95 - RATIONALITIES IN EDUCATION TEACHER OF PHYSICAL EDUCATION: THE HISTORICITY IN UNIVERSITY

CRISTINA NOVIKOFF[1];
FELIPE DA SILVA TRIANI[1];
OTÁVIO BARREIROS MITHIDIERI[2]
1-UNIGRANRIO – DUQUE DE CAXIAS, RJ, BRASIL
2-UNIFOA – VOLTA REDONDA, RJ, BRASIL
cristina.novikoff@gmail.com.br

doi: 10.16887/85.a1.95

INTRODUCTION

Teacher education in a meta-analysis of the production of articles of FIEP Bulletin Online (2010-2014) as recurring theme of / in several research groups is accentuating its epistemological and historical aspects. And likewise discuss policies for teacher training.

Matter here, contribute topic, discussing the forms of rationality employed in the texts. Below is a comparative analysis between the literature and the findings of a field survey of the relationship between coping strategies of teachers in private higher education and the historicity of the expansion of higher education in Brazil.

We intend to contribute with other scholars and groups that organize for continuous and thorough discussion and communication on the topic in the area of Physical Education, a collaborative environment. We believe it is the proposal of the International Congress of Physical Education and FIEP World Congress.

Undertake the discussion understandings resulting from a long process of research on teacher education in the health field and the place of this locus started teaching in 2001. Hence we say that there are times we study these teachers working in undergraduate, in a specific social context, to think about the epistemological implications of teacher training, for highlighting this text trainers of teachers from Physical Education. And thus we stand at the categorization of work listed by Brzezinski (2010) on "Conceptions of Teaching and Teacher Education", with 8% of subjects in the period 1999-2009.

In summary, we believe that further careful consideration about the theoretical rationale and the valuation of the fighting and the experience of teachers in the teaching profession to become more intelligible form and subject teachers to intervene in the process of training space.

TEACHER EDUCATION: A LOOK AT THE CONCEPTS IN LITERATURE

This topic came the following concerns: What do you think about / in teacher education today? What is being discussed about teacher in Articles FIEP Bulletin Online?

We assume that teacher training should be thought of as an educational process and product of a lived experience. Therefore, to understand training as a mediator of praxis, where the content and modus operandi against the impact theory in its application, in particular in their future professional activity. While approaching the concept of continuing education, cannot be reduced to this. So we understand the teacher as a professional who is in continuous flux and training activity in place of professional practice. Therefore, we avoid confusing this with held on a specific training course.

The training beyond the etymology of the word as Latin phrase denoting action form, is embodied by classical pathway and the experience of a techne. Therefore overcomes affiliation Platonism (imitative) and is inspired by the Aristotelian idea of recreating (Castoriadis, 1987).

Hence to say that training is a practical and poietic activity. In other words, it is an act of human creation, in which the activity is bound to work. Implies that "[...] activity and work, process and outcome simply cannot be untied" (Valle, 2008, p. 510).

Novoa (1995), Tardiff (2002), Schön (1995) and Pepper (2002) discuss the teacher in a condition to be so reflective. And the same is replicated in numerous texts and papers, discussing the influence of the individuality of the teacher in the performance of their profession, as well as the necessary "network" for training, but leave out the poiesis, emptying the theme "education". Emphasize teacher knowledge work and activity mediated by this perspective focus on self-reflection, knowledge sharing, but still fits deepening the importance of creating the concept.

The thought and the form of rationality are in place models of teacher appointed by Diniz-Pereira (2002), in particular three rationales in the training, namely: technical, practical and critical. In time, we noted that in professional training experiences which occur there must be an effort to overcome the rationales described by Diniz-Pereira, and also give priority to critical and creative reasoning. (Andre et al., 2006).

Here comes the didactic with its in-between (Bhabha, 1998) in teacher education. It's the in-between because it's not where it poses as fixed concepts, meanings, theories and methodologies, but as a strategic opportunity that allows trading between cultures, knowledge and different subjects - allows input of others / other things. Can be the same and the other. It is the hybrid nature of teaching that puts you in the condition of being in-between.

Ai this a path with possibility of intervention strategies in universities of teacher educators to meet the challenges of teaching and research to actually listen to each other, engaged in the project of autonomy and creativity. Only then will we have an independent, creative and ethical scientific or academic training.

HIGHER EDUCATION: DIFFERENT PATHS

In discussing the theory of valuation and coping considers the historical and social context, where the training takes place under the assumption that social relations, values, culture and ideologies historically inherited permeate teachers. These data elements and defined within the IES infer the forms of rationality in shaping concepts in pedagogical choices, behaviors and attitudes, it certainly worked as imaginary and symbolic elements of maintenance / protection or fight / educational changes.

