143 - ASPECTS OF THE PROFESSORS´ TEACHING CULTURE DURING THE ENTRANCE CYCLE IN COLLEGE EDUCATION OF PHYSICAL EDUCATIONAL COURSES

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INTRODUCTION

When we talk about teaching culture we synthesize what it is work and what is not work, the person who teaches and who learns, from a historical construction of values, beliefs, habits and forms of "to do", of each collective of the teachers develops to face of the institutional demands which are part of (Molina Neto, 1997).

Beyond this social inheritance, strategies still exists that are made necessary to self-affirm the professor in its profession. Thus, the concept of teaching culture accumulates stocks since the properties that are basic, as organization of its practice, school planning, classes preparation, remuneration and, still other subjective conditions materialize itself in its professional autonomy, meaning, what it is due to its proceedings in the Inter-relations that establishes with their professional colleagues, with the institution and students (Bastos, 1988).

To evidence aspects of the teaching culture, it is necessary for many times, to relate proceeding of the professional relationship with its pairs, as well as its perception of this practice, to make it reflect the meaning and the direction of its profession, as well as relating such aspects with its experience and practical teaching, with the involved knowledge in this relation, with its initial and continued formation and also with its beliefs (Molina Neto, 1997).

The literature points that during the teaching journey, the professor assumes different positions, many times influenced by cycles of professional development, establishing in each moment of its life varied criteria to develop its pedagogical practical (Brancher, 2002).

The objective of the study was to identify aspects of the teaching culture of professors that are in the entrance cycle of college education of Physical Education courses

JUSTIFICATION

Believing that it is in the career's cycle of entrance that the first shock with the academic reality of the practical teaching, where the first difficulties are evidenced, as well as the expectation of the commitment to the new profession appears, it is also a viable moment to identify aspects that relate to the teaching culture through the inquiry of the main obstacles faced for these just ingresses professors of teaching in college education.

To make a diagnosis about the expectations and afflictions or difficulties of the professors that has just entered in a college institution, or either, those that find themselves in the entrance cycle of career (Huberman, 1995 and Nascimento and Graça, 1998) it is important to serve as support the understanding of the teaching culture, therefore when it is understood its meaning it seems to become easier how the professors in a general way and, specifically in the Physical Education field construct and run their professional career.

It is also important for the professors who are in the same professional cycle or that still have the challenge of teaching to better understand the construction of pedagogical practice that comes from the whole knowledge of its previous experience, its practice, its knowledge and beliefs. The studies about professors academic formation shows a certain debility, thus, from the clarification of teaching culture it is possible to see a way to understand this practice and still makes it possible for us to visualize the professor in an global vision (Molina Neto, 1997).

This way, it justifies that this process must be contemplated by the scientific community in order to conduct or to guide future professors in diverse situations of pedagogical practice, not only in the context of teaching/learning, but also in the professional interpersonal relationships.

METHOD

It is a descriptive study with a qualitative approach of the data (Rúdio, 1986). Five university professors of Physical Education graduation courses from public and particular institutions in the State of Santa Catarina had participated of the study. They are in their first cycle of professional development, meaning that they have just three years of experience of teaching in college education (Nascimento and Graça, 1998). The election of the professors was done in intentional way from the criteria above.

To collect information it was used a semi-structuralized interview with the script based on the literature revised. The option for the semi-structuralized interview was made with the intention of getting better flexibility of the researcher in exploring the subject with each interviewed teacher.

After a previous contact with each professor to communicate the objectives and to verify the interest in participating on the study, the interviews were done individually in the environment chosen by the interviewed. The interviews had been made always by the same researcher and the answers were written simultaneously. After each interview reports had been constructed with the answers from the professor so that it could make the analysis of the content and the generation of the categories for analysis and argue of the results.

DESCRIPTION OF THE RESULTS

The participants of the research were characterized by an average age of 26 years old(s=2). In relation of the academic formation, 2 of them had concluded a master degree, 2 were specialists and 1 was attending a master degree, which 3 comes of particular institutions and 2 from public institutions. The average time of performance in a college education was 1,7 years (S=0,6). In relation to the regimen of worked hours, the performance varied of 7 to 20 weekly hours. Four professors were collaborating or hourly employees and 1 was effective professor of the institution with partial regimen of hours.

