17 - "CLOSE TO REALITY": THE CONTRIBUTION OF INSTITUTIONAL SCHOLARSHIPS PROGRAM INITIATION OF THE THEACHING PROFESSION FOR THE ACADEMIC FORMATION OF STUDENTS OF PHYSICAL EDUCATION

ANA ALINE VIEIRA DOS SANTOS;
FRANCISCO ROBSON PEREIRA BEZERRA;
STELA LOPES SOARES
Universidade Estadual Vale do Acaraú, Sobral-CE, Brasil
ana-line@live.com

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INTRODUCTION

Institutions of higher education are based on promoting education, research and extension; these are element if well developed, enables its students a quality formation. This formation is linked to a process where knowledge isn't restrictedonly to make the academic learn the content, but you should take a more reflective view on your placement in the search for knowledge.

In academic journey,the university offers waysthat before interleaves theoretical knowledge with the knowledge of practical experience, however, it's during the experience of reality, which is knownacademic deficiencies that aren't seen on their curriculum(LOUREIRO; OLIVEIRA, 2014).

In the perspective of the professional licensure verify that universities launch market, verified the presence of an institution, Coordination of Improvement of Higher Education Personnel (CAPES)that provides students an early stage where they will meet the school environment as a whole. This approach introduces an innovation which goes beyond a discipline of stage, because it allows experiences very close to the reality of the teaching profession(TOMÁS, 2014).

The Physical Education course is a graduation that features challenges in teaching practice, being in dilemma if used more of practice or theory to teach content. In higher education, the most contact is with the theoretical foundation, being limited to the detriment of the practice of physical activities.

In this regard the Physical Educationstudent gets stuck to these theoretical methods, can't develop practical actions for lack of experience, this occursbecause while academic, the practical knowledge it didn't so present in the formation process and they as a professional live reality, and this maybe different than if you saw only in Higher Education.

In this sense, the present work uses an approach to literature review, it was possible to get an understanding of what is important for the Physical Education student to experience the school realitybefore entering the labor market, being those experiences enables the creation of innovative practices in the art of teaching.

Parts from the assumption as objective to introduce the contributions PIBID in the continuing education of the Physical Education students, Vale do Acaraú University, Sobral-CE. It's hoped that this will add the reflection of thoughts on education that we have now.And while this work is brief, it is believed that it may serve other students of the subjectto deepen their understanding about the significance of this Scholarship Program Initiation to Teaching Profession for the formation of students, especially of Physical Education.

THE PIBID IN THE TEACHING FORMATION

The Scholarship Program Initiation to Teaching Profession (PIBID) is a project financed by the Coordination for Improvement of Higher Level (CAPES). Its creation is the result of education reform which visualizes a breakthrough in the quality of education, through continued education of the formation in higher education(TOMÁS, 2014).

This need to rethink the level of quality professionals that are being launched in the labor marketcaused the attention back to the initial formation, which objectives would be achievedif there was a project that supported to attend the existing problems in the school environment.

This problem would be reported according to Loureiro and Oliveira (2014) the weaknesses of the disciplines of stage supervised in the initial formation that aren't sufficient to provide the striking instruments true school. Consequently when the egress teaching career must achieve goals which put the burden of responsibility on.Face of these, the Scholarship Program Initiation to Teaching Profession (PIBID) subproject in Physical Education promotes the exchange of knowledge between theory and practice, which involves academic scholarship completely.The National Policy on Vocational Training of Basic Education Teaching presents as objectivesin Art. 3 of the Decree n. 6755, proposals involving the weaknesses of the training of undergraduate students, where they also put forward the goals by CAPES(MATEUS, 2012).Some of these:

> I - Promote improved quality of basic public education;
> III - Promote national equalization of opportunities for initial and continued formation of professional teachers in public institutions of higher education;
> V - Promoting the value of teaching profession through actions of initial and continuing education that encourage the entry, stay and career progression;
> X - Promote the integration of basic education in initial teacher training, as well as reinforce continued training profession as regular school practice that responds to regional cultural and social characteristics(PRESIDENTIAL DECREE No. 6755).

