# 118 - PHYSICAL EDUCATION TEACHER GRADUATION IN TIMES OF GLOBALIZATION: REFLECTIONS ON THE INITIAL AND CONTINUING EDUCATION

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## INTRODUCTION

In times of globalization according to Bauman (1999 and 2007) modernity went from "solid" to "liquid", where almost nothing remains the same for much time. The author comments that:

> For some, "globalization" is what we must do if we want to be happy; for others it is the cause of our unhappiness. For all, however, "globalization" is the hopeless fate of the world, an irreversible process; it is also a process that affects us all in the same extent and in the same way. We are all being "globalized" - and it basically means the same for everyone (BAUMAN, 1999, p. 7).

With the evolution of the society, the teaching consequently evolved together, causing significant changes in the educational system. Society itself has become more complex requiring from the new generations a graduation more and more detailed, both in the organizational plan of the social life and in the exercise of the citizenship, as in the necessary knowledge and skills for the renewal of the economic and social functions (TARDIF, 2009) .

In the first part the text will address the initial graduation of the teacher as the moment of tying the theory and the practice with the function of developing pedagogical attitudes and the building of his or her professional image.

Later it will be discussed the continued education, showing that the knowledge never ends, for it is under constant construction. The teacher, as the nature, should be always aiming for progress; the education needs renewals that come from professionals who seek this improvement.

Finally it will seen the reflective practice and the reflective teacher as something essential to this paradigm change, in which the teacher with his or her students must search for renovation alternatives, every mistake can serve as a subsidy to the improvement, simply by using the reflection as an instrument of construction.

### The Initial Graduation

Educating is more than just transmitting knowledge, to educate is to stimulate the student to seek the knowledge; to educate is to teach and learn while teaching, encouraging the logical thinking and improving the critical, physical and moral sense.

> Teaching is part of the main activity in the profession of the teacher and, therefore, it must be understood as an "art" that involves continuous learning and personal involvement in the permanent construction process of new knowledge and educational experiences, which prepare the teacher to solve new situations or emerging problems in the school on the daily life of the school and of the classroom. Considering the teacher as an "eternal learner". (DK, 2005, p. 22)

A good teacher should have autonomy and exercise a respectful professional judgment both on the students' necessities and on the demands of school and social life (TARDIF, 2009).

This differentiated teacher shall have a previous knowledge about the student, including his or her reality and difficulties, by using numerous methods and techniques, aiming to identify the reasons, finding a solution that benefits both.

Then, one starts to think about education as a demand that draws closer "[...] to the ethical, collective, communicative, behavioral and emotional aspects..., all of them being necessary to reach a democratic education to the future citizens. [...]" (IMBERNÓN 2011, p. 11).

The initial graduation is the most important part of the professional formation, being responsible for the constitution of the professional's image that cannot be based only on simulations, but in real experiences, feeling how it is being in front of a classroom with all the problems and difficulties.

The university as a former must be a meeting place of diverse cultures and different worldviews aiming the search for improvement, keeping away personal interests or domination and imposition attitudes. Bearing in mind the assumptions to the formation for the society, the higher education will require better knowledge and comprehension of the problems, reinforcing the dynamic and cooperative structures (FÁVERO, 2011).

The Teacher formation, according to Fávero (2011), must be characterized as a preparation of thinking men, worried about their continuous mission in pursuit of the knowledge, and not of machines that automatically repeat always the same movements. For this, it is necessary the transformation of ordinary people into citizens and professionals through a more critical view of reality.

The future teachers must be prepared to the transformations and should adapt themselves for the students' necessities. In view of this, Imbernón (2011, p. 61) says that: "[...] it is necessary to apply a new methodology and, at the same time, to accomplish a constant research [...]". Not only by the reading, or rather, by the theory that the teacher acquire knowledge, but also through the observation, the discussion, the reflection, the social reality analysis and the simulations, all of them can be developed by the practical perspective (IMBERNÓN, 2011).

In fact, the theory will help when it is the time to put in practice what must be taught and the practice will help to prove if the described theory is coherent or not with what the students need, being able to use one in function of the other, to improve the teaching quality and the teacher formation on its own. It is this principle which bases the supervised training.

