125 - THE CONTRIBUTION OF PIBID TO THE TRAINING OF THE ACADEMIC SCHOLARSHIPS FROM THE SCHOOL JORGE EWALDO KOCH

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INTRODUCTION

According to Alencastro Veiga (2008) teacher's training is an act of forming the instructor educating the future professional to the exercise of teaching, where it involves an action to be developed that is going to advance the task of educating, of teaching, of learning, of researching and evaluating.

The professionals of education need qualification and instruction that come to provide a new dynamics in the daily school, that enables the teachers and the learners the interactivity of the knowledge in a objectively and pleasurable way following the changes. The university goes through this moment to be a training agent of needs with a look over the process of teaching-learning, leaving the academic space of undergraduate to the school space causing this future educatorsallowthemselvesto realize the school as a professional space (VEIGA, 2008).The PIBID is an initiative to the improvement and the appreciation of the teachers training, where it happens a combined action of the Ministry of Education through the Department of Higher Educationand of the Coordination for the Improvement of Higher Education Personnel (CAPES) that pursuit working with the incentive to the teachers training to the Elementary Education and the raise of quality of teaching in the government schools (BRAZIL, 2010).

Created by the decree no. 7.219/2010, the PIBID provides scholarships to the academic scholars of the courses of licentiate integrated to the program; to the teacher advisors, instructors of the government schools related to the program, who receive the academic scholars, follow and supervise their activities in the schools; to the coordinators of the area, professors of the Institutions of Undergraduation, responsible to develop the activities of the program in their areas of academic performance; and to the institutional coordinators and the Management Area , who are professors in Higher Education Institution, responsible before the CAPES for following, organization and execution of the activities of initiation to the teaching expected in the project of the institution.

According to the Ministry of Education and Coordination for the Improvement of Higher Education Personnel (CAPES), the PIBID has as goal: to encourage the training of teachers of superior level to Elementary Education, to raise the quality of early training of teachers in the courses of licentiate promoting the integration between the Education and the Elementary School, beside to introduce the licensees in the everyday of schools of the Government Education Network, giving them opportunities to create and participate in methodological experiments, technological and teaching practices of innovative character and interdisciplinary that seek the overcome of the identified problems in the process of learning-teaching; to encourage the governmental elementary schools, mobilizing their teachers as conformers of future teacher making them protagonists in the process of initial training to the mastership, contributing to the articulation between the theory and practices needed to teachers training, raising the quality of academic actions in the courses of licentiate (BRAZIL, 2010).

Nowadays, the PIBID is a program of great visibility in the academic training of Feevale University by contemplating the several courses and academic scholarships. The workshops of PIBID Physical Education / Feevale have as different thematic proposals related to the leisure taught by academic students in the process of training in the area of Physical Education. It is proposed several options that leisure provides, providing a learning space, of building and forming values, as respect and cooperation.

In this context, the present article has as goal to investigate the contribution of the Institutional Program for Scholarships for Beginning Teachers– PIBID to the training of academic students of the course of Physical Education, licentiate mode of the Feevale University, inserted in the respective program.

METHODOLOGICAL PROCESS

The methodology is based in the qualitative descriptive study using as instrument of the data collection an open questionnaire, being carried out by “eight” academic scholarships of the PIBID of Physical Education from the core Jorge Ewaldo Koch in the year of 2013. In this research the PIBID documents and general standards of the Program were analyzed. Therewith it was applied a questionnaire to each academic scholarship and then the theoretical triangulation and reflexive. The triangulation was done starting from the more relevant comments of each academic scholarships so as to make the appropriate connections with the theorists.

Thus we sought to identify how was characterized the process lived by the academic students, of the course of Physical Education of the Feevale University, participants of the program and the contribution of these academic students to the fortification of the teaching and the learning of the students of the Elementary School.