A description of the context allows to give visibility to the historicity of the landmarks of the expansion of private higher education and identify the elements noted above, that guard the private higher education and contribute to the training of teachers.

In summary, our history in relation to higher education (Cunha, 1986; Schwartzman, 2005) began in 1808 with the arrival of the Portuguese royal family to Brazil, the time they were founded the first school of higher education in the country is notorious presence. two ideas. A colony of providing the infrastructure for their livelihood and the other controlling knowledge. The first drags on to this day and are embodied in some educational "organizations" focused solely on the economy. Says the symbolic image that underlies the ideology of higher education with the purpose of imparting knowledge and developing technical and instrumental rationality (André et al., 2006).

The second, referring to Santos (2000), tells of a control know via "knowledge-regulation". It is configured via

trajectory drawn between a state of ignorance / chaos and a state of knowing / order. This regulation established knowledge from the colonial Brazil sustains the structural and regulatory apparatus that is embodied in public and private institutions and defines the who, what and how to teach and learn.

Higher education in Brazil is organized as a university since the Reformation Francisco Campos took place in 1931. But the period of National Developmentalism (1946-1964) democratic ideas they cease to Estado Novo "Vargas" and the education issue is one of main demands of the population, gaining prominence in the 1946 constitution.

Briefly, the locus under study, put under collate the data collected Bail its relevance HEIs private sphere. Hence point out that:

- The Brazilian colony from the beginning lived capitalist production, for insertion in the world market that today affects higher education in Brazil.
- Private institutions assume in whole, by a coefficient significant others: the home of tangency 89%;
- The area that concerns us - Health - covers just over 65% of all courses offered by private institutions a significant contingent of 1,637 undergraduate classroom courses, there encompassed also those taught in public in 2006;
- The faculty of universities in the private network, the three professors, two of them employ their labor and knowledge to private. Reaching the order of 65% of the Brazilian circumscribed set of university professors.
- Currently the "most enrollment courses health care focuses on the private sector of the Brazilian higher education. The only exception is medicine, where 52.1% of students undertake public institutions. "

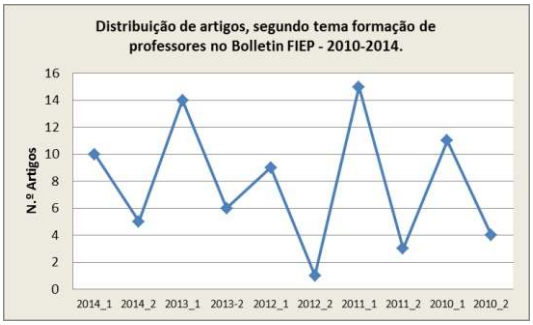
In this scenario it is important to resume the ideas of Tubino which shows us that after the second half of the twentieth century, began to emerge propositions of theories that either dealt with the Physical Education and prays alone approached Physical Education in conjunction with the Sport. The common point is that all these theories appeared in Europe. They were:

a) The Pedagogical Theory Ommo Gruppe;
b) A Critical Theory of the Marxist-Jean-Marie Brohm;
c) The Theory of psychokinetic Jean Leboulch;
d) A Cultural-Anthropological Theory of Sport and Physical Education of Jose Maria Cagigal;
e) The praxeological theory of Pierre Parlebas;
f) The Science of Human Kinetics Manuel Sergio;
g) The Science of Sport Herbert Haag.

Given these considerations, rather than logical conclusion is that private HEIs are made responsible for the vast majority of future physical education professionals, they delineate the competing values of their teaching, advising them on ways to assess and face the world academic. Hence we point these teachers as having various facets conflicts and stresses generators. Fitting, then, the attention of researchers for training that leads demystify them, the condition of subjects not endowed with knowledge-emancipation, as an exercise in ethical, social and cultural responsibility in academia.

METHODOLOGICAL WAY

For textual analysis, we adopted the lifting of the state of knowledge in the Bulletin of the World FIEP (ISSN-0256-6419), "known as the International Scientific Journal of FIEP (FIEP Bulletin), the international, published in four languages: English, French , Portuguese and Spanish, has been published since 1931 and sent to 129 countries. "The delimitation extract was analysis of articles published in the Bulletin FIEP Online in the period 2010-2014 (Figure 1). In total 1470 articles found, 108 contained crawlers "teacher education", "higher education" (6) and "knowledge / wisdom" (5). For the analysis we used the Analysis Table of Dimensions Novikoff text that contains two data inputs. The first stands out components of a scientific article, respecting what the author describes in the text. In the second analysis criticizes the article.