Board 1. Professional experience, initial and continued formation and discipline given in college education

Subject	Professional Experience	Continued/Initial Formation	Disciplines
S.1	Dance Gymnastics Recreation and Leisure	Physical Education degree, Esp.Culture of the Human Movement	Theory and practices of Dance/ Gymnastics II / Study of the Movement and the Rhythm/Recreation and Leisure
S.2	Period of training in physical preparation (Volleyball I) Teaching period of training (Biomechanics)	Physical Education degree, Biomechanics master degree	Biomechanics/ Volleyball
S.3	Measured and evaluation (research, performance and teaching period of training) Gyms (physical activity and health, physical aptitude)	Physical Education degree, Espec. Physical activity for aged chronic illnesses and, Activity Related to the Health master's degree	Measures and evaluation in sports
S.4	Tennis (physical Preparation) Swimming (teaching and referee) Neuro-muscle studies	Physical Education degree, Esp. in Exercise's Physiology	Tennis/ Supervised Period of training in a curricular Physical Education. (I and II)/Tennis/Volleyball).
S.5	GRD (Trainer and referee) Period of training with collective sports, Period of training administrative area. Teaching period of training	Physical Education degree, Administration degree, Esp. Administration of sports.	Gymnastics II Organization and Administration of Events in Physical Education/ Communication in the sport/School Administration/Curricular Physical Education.

The interviewed professors had presented coherence between the initial formation and continued and also professional experience if to compare with the subjects they were offered to teach in college education. The professors had affirmed that they identify themselves professionally and academically with their subjects; although professors S.4 and S.5 told they are not comfortable teaching subjects of different areas, therefore although they are in accordance with the experience and formation, they have to dedicate many hours studying and deepening their knowledge in distinct areas (board 1).

According to Molina Neto (1997), the experience is the way and the history of each individual and the collective as a whole until where the professors are currently. It is the personal historical gathered, after self-reflection, critical or not, is what guideline the posterior actions. Practice is the way to do and to play its educative partner role, " its practice is its work and vice versa", which means, the teaching staff of Physical Education needs this practice to affirm while educator.

In the same way, we noticed that the interviewed professors had demonstrated their concerns with the fact that the experience and the practice walk together with the college education. Also the concern about continued formation on the part of the professors can be noticed in the interview, therefore between the ones that still did not have the master degree course and/or doctors, intended to make immediately.

These reports confirm the idea of Molina Neto (1997), where the participation in permanent formation activities for professors of Physical Education is a strong idea because it is on the update concepts, control of work, wage, and promotion in the teaching career, among others. Brancher (2002) also adds that the the professors practice, specifically Physical Education's courses becomes more evident, besides contributing in the dynamics of the lessons, serves of model for the academics who will act in education, besides contributing in the selection and domain of the contents.

On the other hand, Tardif and Raymond (2000) affirm that although the base of professional's knowledge seems to construct itself in the beginning of the career in the first years of work. The beginning of the career also constitutes a critical phase in relation to the previous experiences and the readjustments to be done in function of the work reality. Mainly with the lack of material, and in between the public school's professors it's unanimous. Thus, the professor's practice is conditional to economic factors, as S.4 and S.5 professors they had lamented to have that many times to use proper money for the didactic-pedagogical material in their discipline.

The professors of the college education of the course of Physical Education many times also use their practical knowledge (experience as athlete) during the teaching in college education, as told on the interviewed professors, where all had affirmed to have been athletes and currently to work inside of the modalities that they had practiced.

The fact of the teaching profession of Physical Education in general and mainly of public schools are devaluated is a consensus of some authors and professionals of the area (Moura, 1998). The satisfaction with the paid hour in proportion was unanimous between the interviewed as remuneration of disciplines in comparison with the professionals who do not work in a college education, however they were also unanimous when considering the hours correcting evaluations, preparing the lessons and the "weight" of the responsibility to form futures professors, they say that it should be bigger.

The experiences of life and professionals are not equal for all, thus some professors had presented difficulties in intensities and different contexts, but that for a mather of labour survival different strategies are also used (board 2).

Most of the professors did not complain about difficulties in the relationship with their pairs and the main strategy used for them is to use to their previous experience with their colleagues of the institution where they work. One of the strategies used by two professors of the same institution is notable (S.4 and S.5) they prefer to adopt a neutral position in the meetings looking to not take part between the groups of professors (board 2).

It is observed that in relation to the administrative board the most common difficulty was in relation to the bureaucracies, having affirmed to have a lack of clarity in relation to the procedures that would have of being taken. To transpose this difficulty the professors had told to use as strategy the attempt of rightness and error.

Board 2. Difficulties presented by the participants of the research about the relationship with the faculty, administrative and studets and the main strategies to improve them.