THE PIBID SUBPROJECT PHYSICAL EDUCATION IN THE SCHOOL JORGE EWALDO KOCH

The job of the PIPID academic students occurs during 36 hours a month, being two weekly shifts in the school Jorge Ewaldo Koch and moments to orientation and meetings. The shifts which occurs the workshops in the school are Tuesday and Thursday morning and afternoon, being that they are divided in moments of planning and intervention. In the morning shift, the planning happens at 7.30 to 9.00 and the intervention from 9.00 to 11.00. In the afternoon shift, the intervention occurs from 1 o'clock to 3 o'clock and the planning from 3.00 to 5.00. Inside the intervention schedule, we have a division of the students according to their age group, attending the children from 6 to 9 years old in a shift, and the ones from 10 to 12 in another shift, respecting their development according to their age group.

In the planning period the academic students prepare the interventions to the following classes along with the supervisor teacher of the place, AlineKieling, as well as defining the monthly subject of the classes. As not all of the academic students have experience and knowledge of all modalities, they seek to know and search about the practices before being taken to the students, aiming to bring something new to them. Certainly, each scholarship student had greater ease and experience in a specific subject than other and, with that, they were learning and sharing with the others, this way, applying their knowledge and body practice. Beside the collective planning, they teach and make a small evaluation with the students themselves and what

they like more and what could be different, this way, building an even greater bond with the students seeing what they could improve in each class.

Beside, this moment in which the academic student is not teaching is used to study groups continuing their researches and works, which are oriented by coordinating professor of Feevale University, Luis EuricoKerber. This professor guides the scholarship students in their duties and functions, as well as assists them in their activities and orients the study groups.

Nowadays in the Municipal School Jorge Ewaldo Koch there are around 400 students since level four to the fifth grade of the elementary education, divided in two shifts, one in the morning and another in the afternoon. In the school there is a good physical space, with a covered court and opened space with toys in the playground. During once a week, we head to the gym that is next to the school, which was given away by a letter done to the place, to perform the workshops, because the school has also its Physical Education classes, wherein the court is used in one of the days. It has as target public a poor community, several students live in precarious structure, making it difficult to have a safe fun.

The workshops have as proposal the different themes related to leisure, such as the dances, the fights, the games, unusual sports, the contemporary and old plays, the building of toys with alternative materials, tours, movies, conversation circles, the folklore, the relation of genre and socialization.

PRESENTING AND DISCUSSING THE DATA

Hereafter, we are going to evidence the contribution of PIBID in the school Jorge Ewaldo Koch to the training of the academic students of the course of Physical Education of the Feevale University, through the questionnaire which consisted in only one question: "What is your perception in relation to the contribution of the PIBID to your teaching training?" Thus, the academic students comment what they thought were the most important and relevant PIBID experience. From these, to analyze the results, we grouped the answers in five categories: a) Experience and contribution; b) Training; c) Planning; d) Scientific production; e) realities and situation.

In relation to the experiences and contributions (a), the scholarship students reported that:

> The contributions I got with the PIBID project were very meaningful. [....]". (Academic 4 - 06/11/13)
> It is a great opportunity to experience in practice, the school environment. And it also serves to gain experience about the interaction with students". (Academic 2 - 05/11/13)
> "First, the PIBID contemplates the main task of the teacher: the doing of teaching". (Academic 6 - 06/11/13)
> "I believe PIBID comes to help and it does a lot, giving to the participants a positive experience as to teaching, it is the first step to the ones who want to be good teachers [...]" (Academic 8 - 06/11/13).

Becker (1993) says that from the identification through living and / or experiences, adequacies occur, as well as, a passage from the smaller to the bigger knowledge, related by the academic students 2, 4, 6 and 8. Beside the academic 6 and 8 stressed the making of a teacher and emphasize program importance in the training of a good teacher. Corroborating with that, Tardif (2002) apudStanzani, Broietti and Passos (2012) highlights that the contact of the scholarship students with the school environment enables the multiple interactions present in this context, discovering, this way, that the real situation demand improvisation and personal skill, as well as the ability to face situations more or less passing and variable. These realities and situations (e) are mentioned by the scholarship, as academic 1 (05/11/13): " The experience with PIBID brought me more security with dealing with the students… ", in other words, to deal with real situation of teaching, different from the micro-teaching we realize during graduation, for example, where we apply the class plan in our classmates already adults, who in theory understand better the rules; in the project the applying of the class plans are in the children, in the school context.