According to Imbernón (2011):

> It would be necessary to abandon teaching practices of students in initial graduation that simply suppose an uncritical process; and, on the contrary, to favor a theoretical analysis and of contrast of ideas with the

> observed reality. This implies to perform an analysis of the practices to value the assumptions underlying to them, learning to decode and contextualize them (IMBERNÓN, 2011, p. 64).

This set requires of the teacher his or her permanent graduation, and it is necessary the dialectic between theory and practice, making the teaching learning process a permanent reflection of educational acts.

At this moment the teacher goes through some weaknesses, when he or she faces situations many times outside of the context in which he or she was accustomed to act, or with a charging and/or the critic of the society that is not always properly aware of how the pedagogical act works.

**Continuing and / or Permanent graduation**

After the initial graduation, the teachers go through experiences that are not possible to acquire, in total, on the initial graduation, in other words, in the simulations. Now yes the situations involve a real practice that is only acquired after graduation. It is about l to convert professional knowledge into practical actions, transforming theory into practice, and seconding to Imbernón (2011, p. 67) at this stage of the formation: "[...] the consolidation of the educational professional knowledge through the practice supports on the analysis, reflection and on the intervention about concrete situations of teaching and learning and, of course, in a certain and specific educational context."

As already mentioned, the fact that someone concluded the course, it is no longer a safe and sufficient situation for their practice, as it was believed. The teachers will have to continue their studies throughout life, updating himself or herself, otherwise they will be disconnected and stagnant, losing his or her place in the world of work. Therefore, after the initial graduation, it starts the permanent or continuing education. At this stage of the graduation teachers complete the "real" practice and not just the simulation. One can say that his or her performance in school, with principals, teachers, students and school community, provides an opportunity of applying the learned content during all the initial graduation and to reflect what is good and what can be changed.

An aspect to be changed according to Imbernón (2011) and Tardif (2009) is of individuality on the teaching profession, where collaboration is absent. The fellows of the profession should develop a mechanism where the professional knowledge is learned and interpreted through "[...] processes for permanent education of the teachers [...]" (IMBERNÓN, 2011, p. 68-69).

Many times one thinks of permanent education only as a continuing education where is studied everything about what is desired, discovering various aspects involving a certain subject staying only on this.

Imbernón (. 2011, p 69) said that:

> [...] Since we cannot understand the permanent education just as a scientific, pedagogical and cultural updating of the teacher, but specially as the discovery of the theory to organize it, support it, review it and fight it if necessary. It is about removing the pedagogical common sense and restoring the balance between the practical and the theoretical schemes that sustain them.

It is believed then that in opposition to the absolute truth-knowledge, crystallized in many people, just lost its credibility, because all true knowledge never stops never can be said that someone knows everything, knowledge is in constant movement, the continuing education must be permanent on the career of the teachers.

The permanent graduation must enable to the professional the ability of evaluating how is the potential and the quality of the school, willing to innovate constantly the methods and the ways how the education is being transmitted. The professionals must be prepared to adapt themselves to the students' context, having to develop the abilities and to compromise with the social development of them. Consequently, the development of the institution, of the people present in it and in the entire educational community will improve (IMBERNÓN, 2011).

This permanent education should also fit as a base to a teachers' self-reflection, rethinking their ideas, methodologies and teaching practices that according to Imbernón 2011, p. 49) "[…] it must be extended to the field of capabilities, abilities and attitudes, and that the values and conceptions of each teacher and of the team as a whole should be permanently questioned". In other words, the preparation of the professionals who are able to reflect or investigate how it their process of teaching and learning is happening.

This will only happen if the teachers abandon the individualism and review their practice, analyzing and searching what is wrong, seeking the individual and collective growing of the institution. This implies in a review of the processes of the teachers' permanent graduation (IMBERNÓN, 2011).

The permanent education enables to the professional to mature their ideas and find the ways and methods to be followed, being able to choose among the various methodologies which they learned during their graduation, and finally create their own methods, that will be used to attend their necessities, studied in theory and tested in practice.

