123 - THE PROFESSIONAL FORMATION IN PHYSICAL EDUCATION: WORRIES ABOUT THE PRESENT, PERSPECTIVES TO THE FUTURE

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1 INTRODUCTION

At the present moment of Brazilian Education, many problems have been pointed in different ambits, such as public policy, structural and material demands, financial resources, pedagogic project, professional formation, professorate acting, development and learning. These aspects, among others, have significantly influenced the educational ambit. Our study focuses on professional formation and the problems which come from it, mainly in the initial formation in Physical Education.

The undergone experiences in basic education in its different knowledge fields, specifically in Physical Education, get longer, and the initial formation seems to reproduce these experiences, indicating the necessity of pedagogical intervention in basic education as well as in professional preparation to teach Physical Education.

This necessity is evident as soon as we see the reality. In the Fundamental Education, for instance, Physical Education needs to be legitimated as a curriculum component and to be effectively pictured as pedagogical practice. To that, it is necessary the organization and systematization of the knowledge related to Physical Education that, in spite of being under study and theoretical propositions presented to the scientific and professional community, still needs to be implemented. Even after having been recognized the necessity of treating the knowledge historically produced in Physical Education ambit in a pedagogical way and socialize it in school context, there is still focus on some body culture manifestations such as recreation games in the first grades and sports in the last ones, with detriment of other knowledge, like gymnastic, dancing and fights, what constitutes as a challenge to be overcome.

In Middle Education Physical Education is not different from the Fundamental Education reality: it is necessary to amplify its space in scholastic curriculum, given the difficulties to organize and systematize knowledge in Physical Education.

Advance in theoretical discussions presented in academic-scientific produced from experiences developed by teachers who work with scholastic Physical Education are being socialized in several congresses in different regions of the country and they point the necessity of an intervention. Although it is already possible to realize some changes, the urgency in provoking significant ruptures in this context is clear.

Based on these Brazilian Physical Education data, and as teachers of Bachelor degree in Physical Education at State University of Maringá, we are experiencing this moment of curriculum reform and thus we present some elements which we consider essential in teachers formation in order to promote the necessary advance in scholastic Physical Education.

On this way, the issue that leads the study is the following question: How has professional formation in Physical Education been regarded concerning its curriculum guides and which reflexes it has in scholarship Physical Education?

The aim of this study is, therefore, to reflect on professional formation in Physical Education, from the analysis of the policies about this theme, pointing the present worries and the perspectives for the future.

2 PROFESSIONAL FORMATION IN PHYSICAL EDUCATION

At the present time of the society, the professional formation has been constituted as a priority and as great potentiality in the scholastic context as well as in the enterprise, social and political ones (MARTINELLI, 2001). In the enterprise one, it has been regarded as something essential to enter the labor market. On the other hand, the formation is not a synonym to power as it used to be, mainly concerning the scientific and academic ambits. Everyone demands and recognizes the necessity of this formation "(…) above all in a world where information comes very easily, therefore, it makes us see how much we do not know and how much we should or would like to know (MARCELO GARCIA, 1999, p. 11).

In the educational ambit, this theme has gained relevance in academic-scientific discussions, mainly from the 1990's, given the problems originated in professional formation, principally to act in basic education. On this way, studious such as Nóvoa (1992), Pérez Gómez (1992), Pimenta (1999), Libâneo (2002) among others have situated this issue in the current context.

Concerning the educative reform, the sentence 009/01 of the National Education Council presents issues to be faced in teachers' formation in institutional and curriculum fields which have been discussed in the last two decades, reflected on scientific production on this theme.

In institutional field, it mentions four aspects: teachers' formation segmentation and discontinuity in students' formation in basic education; submission of the pedagogical proposal to institutional organization; formation schools isolation; distance between teachers' formation institutions and basic education teaching systems.

In curriculum field, the Council cites the disregard for teachers' previous knowledge; inadequate treatment to syllabus; lack of opportunities to cultural development; restricted treatment to professional acting; restricted conception of practice; inadequate treatment to research, lack of syllabus related to information and communication technologies; disregard for each level particularities and/or teaching models in which the basic education students are attended; disregard for different phases particularities of basic education and knowledge fields which belong to the curriculum.