Subject	Faculty Board	Strategy	Administrative Board	Strategy	Student Board	Strategy
S.1	Test (ability)	-Good projects of extension and research	- paper work	-Attempt of rightness and error.	Test (knowledge)	To study
S.2	It did not have	-curricular Period of training in the institution that acts. - Ex-pupil of some professors.	- Rigidity in the fulfilment of schedule and frequency of the professor; - Preparation of the summaries and plans of education	- To fulfill; - Support from professors most experienced	It did not have	- Recent experience as pupil
S.3	It did not have	Support from professors most experienced	It did not have	Already was employee of the It institution	It did not have	Experience as professional
S.4	It did not have	-Initially did not reveal in the meetings; - Did not take left between groups of professors; - Ex-pupil of the institution	- Bureaucracy; - Lack of Infrastructure, financial support, and bibliography in the area.	- Attempt and error; - Uses its proper material and resources.	Test (Ability)	- Affectivity; - To study; - Position of professor
S.5	It did not have	- Did not take left between groups of professors; - Ex-pupil of the institution; - It does not stay in the institution beyond its lessons	- Bureaucracy; - Lack of Infrastructure, financial and material	- Attempt and error - proper material and resources.	- Challenges (ability). - Indiscipline (freedom excess)	- Affectivity; - To study; - Position of professor - Rigid behavior .

In relation to the relationship with the student board they mostly did not have any difficulties, affirming that this occurred because they had recent experience as pupils, also, for the youngest professor (23 years old) it served of good example and admiration on the part of its students.

The strategy used for the professors who had felt themselves blunt and tested in relation to their knowledge, mainly for being relatively young professors for superior education, had told that they tried to always be well prepared to answer to the questions with exactness and security and in case that of necessity they made use of more rigid position.

These situations experienced by the participants illustrate the idea of Molina Neto (1997) who affirms that it is part of the teaching culture of the professors of Physical Education the establishment of a reliable relation and reciprocal respect with the pupil, as also to dispute a comfortable place and of prominence in the interpersonal relations politics that keep the work environment.

In a general way it can be perceived that the interviewed professors had not presented some waited difficulties as: the conflict with its pairs and difficulties of students control. As say Tardif and Raymond (2000) certain conditions are necessary to also begin easiness in the profession, but for the consolidation and the stabilization in the teaching career, as, for example, to have easy groups, a volume of work that does not consummate all energies of the professor, the support of the direction and accessible fellow workers. These conditions seemed to be gifts in the work of the professors as illustrated for the speech of S.4 professor who alleged that its pupils demonstrated more interest for the fact of its disciplines to be optional of the curriculum of the course.

Thus, the professors participants of the research seem to have a set of elements facilitators in the teaching work, as practice and the professional experience, the formation and continued formation.

CONCLUSIONS

To define the aspects of the teaching culture is not an easy task, therefore to work with the term culture means to lead with symbols, to have a general vision of the individual, its history and the environment where it lives. One of the things that can infer when carrying through this research was that in between the interviewed professors who are in the entrance of the professional cycle exists a common characteristic to take in consideration its passage until arriving the institution: the identification with their subject and the relative satisfaction with the remuneration. It is a young group and intend to continue their formation. The fact of introducing themselves in the college education's world in a general fast way seems to be, in this group, due previous professional experiences that had been presented coherent with the area of discipline that they teach currently.

However when treating about obstacles found since the moment of the entrance in the institution and its strategies to surpass them, it was possible to evidence some waited facts and others nor in such a way. The relative young age of the professors and the challenges and tests of ability and knowledge made by the students, even the professors affirming to have surpassed with easiness or to times nor if come across; the bureaucracy and the not complete agreement of the internal politics that in the beginning had caused them some misfortunes, had been some of the waited joined difficulties already. Already the relationship with the faculty, many could wait that it would have to generate a certain feeling of superiority or competition for the professors most experienced of the institution, fact not told by the interviewed group but the feeling of mutual respect of all and between the faculty and administrative board and the feeling of balance of power and responsibility.

It was visible the feeling of ability between the participants of the research, that never had demonstrated to have any fear on facing their pupils they would not know to answer, but the overcoming desire and the will to offer a better class.

It is possible to also conclude that this group did not appear to have passed by a painful process as many might imagine, but passed a very fast process of growth and the felling of self - accomplishment.

Thus, one concludes that the previous experience that constructs together with the practice day-by-day and the continued formation are basic elements of the teaching culture of the professor of college course of Physical Education.