Font: Bolletin FIEP (2010-2014)

RESULTS AND DISCUSSION

To understand the results, two categories were established. Namely: 1) techniques to instrumental rationalities and normative values that reinforce knowledge - regulation of Santos (2010), with 87% of articles and; 2) critical rationality with normative values and professional partners, with an emphasis on knowledge-autonomy which considers training / thinking in the humanities and social issues, by approximately 23%.

Regarding the data obtained in the empirical study showed that significance of teaching starts from the appraisal and coping that teachers organize on the very concept of being a teacher. In other words, they epistemologically delineate teaching, according to other more concrete concepts, from their experience in the context in which explanations of technical procedures are used to understand more complex concepts, such as the representation of student, teacher, education, and practices or methods of teaching that they themselves employ.

It was observed that the issue of social relationship is what leads teachers to stand upon to confront the teaching. It follows that the categories of values that we abstract from there were called: a) normative values; b) sociorrelacionais; c) and identity; d) socio-professional. These categories will close on the valuation as much threat to questions Support IES. In other words, criticism is contained, as seen in the category of normative values. To defy them, they use emotion-focused strategies,

and are passive. When you have a valuation as a challenge, suitable for situations of affective context, the attitudes toward the issue are also focused on emotion, but use of avoidant coping strategies in there.

The communication of this group has a tendency to adjust the concepts and knowledge about higher principles that underlie the specificity of group teaching - the not knowing about the social function of higher education and about politics but about the dynamics of IES shredder.

In general, teachers established a coding in a specific category is carried out with respect to the communication standard that allowed a classification by a mental picture or forms or figures, but all with some degree of strangeness. Hence the division of groups centered Support HEI and centered Affective leading groups to develop strategies for coping, different or similar small groups.

Finally, the communication system and the construction of meanings that guide the coping in higher education, allowing us to infer that there is a crisis of identity configured in the group studied.

Generally, VAT, indicated higher education as a place where:

a. cognitive coping does not focus on problem situations, but the emotions in an attempt to reduce them;

b. motor behaviors are also aimed at reducing the emotion;

c. clashes are passive or avoidant;

We also observed that the values on higher education can be abstracted from the knowledge and skills set to return in two ways: knowledge for purposes of self-regulation / passive adaptation, or knowledge-autonomy / critique.

Unlike the idea of a private education seen as complementary relationship of public education Morhy (2003), teachers who feel crowded in the public HEIs.

PARTIAL CONCLUSIONS

Considering the bibliographical study, with analysis of the Bulletin FIEP articles and data from an empirical study we noted that among the trends of valuation concepts on training physical education teachers are realizing the higher education either as challenge now as a threat, as already observed in previous studies with other teachers in the area of health.

If we observe the empirical field of cognitive coping strategies and motor behaviors directed at reducing the emotion, in theory happens is focused on the epistemological reduction on the subject, but those presented are divided in three ways: 1) emphasize the training focused compliance with legislation; 2) training to overcome and technicality. 3) highlight aspects of instrumental rationality.

Finally, the valuation and coping theory indicated little away from what we're finding in empirical studies.

In a nutshell, stress the emergence of a discussion focused on teacher training that favors a practical and poietic training.

REFERENCES

ANDRÉ, Marli et al . Pesquisas sobre formação de professores: uma análise das racionalidades. Educação & Linguagem, v. 14, p. 90-104, 2006.

BHABHA, Homi K. O Local da Cultura. Belo Horizonte: UFMG, 1998.

BRZEZINSKI. I. Pesquisa sobre formação de profissionais da educação no GT 8/Anped: travessia histórica. Volume 01 / n. 01 ago.-dez. 2009. Disponível em: <http://formacaodocente.autenticaeditora.com.br/artigo/exibir/1/6/1>. Acessado em 2 de abril de 2010.

CUNHA, Luiz Antonio. A universidade temporã. Rio de Janeiro: Francisco Alves, 1986.

DINIZ-PEREIRA, Júlio Emílio. A pesquisa na formação e no trabalho do professor. Belo Horizonte: Autêntica, 2002.

MORHY, Lauro (Org.). Universidade em questão. Vol 1. Brasília: Editora UNB, 2003.

NÓVOA, Antonio. Os Professores e a sua Formação (Coord.). Lisboa: Publicações Dom Quixote Instituto de Inovação Educacional, 1995.

PIMENTA e GHEDIN (Orgs) Professor reflexivo no Brasil: gênese e crítica de um conceito/Selma Garrido Pimenta, Evandro Ghedin.São Paulo: Cortez, 2005.