From these proposals, the PIBID emerges as an instrument that sees actions that should be built and developed in schools; practices should encourage the fragilitiesthat present itself in everyday school practice.Further supporting this regard, reaffirms Matthew(2013, p.1112) that "the PIBID appears explicitly in response to the need for strengthening the undergraduate, in a move that the crisis in teaching and educational show low indicative breakdown[...]".This program also takes a collective importance, as well as contribute to the formation of students through the stimulus, brings a more reflective proposal is the enhancement of teaching profession, the extent that it develops actions that make a difference in the new teaching practices. According to Brazil, the PIBID search for their actions:

> I) encourage the training of teachers for basic education by supporting students who opt for teaching valuing teaching career, contributing to raising the quality of public schools;
> II) raise the quality of academic activities focused on initial teacher training in undergraduate courses of higher education institutions;

> III) entering undergraduates in daily public schools of education, promoting integration between higher education and basic education;
> IV) provide prospective teachers participating in methodological, technological and practical teaching experiences in innovative and interdisciplinary and we seek to overcome problems identified in the teaching-learning process, taking into account the school's performance in national assessments, as “ProvinhaBrasil”, “ProvaBrasil”, “SAEB”, “ENEM”, among others;
> V) encourage public basic education schools, making them protagonists in the formative processes of the undergraduate students, mobilizing their teachers as co-trainers of future teachers (BRAZIL, Ordinance no. 72/2010, emphasis added).

From this perspective this project represents for the academic degree of an opportunity for personal growth, the extent that evaluates itself within this experience of internship in the initiationteaching profession.

The activities performed in PIBID are built in conjunction with supervisors and teachers area coordinators; these are the antagonists that provide the foundation for the scholarship holders seeking to innovate in addressing the content.The PIBID in this collective work is a way of making traditional practices can be recycled in order to make a more enjoyable teaching methodology.Mateus (2013, p.1114)adds to the evidence that "[...] the program enhances the possibilities that different forms of curriculum organization overcome the difficulties in the structure of IES and schools of basic education".

This way, through this program seeks to make the physical education students have the opportunity to experience their prior knowledge in a practical activity, developing skills in a teaching test.

INTEGRATION BETWEEN UNIVERSITY AND SCHOOL REALITY

In this work, to address the contribution of the Scholarship Program Initiation to Teaching Profession, somehow directs the undergraduate courses, however, this work aims to emphasize the training of physical education students, given that is an undergraduate course that still raises questions about their practice and this actually ends up creating questions if what is actually seen on the IES, is given in the school reality.

According to Junior (2011) Physical Education in academic centersintend their studies on what would be their bases contentsand what area of coverage of these topics are headed, for an issue which see the body in a pedagogical and educational, or is part of a motor practice. The same author quoted adds that "[...] such a complex topic, in which the pedagogical issue transitions between training and transmission of culture, the scientific focus seems to reduce physical education of the “physical education teacher"(JUNIOR, 2011, p.362). "

> We know that education is comprehensive and something that isn't reducible to the physical human body. Educating the physical seems to limit the concept of physical education for what it is, therefore, faced with a cultural framework in which pedagogy itself offers us very familiar with the practice, wouldn't be consistent educate physical without educating the human being in his totality(JUNIOR, 2011, p.362).

That seems to be didactic used in IESwould this encompassing strategy to curb this deficiency that is present in the training curriculum of the students.Agree inquire whether the university's function encourage the student to have access to formal and non-formal knowledge,and will be from the analogy between these two senses of knowledge that will make a critical analysis of how this preparation to face reality, which initially presents itself apart from the way it is viewed in IES.

In this thought,Massabni (2011, p.797) questions by stating where it says "take teaching as a profession is having to decide for wanting to teach without knowing will realize these challenges.".

The university is awarethat no more effective means of qualifying the training of graduatesif not through practical experience, where they will be able to confront what they already know and put into practice, followed the guidelines of the supervising teacher or methods that complete the practices that are presented as ineffective during the diagnostic process of the school.

According to Tomas (2013) difficulties in the initial training of students is related to the distance between theory and practice, where contact with the school reality only happen practically in their transition out of the IES for teaching. These facts that concern, because the need of integration of university students in the school even before the academic achievement of the same. This therefore has licensed theoretical competence in teaching practice; however has no pedagogical skills in teaching method.

In this respect, Silva (2014, p.05-06) reaffirms:

> [...] although the theoretical knowledge and practical training offered in undergraduate programs are very important, practical training often becomes insufficient, many times, students just out of college when faced with unexpected and confusing situations by doing so, you lose the incentive to act in the classroom.

Referring to the model that is used in the classroom, the author Pinto (2013, p.02) claims that "a technical perspective ultimately leads to separation from living and working in schools, especially if the subjects contained in undergraduate courses not establish connections between content studied and the reality in which teaching occurs".