The experiences and contributions of the program contribute to the training (b) of the academic scholarships, who reported:

> First, the PIBID project opens the doors to the graduating academic students to have an opportunity to start to enter into related activities with the course and the possibility to show and apply what they have been learning during their graduation. With this, the project helps to prepare the academic students to their journeys, so they are able to get in the end with a little of experience and knowledge. ". (Academic 3 - 05/11/13)
> Beside working in the teaching area for 3 years, the PIBID is really contributing to my training [...]". (Academic 5 - 06/11/13)
> I think that it is a complete tool and it enables to experience in the teaching context as a whole thing, being inside the school and placing the academic knowledge into practice. Maybe the reality presents itself as a little twisted, to take into account the collective teaching, nonexistent fact in the real practice. Maybe it serves to point the future possibilities and important reflection about the subject. In the end, the PIBID contributes significantly to the teaching training of the academic students involved. .". (Academic 6 - 06/11/13)
> The PIBID project is really contributing to my training and of my classmates involved, beside of having direct contact with the children, we are putting into practice what we learn at University .". (Academic 7 - 06/11/13)

The academics 3, 6 and 7 emphasize the opportunity to apply the theory learned in the graduation that, according to Becker (1993), the knowledge is built, in its shape and content, through the interaction between subject and the environment (physical and social). The author presents the Piaget's conception, in which "without the learning the development is blocked, but only the learning does not make development" (BECKER, 1993, p. 23). Thus, it gets clear the importance of the interaction between the subject and the (academic student) and the environment (school) so it is possible to develop what they have learnt and learn during graduation, as reports academic 4 (06/11/13): " The contribution I have gained with the PIBID project were very meaningful, the process of living and practice made me adapt the pedagogical teaching of the college with social reality of the school and it is a space where I can do a connection between my student and teacher life." This possibility of applying the theory into practice through the PIBID is also stressed in other studies, as "The implications of PIBID in the initial training of the teachers"in the Seminar of Education Research in the Southern Region (WIEBUSCH; RAMOS, 2012).

According to Nóvoa (1997) the training is built through the critical reflection about the practice and a (re)construction of the personal identity, highlighting the experience knowledge. Freire (1996 apudWiebusch, Ramos, 2012), stresses that in this moment the critical reflection about the practice is fundamental, because it is critically thinking that the practice of today or

yesterday can improve the tomorrow practice. Furthermore, it is important that happens exchange of experience and knowledge sharing of the professional practice, as well as it occurs in the planning moment of the scholarships, generating an extension of their knowledge and bodily practice. This way, the training cannot be dissociated with the production of knowledge, as well as the professional interventions. Becker (1993), contributes statingthat the practice is an strategy that makes possible the apprehension of the theory. Besides, the theory and practice are not complementary between themselves, but yes one depends partially on the other.

Nóvoa (1997) states that the teaching problematic situations revolve around decision full of uncertainty, complexity, uniqueness and value conflict. These situation (e) are unique and demand unique answers, therefore, the professional needs to have the capacity of reflective self-development, which are generated from the livings and experiences as report academics 7 and 8: "And during the experiences we have learnt to deal with the more diverse / problematic situation. So we have learnt with our mistakes and hits." Tardif (2012) restates the thought of Nóvoa (1997) highlighting the need of living and experiences, because the teachers knowledge does not come from an only source, but yes from several sources and of different moments of life story and professional journey, so, to this author:

> The knowledge derived from daily work experience seems to build a foundation of practice and of professional competence, because this experience is, to the teacher to acquisition and production of their own professional knowledge. Teaching is to mobilize a large variety of knowledge, reusing in the work to adapt and change them for and to the work. The working experience, therefor, is only a space where the teacher applies knowledge, being itself to know about the job about knowledge, in sum: reflexivity, resumption, reproduction, reiteration of what is known how to do, to produce their own professional practice (2012, p. 21).