The studies of Barcht (1999), Martinelli (2201), Ribeiro (2003) Caparroz (2004), Molina (2004), Pirolo (2005) are all about Physical Education teachers' formation in a critic perspective, and have alerted to the problems present in Brazilian reality, as well as have contributed to possible interventions in this area.

To read this reality we resort to Barcht (1999) as he states that "the knowledge production and our curriculum are orientated by a scientific perspective, in which the subjects are self-sufficient and do not need to take the practice problems as reference, they may stick to its own problems (in the original subjects) what led to the practical knowledge neglectfulness" (p. 100).

This set of problems presented in the Sentence 009/01 may be confirmed, in parts, by studies developed by Martineli (2001) and Ribeiro (2003) in which professional formation culture is founded on technical rational model that separates theory and practice, segments the knowledge and focus professional activity on an instrumental way and goes towards the solution of problems through strict application of technical knowledge, founded on positivist referential.

However, "the educational theory or didactics can not intend (and it can not be our expectation too) to be pure technique. As it deals with human beings, it needs and will always be *poiésis* ("creation, subjects meeting") (Bracht, 1999, p. 100). On this way, it is necessary to understand that the teacher is a historical subject that has his/her knowledge, values, and personal experiences. Thus, what the subject is, thinks and feels is clear in his/her actions (RIBEIRO, 2003). It is necessary to get close to this knowledge if we want to have effective changes in Physical Education pedagogical practice.

With the publication of the Sentence 009/01 of the National Education Council (CNE) / Plenary Council (CP), the discussion on curriculum policies of the bachelor degree courses, including Physical Education, took new routes, establishing the National Curriculum Policies to Physical Education teachers' formation in university, bachelor degree, and graduation

courses.

Teachers' formation to work in basic education, according to the mentioned Sentence, must be performed in bachelor degree course. “On this way, bachelor degree has gained, as the new legislation determines, its own integrality related to baccalaureate, what forms a specific project. It demands definition in bachelor degree with its own curriculum which can not be confused with baccalaureate's or with the old teachers' formation characterized as the model '3+1'” (Sentence 009/2001 CNE/CP, p. 6).

The formation to act in basic education should approach general and professional culture, as well as the one which is related to different acting groups in education field; and cultural, social, political and economical knowledge; pedagogical knowledge; and knowledge based on experience.

The Sentence CNE/CES 0058/2004 which is about the policies for professional formation in Physical Education gives the foundation to professionals' formation, currently understood as “graduates”, term that has risen controversies, as graduation is historically understood as initial formation, that is, college formation, followed by post-graduation which are the specialization, master degree and doctorate courses.

In the mentioned Sentence, the knowledge that must be approached in Physical Education formation is indicated. Concerning amplified formation, it says: relation between human being and society; human body biology; and scientific and technological knowledge production. The specific formation, which embraces Physical Education identifier knowledge, approaches the following dimensions: human movement cultural; technical instrumental; and didactical- pedagogical.

This Sentence was instituted to respond to the necessity of a legal reorganization (Law 9.131/95 and Law 9.34/96) and was created after intense discussions and criticism developed by some institutions such as Physical Education Federal Council (CONFEF) that formulated planned proposals in its forums; Sport Science Brazilian School (CBCE), that questioned the proposals; and other institutions also interested in this matter.

The Sentence was established in this context of many conflicts, even not responding to the organized groups' expectation which defended deep interventions in the document, initially proposed by the commission in the charge of its creation.

With the flexibility and autonomy of LDB 9394/96, in force, it was considered that the pedagogical and curriculum project of its courses “may favor the conciliation between reality and a diversified labor market, more and more competitive and in expansion, with a professional formation that allies specific knowledge and instruments of his/her area to a consistent vision of the human, social, political, and economical reality of the country” (Sentence 058/04 p. 7).