The Reflective Professional and Reflective Practice

The methodology, besides being the way or the method in which the teacher permeates his or her classes, it is also the study of the own way in which the teaching will be immersed. The teacher must be aware that, when he or she chooses a methodology, he or she must constantly reflect on his or her social practice. There must be interaction teacher-student in where all of them are members of the same school culture. Taking into account the influence exerted by the coeducation and the media, the teacher must reflect about everything that influences these actions and reactions (DARIDO; RANGEL, 2008).

The classroom is a place of relations. Every teacher who does not relate the classroom to a place of relations demonstrates a "bad" relationship with their learners, according to Morales (1998, p. 10):

> Thinking about the classroom as a place of relation may open a horizon of possibilities for us, including didactics, which we may be not using in its full potential. The way how our relationship with students happens can and must to occur positively both in their learning, and not only in the disciplines which we minister, as in our own personal and professional satisfaction, because our relationship with the students must be considered a professional relationship.

To form reflective professionals, it is needed a graduation that enables the practice of the reflection, this way the professionals must reflect before, during and after the action of teaching. In this method it is also important the collective study in school. In this perspective the teachers learn by doing and reflecting their practical actions, when the thought is well prepared, it generates new thoughts and reflections, elaborating this way new forms of teaching (DARIDO; RANGEL, 2008).

It's possible to distinguish two fundamental aspects in the teaching practice:

> [...] the one that relates with the cognitive or intellectual aspects and the one that relates to the emotional and social aspect; both bind, intertwine and determine how the students will cope with the knowledge. It means that, besides the capability of teaching specific knowledge, it is also the teacher's role to transmit in a conscious way or not, values, norms, ways of thinking and patterns of behavior to live in society (DARIDO; RANGEL, 2008, p 109).

The teacher-student relationship must be contemplated by the dialogue between them, there must be knowledge sharing, overcoming decisions of the problematic situations. Both the success and the failure of the teaching and learning depend on the teacher-student relationship.

To understand better the relation between theory and practice, one needs to comprehend better that the teaching activity is not only restricted to scientific knowledge. Said Sacristan (1999, p. 84) that:

> The teachers' graduation is impregnated with this logic, that conceives the reality as a field of application; the practice has little importance while a preexisting phenomenon, unless in the perspective of a regulation (correction) based on the scientific knowledge.

The teaching learning, which until some time ago was only about transmittal of contents, becomes now a matter of construction learning. And this construction, increasingly complex to be drafted, requires of the teacher, besides understanding and acceptance, a graduation and preparation so that they can work with different students.

**FINAL THOUGHTS**

It became evident that being a teacher requires a different posture from the other citizens of the society, all the initial preparation, and subsequently continued, becomes essential for the construction of the teacher's identity.

It is not enough for the teacher only to transmit the knowledge for the student, nor even teach him or her the necessary contents for the approval. All practice must be reflexive: the teacher and the student must base on a consciousness which enables the thought and the reflection, excluding the mere reproduction of ideas.

It can link up the lack of good graduated professionals and little stimulus to the development, by the demotivation related to their low social prestige, of their conditions of working and payment.

The dynamics of economic globalization, ruled by the powerful and based on criteria of competitiveness, demonstrates a necessity in which not a small minority, but a vast majority are well formed, with citizens able to exercise effectively their professions in their different levels, intervening in the society with the values and criteria which allow that everything works neatly.

As far as it is easier to understand the professionalism of the teachers, it becomes evident, above all, that educating and teaching allow a contact with the culture, because all of the teachers' cultural and social experiences are crucial. For Sacristan (1999, p. 67): "In this sense, it is important to rethink the graduation programs of teachers' formation, which have a stronger incidence on the technical aspects of the profession than on personal and cultural dimensions."