According to Nóvoa (1997), the period of professional initiation constitutes the learning to teach. Besides, the author states that is important to develop by the educational institutions of programs of teaching initiation pursuing the following objectives:

> 1-Develop the knowledge of the teacher relatively to the school and to the educational system.
> 2-Increase the consciousness and the understanding of the beginner teacher relatively to the complexities of the teaching situations and suggest alternatives to face them.
> 3-Provide to the beginner teacherssupport services and resources inside the school.
> 4-Helping the beginner teachers to apply the knowledge they already have or the one they can get by themselves. (NÓVOA, 1997, p. 66).

Not only the authors, but also the academic students state the importance of the program, that creates opportunities of realities, that are going to prepare them to their professional future. The Academic 3 (05/11/13) says: "The project also shows different realities and with that the academic students (the future teachers) must be prepared."

Adding to the experiences and livings, the planning makes itself necessary to the good training. To Piletti (1991), planning (c) is studying, in this sense studying is taking on serious attitudes before a problem, trying to think and reflect to choose the best alternatives of possible actions to reach the goals which are certain to a specific reality. In this way the academic students plan their proposed activities, that according academic 1 (05/11/13) brought " [....] more tranquility in the sense of the planning [....]", where they can exchange ideas with their classmates, observing and adapting the activities according to each age group.

To Vasconcellos (1995, p.42) " planning is mentally anticipate an action that can be performed. It also look for something incredible, essentially human: the real being headed by the ideal". Thereby the author mentions that the planning helps the proper organization of the curriculum, establish the communication among teachers, to rationalize the time, not wasting activities and learning opportunities, the self-training of the teacher and to establish the participation of the students.

The act of planning must be bound with the reality, but author observes that the teaching planning sometimes can be disconnected to the social reality, being understood and practiced as a mechanical action and bureaucratic of the teacher, happening little contribution to the increase of the quality of pedagogical action developed in the school (LOPES, 1998). This way the academic scholarship students build a general project, that is going to be applied and developed, where the class plans are going to be thought over this proposal. Therewith, the class plans are going to be developed and evaluated according to the general proposals of the project.

The teaching planning according to Peletti (1991), has four steps: the knowledge about reality, preparation of the plan, plan execution and evaluation and the improvement of the plan. So, to be able to plan the activities is needed to know to whom in going to be plan, knowing the students and their environment. Then, from the data provided, it is going to be made the preparation of the plan, that consists in the determination of the objective, contents, procedures, resources to be used and final evaluation. The next step is the execution of the plan, that consists in the development of the activities planned. By the end of the execution of what was planned, starts the evaluation, beside evaluating the results of the teaching-learning, it is tried to evaluate the plan, the effectiveness as teacher and theeffectiveness of the school system. Where the academic 1 comments that "[...] it really has enriched me to work in a group where each academic student can add with what they know and have more aptitude. Therefor we have learnt with each other." Thus, the scholarship students can exchange ideas before, during and after each workshop, with the classmates, and the teacher of the institution and the professors from University.

It is important to point out that the planning is flexible, this way the teacher needs to be prepared, to the moments when plan needs to be changed without losing its essence. Because each day is a different reality, with different problems and solutions; where the educators need to adapt their planning, to make sure the good development they are proposing, where they are guiding the teaching practice.

The teachers, according to Haidt (2001), must have very clear, that before being teachers, they are educators, because their personality is guided by values and life principles. Thereby, interacting with the students, the teachers do not only transfer knowledge, but also make it easy to transmit ideas, values and life principles, contributing to the formation of the student personality. The Academic 1 (05/11/13) comments, he/ she had great experience living with the students and the teachers "The experience with the PIBID brought me more security, in relation to dealing with students [...]". the exchange of attention between the scholarship teachers are very strong, where the children have too much affection and attention, occurring an exchange between the two parts.

In the questionnaire the academic scholarships comment about their scientific productions (d), what to them is very important:

> "Inside the project the academic students build articles and class plans, to be applied, all these to help in their preparation and training that counts a lot in the future résumé (ACADÊMICO 3 - 05/11/13)".
> "And this doing is related to the different duties of the profession, as planning, acting and scientifically producing. I think this is a complete tool and it makes possible to live in the teaching context as a whole, being inside the school and placing the knowledge into practice (ACADEMIC 6 - 06/11/13)".