On this way, the mentioned Sentence considers that “Physical Education is characterized by three independent dimensions. The physical, recreation and sport activities practice dimension, the study and academic -professional formation dimension and the academic - professional intervention dimension (p. 8). In this document, it is also presented the academics' profile, competence and skills, the curriculum structure and organization, a mechanism in order not to separate theory and practice, graduation work, specific attendance, evaluation and guiding to bachelor degree in Physical Education”.

To sum up, we present aspects related to the set of problems of professional formation in Physical Education, looking deeply into the limits of this article, the Sentences 009/01 and 058/04 referred to legal proposals of this theme.

3 FINAL CONSIDERATIONS: PRESENT WORRIES, PERSPECTIVES FOR THE FUTURE

The current context of Scholastic Physical Education presents problems and has brought worries to the studious and professionals of this area. However, it is necessary to believe that changes may occur, from consolidation of a knowledge base, already produced and in building process, that has shown possible new ways to teachers' formation and transformation in Physical Education, mainly in scholastic institutions.

The study performed by Lüdorf (2002) about the scientific production in *Stricto Sensu* level in the country, in the 1990's, show that 56.5% of the researches still have empirical analytical approach; 42% phenomenological hermeneutical; and, only 1.5% use critical analytical methodological approach.

This developed researches picture in the last decades in Brazil, presented by Lüdorf (2002) reinforce the contradiction that exists between the Sentence 009/01 and the 058/04, which shows that 56.5% of the researches have empirical analytical approach what meets the Sentence 058/04.

These empirical analytical researches respond to acting fields in Physical Education in non scholastic spaces and are performed in order to attend a market expectation.

It gets evident in Frigotto's statement (2002, p 3) when he says that:

“the educational processes, scholastic or not, are mediator social practices that form the society we live in. They are non neutral social practices. These processes may and have been doing that in an imperative way reinforce the capitalist social relations that subordinate the work, nature riches, science and technology as private property, exchange values and the consequent alienation and exclusion of millions of human beings from dignified life or its radical transformation. The educational processes have the market and the capital as a measure to everything, to attend the privilege of a few. But History has shown that they may be criticism instruments concerning these social relations and, also, promoters of a new society that establishes human being as a measure to everything and the world goods as goods which belong to all human beings”.

To see changes in this reality, it seems important to increse in quanlity and quantity the historic, social and pedagogical knowledge production, with a critic perspective, in order to proportionate necessary changes and amplify our capacity of understanding the presented issues in the Sentence 009/01 CNP/CP.

Kunz (1999) when approaches the theoretical knowledge integration problems produced from Physical Education and Sports science, with measures and knowledge acting as intervention in movement culture reality emphasizes “the critical knowledge necessity in both knowledge production and intervention, to the field, as a way to overcome a blind and out of context acting based on knowledge derived from science with intervention in cultural social, educational and historical areas of Physical Education and Sports (p. 87).

This point is worrying, as we consider that the reforming policies to professional formation, given the segmented formation, does not enable a perspective of advance in Physical education area.

When we observe scholastic Physical Education, based on what we read in law (009/01 and 058/04) that regulates teachers' formation in Brazil and mainly in Physical Education, we reflect on its impacts in scholastic Physical Education. On one hand, the segmentation in two formations, as some people believe, allows the academic to focus on specific fields. On the other hand, it restrains he/she from knowing the whole.

It is is this second perspective that we focus our worries, that is, to transform the formation in an “emancipated project, commited with the responsibility of making the school partner of social, economical, political, technological and cultural democratization, that is fair and equal” (PIMENTA, 1999, p. 45).

The professor, acting in spaces which are scholastic or not, must have a wide knowledge to enable the necessary interventions. Even if he/she acts in school, it is necessary that he/she knows about corporal manifestations, physiology, training etc., as even if he/she is aware that these themes may suffer intervention in scholastic spaces, they must receive pedagogical treatment in scholastic Physical Education, having considered the formation of participative and critical subject and with conditions of having a not alienated social practice.