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**PHYSICAL EDUCATION TEACHER GRADUATION IN TIMES OF GLOBALIZATION: REFLECTIONS ON THE INITIAL AND CONTINUING EDUCATION**

**ABSTRACT**

This article come out from a relevant restlessness related to the preparation of the Physical Education teachers for the teaching profession, bearing in mind the large number of dropouts from the degree courses, the teacher can be one of the reasons the students like and/or dislike school, and the interest and/or lack of interest in the teaching profession. The text is based on a bibliographic research about the subject. The initial graduation introduces the teachers in the world that, in the future, they will be working in, seeking to strengthen their critical and constructive view of knowledge, being followed by the continuing education where the teachers need a constant renewal in their way of thinking, feeling and acting, allowing a transformative education. The teacher graduation is part of the construction of the teacher, the true master builds and rebuilds himself/herself every day.

**KEYWORDS:** Physical Education Teachers graduation. Initial and continuing education. Globalization.

**ENSEIGNANTS DE L'EDUCATION PHYSIQUE EN TEMPS DE LA MONDIALISATION: REFLEXIONS SUR LA FORMATION INITIALE ET CONTINUE**

**RÉSUMÉ**

Cet article sorti d'une agitation pertinentes liées à la préparation des enseignants pour la profession, ayant à l'esprit le grand nombre de décrocheurs du cursus, l'enseignant peut être une des raisons pour lesquelles les étudiants comme et détester l'école, université, etc. Le texte est basé sur une revue de la littérature sur le sujet. La formation initiale des enseignants introduit dans le monde que dans l'avenir, ils seront en vigueur, en cherchant à renforcer leur regard critique et constructif de connaissances, suivie par la formation continue où les enseignants ont besoin d'un renouvellement constant dans leur façon de penser, de sentir et d'agir, en fournissant un transformateur éducation. La formation des enseignants est une partie de la construction de l'enseignant, le vrai maître construit et se reconstruit / elle-même tous les jours.

**MOTS-CLÉS:** formation des enseignants. La formation initiale et continue. La mondialisation.

**PROFESOR DE EDUCACIÓN FÍSICA EN TIEMPOS DE GLOBALIZACIÓN: REFLEXIONES SOBRE LA FORMACIÓN INICIAL Y CONTINUA**

**RESUMEN**

Este artículo salido de una inquietud relevante relacionada con la preparación de los docentes para la profesión, teniendo en cuenta el gran número de abandonos de cursos de grado, el profesor puede ser una de las razones de los estudiantes como y no les gusta la escuela, la universidad, etc. El texto se basa sobre un estudio de la literatura sobre el tema. La formación inicial de los maestros introduce al mundo de que en el futuro van a ser, en efecto, tratando de fortalecer su visión crítica y constructiva del conocimiento, seguida de la educación continua, donde los profesores necesitan una renovación constante en su forma de pensar, sentir y actuar, proporcionando un transformador la educación. La formación del profesorado es parte de la construcción de la maestra, el verdadero maestro construye y reconstruye a sí mismo / a sí misma todos los días.

**PALABRAS CLAVE:** formación del profesorado. La educación inicial y continua. La globalización.

**FORMAÇÃO DE PROFESSORES DE EDUCAÇÃO FÍSICA EM TEMPOS DE GLOBALIZAÇÃO: REFLEXÕES ACERCA DA FORMAÇÃO INICIAL E CONTINUADA**

**RESUMO**

O presente artigo surgiu de uma pertinente inquietação relacionada à preparação do professor de Educação Física para a profissão docente, tendo em vista o grande número de desistências dos cursos de licenciatura, o professor pode ser um dos motivos dos alunos gostarem e/ou desgostarem da escola, e o interesse e/ou falta de interesse na profissão docente. O texto baseia-se em uma pesquisa bibliográfica sobre o tema. A formação inicial introduz o professor ao mundo que futuramente estará atuando, procurando fortalecer sua visão crítica e construtiva do conhecimento, sendo seguida pela formação continuada onde os professores necessitam de uma constante renovação em seu modo de pensar, sentir e agir, possibilitando uma educação transformadora. A formação de professores faz parte da construção do professor, o verdadeiro mestre se constrói e reconstrói todos os dias.

**PALAVRAS-CHAVE:** Formação de professores de Educação Física. Formação inicial e continuada. Globalização.