The scientific research is an investigation with an expressed purpose to obtain specific and structured knowledge about a certain theme. The researcher must be focused in the analysis of an object or a well-defined topic, concentrating all his/her effort in the solution of the proposed problem. This way, the scientific production reverts itself in the biggest importance in the set of the university activities, because it is through it that the knowledge produced inside the university is spread and shown to society. It is an academic production, still, an instrument that the university has to account for the society, showing the results, the relevance and the importance of its acts.

To Barbosa and Ramos (2010) to start a scientific research, the studentsare going to be taken to the maturity of their ideas and concepts. The researcher will be stimulated to raise hypotheses, to formulate ideas, to question and create their own conclusions. To the authors, "they will be brought to want to disclose what is being done, because, one of the great stimuli to the researcher is to be recognized by the other scholars". From the moment that the student starts an academic work, she / he is going to be observed by the academic and scientific community, where her / his performance will be evaluated.

FINAL CONSIDERATIONS

After the reading and the analysis of the interviews, it was possible to observe that the program has great importance to the training of the academic scholarship students, where they end up thinking and reflecting about their training, making them become conscious about the importance of the teachers role in the society and about this profession has the power to transform the students reality regardless of the difficulties faced. Besides, the PIBID contemplates all the needs of the teacher: plan, act, and produce scientifically.

It is noticed as limitation of the program, where the reality presents itself a little twisted, the collective teaching, inexistent fact in the real practice. However, with laws to encourage inclusion, we witness increasingly the actin of an auxiliary teacher in the classes, but, most of the times it is intended to follow the student with special needs. Certainly in the collective teaching there are positive and negative points; perhaps this method used by PIBID may serve as an example tofuture possibilities and important reflections about the teaching theme in the current context.

In the end, we expect this research to be used as future studies, in favor to academic training. After we analyzed the contributions of PIBID to the academic training through their own vision, we were instigated to research the vision of the professors of the Feevale University, in relation to the contributions of the program in the life of academic scholarship students.

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THE CONTRIBUTION OF PIBID TO THE TRAINING OF THE ACADEMIC SCHOLARSHIPS FROM THE SCHOOL JORGE EWALDO KOCH

ABSTRACT

This article investigates the contribution of the Institutional Program Initiation to Teaching Scholarship - PIBID for physical education students training, University Feevale's teachingdegree mode, at the Municipal Elementary School Ewaldo George Koch, in Novo Hamburgo - RS. It has been developed through a qualitative descriptive study. The approach used for data collection represents an open questionnaire to academic scholar part of this program in the second semester of 2013. Results point to the importance of PIBID to students, highlighting experiences, contributions, realities and situations which the program provides; as well as the ability to plan, perform and produce scientifically, contemplating all the duties of teaching with the aid of an

advisor. In conclusion, the program contributes to general academic training, which can unite the theory learned in the undergraduate teaching practice performed in the program, and reflect and raise the awareness about the importance of teachers role in society.

KEYWORDS: Training, Physical Education, Licentiate, PIBID.

LA CONTRIBUTION DU PIBID POUR LA FORMATION DES UNIVERSITAIRES BOURSIERS DE L'ÉCOLE JORGE EWALDO KOCH

RÉSUMÉ

Cet article a pour objectif d'examiner la contribution du Programme Institutionnel de Bourse d'Initiation à l'Enseignement, le PIBID, pour la formation des universitaires du cours d'éducation physique, de nive au Licence, de l'Universidade Feevale, au centre de l'École Municipale d'enseignement primaire Jorge Ewaldo Koch, dans la ville de Novo Hamburgo - RS. Il a été développé par une recherche qualitative descriptive. Les documents du PIBID et les normes générales du programme onté té analysés. L'instrument utilisé pour la collec te de donné es consiste en un questionnaire mis à disposition des universitaires boursiers, participants au programme au deuxième semestre de l'année 2013. Ensuite, la triangulation théorique et réflexive a été réalisé à partir descommentaires les plus pertinents de chaque universitaire boursier, faisantainsi, le liena vecles théoriciens. Les résultats démontrent l'importance du PIBID pour les boursiers, mettanten avant les expériences, les réalités et les situations que celui-ciapporte; comme par exemple la possibilité de planifier collectvement, d'agir avec d'autres collègues et de produires cientifiquement, en observant tous les de voirs de l'enseignement avec l'a ide du professeur principal et du conseiller d'éducation. Il est conclu que le programme contribue à la formation générale de l'universitaire, qui arrive à mettreen communla théorie apprise et la pratique éducative réalisé e dans le programme, en plus de réfléchir et de prendre conscience de l'importance du rôle du professeur dans la société, capable de transformer la réalité des élèves.