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ASPECTS OF PROFESSORS' TEACHING CULTURE DURING THE ENTRANCE CYCLE IN COLLEGE EDUCATION OF PHYSICAL EDUCATION COURSES

ABSTRACT

The teaching culture is the synthesis of the work, the historical construction, values, beliefs, habits and forms “to do”. The objective of the study was to identify aspects of the teaching culture of professors that are in the entrance cycle of college education of Physical Education courses. It is a descriptive study with qualitative approach of data. It was used as instrument of data collection a semi-structuralized interview with the script based on the literature revised. It was used analysis of content for generation of the analysis categories. The results indicated that the professors are relatively young, are satisfied with the remuneration, have a coherent experience and practical professional with your discipline that they give in the institution and intend to continue their formation and present few difficulties in the relationship with they pairs, administrative and learning pupils. The conclusion is that the previous experience, the practical of day-by-day and the continued formation is basic elements of the teaching culture of the professor of superior course of Physical Education. *Key-Words: Teaching Culture. College Education. Professional formation.*

ASPECTS DE LA CULTURE D'ENSEIGNEMENT DE PROFESSEURS IN THE ENTRANCE CYCLE DANS L'ÉDUCATION D'UNIVERSITÉ DES COURS D'ÉDUCATION PHYSIQUE

RESUMÉ

La culture d'enseignement est la synthèse du travail, de la construction historique, des valeurs, de la croyance, des habitudes et des formes à faire de. L'objectif de l'étude était d'identifier des aspects de la culture d'enseignement des professeurs des cours d'éducation physique qui sont dans le cycle d'entrée de l'éducation d'université. C'est une recherche descriptive avec approach.It qualitatif a été employé comme instrument de collecte de données une entrevue de semi-finale-structuralized. C'était analyse utilisée de contenu pour la génération des catégories d'analyse. Les résultats ont indiqué que les professeurs sont relativement jeunes, sont satisfaits de la rémunération, ont une expérience logique et professionnel pratique avec vos élèves de discipline qu'ils donnent dans l'établissement et ils ont l'intention de continuer la formation d'universitaire et présenter

peu de difficultés dans le rapport avec eux appareille, administratifs et d'étude. La conclusion est que l'expérience précédente, le pratique du jour-par-jour et la formation continue est les éléments de base de la culture d'enseignement du professeur du cours supérieur de l'éducation physique.

Mot-clés : Culture D'Enseignement. Éducation Supérieure. Formation professionnelle.

ASPECTOS DE LA CULTURA DE ENSEÑANZA DE PROFESORES DE LA ENTRADA DE CARRERA EN EDUCACIÓN UNIVERSITARIA DE LOS CURSOS DE EDUCACIÓN FÍSICA

RESUMÉN

La cultura de enseñanza es la síntesis: del trabajo, de la construcción histórica, de los valores, de la creencia, de los hábitos y de las formas de hacer. El objetivo del estudio es identificar aspectos de la cultura de enseñanza de los profesores que están en sus primeros años en la educación universitaria de cursos de Educación Física. Es un estudio descriptiva con un acercamiento cualitativo. Fue realizada utilizando como instrumento de recoleccion de datos una entrevista semi-estruturada, ademas fue utilizado un método de analisis de contenidos para la generación de las categorías del análisis. Los resultados indicaron que los profesores son relativamente jóvenes, están satisfechos con la remuneración, tienen una experiencia coherente y profesional práctico con sus disciplina que dan en la institución y tienen intención de continuar en la formación académica y presentan leves dificultades en la relación con sus pares, aparea, administrativos y sus alumnos. La conclusión es que la experiencia anterior, la práctica del dia-por-dia y la continua formacion son elementos básicos de la cultura de enseñanza del profesor de los cursos superiores de Educación Física.

Palabras claves: Cultura de enseñanza. Educación Superior. Formación profesional.

ASPECTOS DA CULTURA DOCENTE DE PROFESSORES NO CICLO DE ENTRADA PROFISSIONAL DO ENSINO SUPERIOR NOS CURSOS DE EDUCAÇÃO FÍSICA

RESUMO

A cultura docente é a síntese do trabalho, a construção histórica, valores, crenças, hábitos e formas de fazer do professor. O objetivo do trabalho foi identificar aspectos da cultura docente de professores de cursos de Educação Física que encontram-se no ciclo de entrada do ensino superior. Trata-se de uma pesquisa descritiva de campo com abordagem qualitativa, que utilizou como instrumento de coleta de informações uma entrevista semi-estruturada e análise de conteúdo para geração das categorias para análise. Os resultados indicaram que os docentes entrevistados são relativamente jovens, estão satisfeitos com a remuneração, possuem a experiência e a prática profissional coerentes com as disciplinas que ministram na instituição e têm intenção de continuar a formação acadêmica e apresentam poucas dificuldades no relacionamento com o corpo docente, administrativo e discente. Conclui-se que a experiência anterior, a que se constrói junto com a prática do dia-a-dia e a formação continuada são elementos fundamentais da cultura docente do professor de curso superior de Educação Física.

Palavras-Chave: Cultura Docente. Ensino Superior. Formação Profissional.