SANTOS, Boaventura de S. A crítica da razão indolente: contra o desperdício da experiência. São Paulo: Cortez, 2000.

SCHÖN, Donald A. Educando o profissional reflexivo: um novo design para o ensino e a aprendizagem. Porto Alegre : ArtMed, 2000.

TARDIF, Maurice. Saberes do professor e Formação Profissional. Rio de Janeiro: Petrópolis, 2002.

TRAGTENBERG, M. Sobre Educação, Política e Sindicalismo. 2ª ed . São Paulo: Editores Associados; Cortez, 1990.

VALLE, L. Castoriadis: uma filosofia para a educação. Educ. Soc., Campinas, vol. 29, n. 103, p. 493-513, maio/ago, 2008.

SCHWARTZMAN, Simon. Brasil: Oportunidade e Crise no Ensino Superior. Disponível em: <www.schwartzman.org.br/simon/pdf/oportun.pdf>. Acessado em 20 de abril de 2005.

TUBINO, Manuel José Gomes. A epistemologia na educação física e no esporte.. Disponível em: < http://www.fiepbulletin.net/index.php/fiepbulletin/article/view/2580> Acesso em: 28 set.2013.

RATIONALITIES IN EDUCATION TEACHER OF PHYSICAL EDUCATION: THE HISTORICITY IN UNIVERSITY

ABSTRACT

Presents a discussion about the meta-analysis focused on teacher training in order to verify the rationality of researchers in addressing the training of physical education teachers. Anchored in the qualitative approach, the study works at triangulation of research instruments. Namely: a) empirical data from longitudinal research (2001-2006); b) literature review and; c) meta-analysis of articles published in FIEP Bulletin Online (2010-2014). The latter two cases were treated in the academic and scientific analysis of the dimensions proposed by Novikoff (2010) texts table. Of the 1470 articles found, 108 contained crawlers "teacher education", "higher education" (6) and "knowledge / wisdom" (5). The rationales were distributed 1) techniques with instrumental and normative values that reinforce knowledge - regulation were given in 87% of articles and; 2) critical rationality with normative values and professional partners, with an emphasis on knowledge-autonomy which considers training / thinking in the humanities and social issues, by approximately 23%. While recurring theme in / on several research groups, teacher training is accentuating its epistemological and historical aspects. And this discussion is possible revision in policy for the training of physical education teachers, especially in courses of private higher education is clearly an important area of training, but still lacks autonomy, as is revealed in the historicity of the expansion Brazilian higher education. We intend to contribute with other scholars and groups that organize for continuous and thorough discussion and communication on the topic in the area of Physical

Education, a collaborative environment. We believe this is the proposal of the International Congress of Physical Education and FIEP World Congress.

KEYWORDS: Teacher Training, Rationalities, Higher Education.

RATIONALITÉS EN FORMATION DES ENSEIGNANTS DE L'EDUCATION PHYSIQUE: L'HISTORICITÉ DANS UNIVERSITE

RÉSUMÉ

Présente une discussion à propos de la méta-analyse a porté sur la formation des enseignants afin de vérifier la rationalité des chercheurs dans la lutte contre la formation des professeurs d'éducation physique. Ancré dans l'approche qualitative, l'étude travaille à la triangulation des instruments de recherche. À savoir: a) les données empiriques de la recherche longitudinale (2001-2006); b) examen de la littérature et; c) méta-analyse d'articles publiés dans le Bulletin en ligne FIEP (2010-2014). Les deux derniers cas ont été traités dans l'analyse académique et scientifique des dimensions proposées par Novikoff de table (2010) des textes. Sur les 1470 articles trouvés, 108 contenaient des robots "formation des enseignants", "enseignement supérieur" (6) et la «connaissance / sagesse» (5). Les raisons ont été distribués 1) techniques avec les valeurs instrumentales et normatives qui renforcent la connaissance - la réglementation ont été donnés dans 87% des articles et; 2) la rationalité critique avec les valeurs normatives et les partenaires professionnels, en mettant l'accent sur la connaissance autonomie qui considère que la formation / réflexion dans les sciences humaines et les questions sociales, d'environ 23%. Bien que récurrent thème dans / sur plusieurs groupes de recherche, la formation des enseignants accentue son aspects épistémologiques et historiques. Et cette discussion est possible révision de la politique de la formation des professeurs d'éducation physique, en particulier dans les cours de université privé est clairement un domaine important de la formation, mais il lui manque encore l'autonomie, comme le révèle l'historicité de l'expansion université brésilien. Nous avons l'intention de contribuer avec d'autres chercheurs et des groupes qui organisent de discussion et de communication continue et approfondie sur le sujet dans le domaine de l'éducation physique, un environnement collaboratif. Nous croyons que cela est la proposition du Congrès international de l'éducation physique et FIEP Congrès mondial.

