN FÍSICA ESCOLAR Y SU RELACIÓN CON LOS CICLOS DE DESARROLLO PROFESIONAL

El resumen: El desarrollo del ser humano en conjunto y, sobre todo en el ámbito profesional, normalmente pasa a través de fases o ciclos que pueden interferir en la actuación profesional. En esta perspectiva, para presentar la investigación intentó identificar las características del proceso de la evaluación llevadas a cabo en la educación física Escolar considerado los ciclos del desarrollo del profesional de los maestros. Además, el perfil de los maestros se verificó los aspectos que dicen el respeto respecto al: el género, edad, título, régimen de trabajo y tiempo de trabajo. Para tanto, ella optó para usar una metodología descriptivo-interpretativa con un acercamiento cualitativo de los datos. Los participantes consistieron en maestros que proporcionan las clases en las escuelas públicas y privadas del distrito municipal de Marechal Cândido Rondon - Pr, en el periodo escolar del año de 2005. 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. Para el análisis de los datos, los maestros se contuvieron considerado los ciclos de desarrollo profesional. Los resultados evidenciaron que la mayoría de los maestros investigados si los he/she encontraran en los ciclos de consolidación y diversificación. En qué he/she se refiere a los ciclos de desarrollo profesional y la relación con las tendencias de la evaluación que orientan las evaluaciones de las prácticas, el predominio de maestros del ciclo de consolidación se observó en el humanista de la tendencia y del ciclo de diversificación en la tendencia tradicional de evaluación.

ESTUDO SOBRE AS PRÁTICAS AVALIATIVAS IMPLEMENTADAS NA EDUCAÇÃO FÍSICA ESCOLAR E SUA RELAÇÃO COM OS CICLOS DE DESENVOLVIMENTO PROFISSIONAL

Resumo: O desenvolvimento do ser humano como um todo e, especialmente no âmbito profissional, geralmente acontece através de fases ou ciclos, os quais podem interferir na atuação profissional. Nesta perspectiva, a presente pesquisa procurou identificar as características do processo de avaliação implementado na Educação Física Escolar considerando os ciclos de desenvolvimento profissional dos professores. Além disso, verificou-se o perfil dos docentes em relação aos aspectos que dizem respeito a: gênero, idade, titulação, regime de trabalho e tempo de docência. Para tanto, optou-se por utilizar uma metodologia descritiva-interpretativa com uma abordagem qualitativa dos dados. Os participantes consistiram de professores que ministram aulas nas escolas públicas e privadas do município de Marechal Cândido Rondon - Pr, no período letivo do ano de 2005. 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. Para a análise dos dados, os professores foram agrupados considerando os ciclos de desenvolvimento profissional. Os resultados evidenciaram que a maioria dos docentes investigados se encontrava nos ciclos de consolidação e diversificação. No que se refere aos ciclos de desenvolvimento profissional e a relação com as tendências de avaliação que norteiam as práticas avaliativas, observou-se a predominância de professores do ciclo de consolidação na tendência humanista e do ciclo de diversificação na tendência tradicional de avaliação.