MOTS-CLÉS: Formation, Education Physique, Licence, PIBID.

LA CONTRIBUCIÓN DEL PIBID PARA LA FORMACIÓN DE LOS ACADÉMICOS BECARIOS DE LA ESCUELA JORGE EWALDO KOCH

RESUMEN

Este artículo tiene como objetivo investigar la contribución del Programa Institucional de Beca de Iniciación a la Docencia - PIBID para la formación de los académicos del curso de Educación Física, modalidad licenciatura de la Universidad Feevale, en el núcleo de la Escuela Municipal de Enseñanza Primaria Jorge Ewaldo Koch, en la ciudad de Novo Hamburgo - RS. Fue desarrollado por medio de una pesquisa cualitativa descriptiva. Fueron analizados los documentos del PIBID y normas generales del Programa. El instrumento utilizado para la colecta de datos se constituye en la aplicación de un cuestionario abierto con los académicos becarios, inseridos en el respectivo programa en el segundo semestre del año 2013. A seguir fue realizada la triangulación teórica y reflexiva, hecha a partir de los comentarios más relevantes de cada académico becario, realizando, de esta manera, las debidas conexiones con los teóricos. Los resultados señalan la importancia del PIBID para los becarios, destacándose experiencias, realidades y las situaciones que el mismo proporciona; bien como la posibilidad de planear colectivamente, actuar con otros colegas y producir científicamente, contemplando todos los deberes de la docencia con el auxilio del profesor supervisor y orientador. Se concluye que el programa contribuye para la formación general del académico, que consigue unir la teoría aprendida en la graduación a la práctica docente realizada en el programa, además de reflexionar y concientizar sobre la importancia del papel del profesor en la sociedad, capaz de transformar la realidad de los alumnos.

PALABRAS CLAVE: Formación, Educación Física, Licenciatura, PIBID.

A CONTRIBUIÇÃO DO PIBID PARA A FORMAÇÃO DOS ACADÊMICOS BOLSISTAS DA ESCOLA JORGE EWALDO KOCH

RESUMO

Este artigo tem como objetivo investigar a contribuição do Programa Institucional de Bolsa de Iniciação a Docência - PIBID para a formação dos acadêmicos do curso de Educação Física, modalidade licenciatura da Universidade Feevale, no núcleo da Escola Municipal de Ensino Fundamental Jorge Ewaldo Koch, na cidade de Novo Hamburgo - RS. Foi desenvolvido por meio de uma pesquisa qualitativa descritiva. Foram analisados os documentos do PIBID e normas gerais do Programa. O instrumento utilizado para a coleta de dados constitui-se na aplicação de um questionário aberto com os acadêmicos bolsistas, inseridos no respectivo programa no segundo semestre do ano de 2013. Em seguida foi realizada a triangulação teórica e reflexiva, feita a partir dos comentários mais relevantes de cada acadêmico bolsista, realizando, assim, as devidas ligações com os teóricos Os resultados apontam a importância do PIBID para os bolsistas, destacando-se experiências, realidades e as situações que o mesmo proporciona; bem como a possibilidade de planejar coletivamente, atuar com outros colegas e produzir cientificamente, contemplando todos os deveres da docência com o auxílio de professor supervisor e orientador. Conclui-se que o programa contribui na formação geral do acadêmico, que consegue unir a teoria aprendida na graduação à prática docente realizada no programa, além de refletir e conscientizar sobre a importância do papel do professor na sociedade, capaz de transformar a realidade dos alunos.

PALAVRAS-CHAVE: Formação, Educação Física, Licenciatura, PIBID.