MOTS-CLÉS: Formation des Enseignants, Rationalités, Université.

RACIONALIDADES SOBRE LA FORMACIÓN DE PROFESOR DE EDUCACIÓN FÍSICA: LA HISTORICIDAD EN LA EDUCACIÓN SUPERIOR

RESUMEN

Lo texto presenta la discusión la meta-análisis de la formación del profesorado con el fin de verificar la racionalidad de los investigadores para abordar la formación de los profesores de Educación Física. Anclado en el enfoque cualitativo, el estudio trabaja en la triangulación de los instrumentos de investigación. A saber: a) los datos empíricos de una investigación longitudinal (2001-2006); b) revisión de la literatura y; c) meta-análisis de los artículos publicados en el Boletín FIEP en línea (2010-2014). Los dos últimos fueron tratados en la tabla de análisis de los textos académico-científico de las dimensiones propuestas por Novikoff (2010). De los 1470 artículos encontrados, 108 contenían indexadores "formación del profesorado"(46), "educación superior" (6) y "conocimiento/sabiduría" (8). Los fundamentos se distribuyeron 1) técnicas con los valores instrumentales y normativos que refuerzan el conocimiento-regulación (87%) y; 2) la racionalidad crítica con los valores normativos y socios profesionales, con un énfasis en el conocimiento autonomía que considera la formación / pensando en las humanidades y las cuestiones sociales (23%). Mientras que el tema recurrente en / sobre varios grupos de investigación, la formación del profesorado está acentuando su epistemológica y aspectos históricos. Y esta discusión es posible y permite la revisión de la política para la formación de profesores de educación física, especialmente en los cursos de la educación superior privada. Esta es claramente un área importante de la formación, pero todavía carece de autonomía, tal como se revela en la historicidad de la expansión la educación superior brasileña. Tenemos la intención de contribuir con otros académicos y grupos de la organización a lo largo de la discusión y la comunicación continua y exhaustiva sobre el tema en el área de Educación Física, un entorno de colaboración - creemos que es la propuesta del Congreso Internacional de Educación Física y FIEP Congreso Mundial.

PALABRAS CLAVE: Formación del Profesorado, Racionalidades, Educación Superior.

RACIONALIDADES NA FORMAÇÃO DE PROFESSOR DE EDUCAÇÃO FÍSICA: A HISTORICIDADE NO ENSINO SUPERIOR

RESUMO

Apresenta uma discussão centrada na metanálise acerca da formação do professor com o objetivo de verificar a racionalidade dos pesquisadores no enfrentamento da formação de professores de Educação Física. Ancorado na abordagem qualitativa, o estudo trabalha na triangulação de instrumentos de pesquisa. A saber: a) análise de dados empíricos de pesquisa longitudinal (2001 a 2006); b) revisão de literatura e; c) metánalise de artigos publicados no FIEP Bulletin On-line (2010-2014). Estes dois últimos processos foram tratados na tabela de análise de textos acadêmicos-científicos das dimensões propostas por Novikoff (2010). Dos 1470 artigos levantados, 108 continham os indexadores “formação de professores”, “ensino superior” (6) e “conhecimentos/saberes”(5). As racionalidades foram distribuídas 1) técnicas com valores instrumentais e normativos que reforçam os conhecimentos – regulação foram dadas em 87% dos artigos e; 2) racionalidades críticas com valores normativos e sócios profissionais, com ênfase no conhecimento-autonomia que considera a formação para/no pensar as questões humanas e sociais, em aproximadamente 23%. Enquanto tema recorrente de/em diversos grupos de pesquisas, a formação de professores vem acentuando os seus aspectos epistemológicos e históricos. E, desta discussão é possível uma revisão nas políticas para a formação de professores de Educação Física, em especial, nos cursos de ensino superior privado que é visivelmente um importante espaço de formação, mas ainda carece de autonomia, como é desvelado na historicidade da expansão do ensino superior brasileiro. Pretendemos contribuir com outros estudiosos e grupos que se organizam para o continuo e aprofundado debate e comunicação sobre o tema na área de Educação Física, num ambiente colaborativo. Cremos ser esta a proposta do Congresso Internacional de Educação Física e Congresso Mundial da FIEP.

PALAVRAS-CHAVE: Formação de Professor, Racionalidades, Ensino Superior.