The institution of higher education highlighted in this work was Vale do Acaraú University which since 2008 has funding for PIBID subproject of Physical Education, which initially contained only ten scholarship holders, currently has forty fellowship holders are distributed among eight public schools of Basic Education.

In short, the PIBID at UVA came as a tool that helped to integrate the scholarship students in a pedagogical proposal between IES and educational institution, where from observations and interventions, they can contribute through scientific production so there is this exchange knowledge between different realities existing in various institutions and IES (SILVA, 2014).

METHODOLOGY

To fulfill this work, we chose to give theoretical basis for review of the research literature, qualitative study, based on reflections about living as a scholarship holder of the Scholarship Program Initiation to Teaching Profession (PIBID), academics of Vale do Acaraú University – UVA, Sobral- CE. To Koche (2009, p. 122) "that develops trying to explain a problem using the knowledge available from the theories published in books or congeners works.”. This research was carried out from March to October, 2014. It began with the observations of the activities developed by the same public schools that were where they used an interdisciplinary approach in the construction of each project executed.Then work it related to teacher training were selected

and used the following keywords to search for scientific work: training, physical education and PIBID.Scientific Electronic Online Llibrary being selected only five of these - the bibliographic SCIELO 12 articles in the magazine were found. Three articles were found.

From reading the relevant labor and organized information to allow a more meaningful understanding of the information described herein were collected.

RESULTS AND DISCUSSIONS

The analysis verified the research on the subject of teacher training found that IES propose alternatives or nurture graduate students, so that this college process does not limit only to abstract knowledge, but can meet other biases of the questions found in educational institutions.

A graduate of Physical Education is characterized by having as object of study, the body in its entirety, where specific knowledge "movement" inserts in the other contents of this discipline.Having these bases should manage what is seen in physical education classes (Junior, 2011).When students learn how his profession of teaching in the college works, can you observe facts that aren't in accordance with what was believed to work.For example: the issue of facts as the devaluation of the teaching area, but also see discipline being excluded from school planning (Massabni, 2011).

The PIBID subproject of Physical Education at the Vale do Acaraú University provided that their students could build regency harbored the weaknesses diagnosed during the observation period, and propose activities looking at the issue of school community as a whole, verifying the presence of social risks inserted between students of the college (SILVA, 2014).

Through weekly meetings of the subproject, the PIBID offers not only the knowledge of reality in which the institution is determined scholarship holders group, but allows the construction of a portfolio through contextualization of the other groups included in other elementary schools, that is the determined to meet different reality.

As Massabni (2011) the teaching profession isn't represented only teach, but it sets up something called a vocation that is experienced only when practiced. "[...] Is much more than an activity that would be enough to know the most appropriate pedagogical technique to a teaching situation, or mastering a specific knowledge area or discipline, complexity is not always understood along a course initial training (p.795). "

Academic training, students are protagonists of the process itself, the issues of seeking to learn, question, investigate, innovate and produce consist of dilemmas that are placed in higher education, where this IES also beyond questioning seeks to provide resources in the training of graduates . The PIBID has as one such means that this path favors the association between theory and practice, but the project doesn't work alone,it needs that the student is the main contributor in this lineup.

FINAL CONSIDERATIONS

The ideology of a recently formed for the teaching career is looking to be a professional to present results, it can cause the level of students' learning is satisfactory, and thus their period as a student's degree will show how good statistical professor . In fact, this concern is also the IES since the launch professional market, they are also representing that IES was egress.

Thus, we realize the importance of providing initial training and continuous quality at graduation, with the necessary degree of strengthening its ties between the university and the school community. Therefore, the problems encountered in everyday classroom teaching profession, quoted in this work as one of the factors is the lack of preparation to meet the school reality.

This way this alliance is consolidated through projects that promote this exchange of knowledge. In this aspect, the PIBID has enabled their scholarship holders subproject of Physical Education, experience not only the school, but the construction of scientific products collaborate to highlight questions that arise during the experience "pibidiana" is about the difficulties and potentialities observed but also the reflection of their own training.

The PIBID inside Vale doAcaraúUniversity was a mechanism that allowed to make the scholarship holders subproject of Physical Education implement their academic education with news, tenders, curiosity, production, responsibility, autonomy and other features that appear throughout the project.