Based on the performed analysis, we can see an already known model of reforming originated in a central

government to a periphery of institutions and the teacher is once more cast aside in this process. The fragmentation and the dichotomy in these policies go towards the necessity of understanding Physical Education as a social and pedagogical practice and the teachers formation ruled by the presupposition of the unity between theory and practice, the social commitment of the professional and the collective and interdisciplinary work.

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THE PROFESSIONAL FORMATION IN PHYSICAL EDUCATION: WORRIES ABOUT THE PRESENT, PERSPECTIVES TO THE FUTURE

Abstract

This article has as aim to reflect about the professional formation in Physical Education, based on the policy analysis about this theme, pointing the present worries and the perspectives for the future, through a bibliographic study. With the performed analysis we can see an already known model of reforming originated in a central government to a periphery of institutions and the teacher is once more cast aside in this process. The fragmentation and the dichotomy in these policies go towards the necessity of understanding Physical Education as a social and pedagogical practice and the teachers formation ruled by the presupposition of the unity between theory and practice, the social commitment of the professional and the collective and interdisciplinary work.

Key words: Physical Education; Professional Formation; Curriculum Reform.

LA FORMATION PROFESSIONNEL DANS ÉDUCATION PHYSIQUE: PRÉOCCUPATIONS DU PRÉSENT, PERSPECTIVES POUR LE FUTUR.

RÉSUMÉ

Cet article a comme objectif méditer sur la formation professionnel dans education physique, à partir de l'analyse des directrices qui traitent de cette thématique, en montrent les préoccupations présents et les perspectives pour le future, au moyen de un étudie de coin bibliographique. À partir des analyses ont réalize se trouve un modèle dèjá connu de réforme émané d'um gouvernement central pour une périphérie d'institutions et le professeur allegé plus une fois de ce procès. La fragmentation et la dichotomie présents dans le directrices montrent pour la nécessité de comprendre la éducation physique comme pratique social et pédagogique et la formation de professeur réglé dans les présupposé de l'unité entre théorie et pratique, le compromis social du professionnel et le travail collectif et interdisciplinaire.

Mot-clé: formation professionnel; education physique; il reforme curriculaire

LA FORMACIÓN PROFESIONAL EN EDUCACIÓN FÍSICA: PREOCUPACIÓN DEL PRESENTE, PERSPECTIVAS PARA EL FUTURO

RESUMEN

Este artículo tiene como objetivo reflexionar sobre la formación profesional en Educación Física, a partir del análisis de las directrices que tratan de esta temática, apuntando a las preocupaciones presente y a las perspectivas para el futuro, por medio de un estudio de cuño bibliográfico. A partir de los análisis realizados se detecta un modelo ja conocido de reforma emanada de un gobierno central para una periferia de instituciones y el profesor una vez mas, dejado de lado en este proceso. La fragmentación y la dicotomía presentes en las directrices señalan la necesidad de comprender la Educación Física como práctica social y pedagógica y la formación de profesores pautada en los presupuestos de la unidad entre teoría y práctica, el compromiso social del profesional y el trabajo colectivo e interdisciplinar.

Palabras- llave: Formación Profesional; Educación Física; Reforma Curicular.

A FORMAÇÃO PROFISSIONAL EM EDUCAÇÃO FÍSICA: PREOCUPAÇÕES DO PRESENTE, PERSPECTIVAS PARA O FUTURO

Resumo

Este artigo tem como objetivo refletir sobre a formação profissional em educação física, a partir da análise das diretrizes que tratam desta temática, apontando as preocupações presentes e as perspectivas para o futuro, por meio de um estudo de cunho bibliográfico. A partir das análises realizadas detecta-se um modelo já conhecido de reforma emanada de um governo central para uma periferia de instituições e o professor mais uma vez alijado deste processo. A fragmentação e a dicotomia presente nas diretrizes apontam para a necessidade de compreender a educação física como prática social e pedagógica e a formação de professores pautada nos pressupostos da unidade entre teoria e prática, o compromisso social do profissional e o trabalho coletivo e interdisciplinar.

Palavras-chaves: Educação Física; Formação Profissional; Reforma Curricular.