This program initiative to start teaching, has contributed as a qualification of pedagogical praxis between theory and practice, however this project to continue its goals, it needs to have its scholarship holders commitment and willingness to innovate always necessary. It is evident that this conception, scholarship holders subproject of Physical Education substantiate its theoretical base with innovation, this metamorphosis is possible for the main award PIBID approximating the graduates closer to reality.

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RUA: AVENIDA DA UNIVERSIDADE, 55 - BAIRRO: CENTRO
CEP: 62100-000 - SOBRAL-CE

“CLOSE TO REALITY”: THE CONTRIBUTION OF INSTITUTIONAL SCHOLARSHIPS PROGRAM INITIATION OF THE THEACHING PROFESSION FOR THE ACADEMIC FORMATION OF STUDENTS OF PHYSICAL EDUCATION

ABSTRACT

The approach between university and school allowsundergraduate students, in the case of Physical Education students to be able to experience the teaching profession, an experience that begins with the knowledge of scholastic community to their intervention. It's from the Scholarship Program Initiation to Teaching Profession)that the academics have possibilities to build new teaching practices according to difficulties observed during visits in schools(TARDIF, 2010).This perspective has the objective to present the contributions of the PIBID in the continuing education of the Physical Education students, of Vale do Acaraú University, Sobral-CE. It's about a qualitative study,literature review,where the activities developed are prepared based on the interdisciplinary theme,started since March 2014.About the academic formation,CAPES (2014)emphasizes that its goal is to raise the quality of initial formation of undergraduate students,from the interaction between knowledge seen in higher education with the specificities found in basic education. PIBID has the innovative proposal to allow in the formation of graduate students. The experience between what is taught in theory with practical application in public schools.Facing the difficulties,the PIBID shown as a preparation for practice of teaching profession approaching undergraduate students in Physical Educationfrom the school reality, besides favoring the experience in teaching, research and extension.

KEYWORDS: Formation. Physical education. PIBID

PROCHE DE LA RÉALITÉ: LA CONTRIBUTION LE PROGRAMME BOURSES INSTITUTIONNELLES INITIATION ENSEIGNEMENT POUR FORMER ÉTUDIANTS UNIVERSITAIRES L'ÉDUCATION PHYSIQUE

RÉSUMÉ

Le rapprochement entre l'universitéetl'écolepermet de premier cycle, danslecas de l'éducationphysique, à l'expérience de l'enseignementdans une expériencequicommence par laconnaissance de leurintervention de lacommunauté scolaire. Il est de laboursedu programme d'initiation à l'enseignement que les universitaire sontlapossibilité de construire de nouvelles pratiques d'enseigne mentenfonction de difficultésren contréeslorsdes visites danslesécoles (Tardif, 2010). Danscette perspective, a pourobjectif de présenterlescontributions PIBID danslaformation continue desétudiantsenéducationphysique, Université d'État de Valley Acaraú Sobral-CE. Ceci est une étudequalitative, larevue de lalittérature, oùlesactivités dévelop péessonté laborésen fonctionsurlethème interdisciplinaire, uncontextequi a commencédepuisMars 2014. Sur laformationa cadémique, CAPES (2014) souligne que sonobjectif est d'améliorerlaqualité de laformationinitialedesétudiants de premier cycle, de l'interaction entre laconnaissance vu dansl'enseigne mentsupérieuravecless pécificitéstrouvésdansl'éducation de base. À cetégard, laproposition que vient PIBID innovant tout enpermettantla formation de licenceexpérience entre cequi est enseignédanslathéorie et lamiseen pratique danslesécoles publiques.Compte tenudesdifficultés, la PIBID présentéecomme une préparation à laprofession de l'enseignement de premier cyclequia pportelaréalité physique de l'enseignementscolaire, enplus de faciliterl'expériencedansl'enseignement, larecherche et lavulgarisation.

MOTS-CLÉS: l'éducation. L'éducation physique.PIBID.

“CERCA DE LA REALIDADE”: LA CONTRIBUCIÓN DEL PROGRAMA INSTITUCIONAL LAS BECAS DE INICIACIÓN A LA DOCÊNCIA PARA LA FORMACIÓN ACADÉMICA DE LOS ESTUDIANTES EDUCACIÓN FÍSICA

RESUMEN

El acercamiento entre launiversidad y laescuela de pregrado permite, enel caso de laEducación Física, para experimentar laenseñanzaen una experiencia que comienzaconelconocimiento de suintervenciónenlacomunidad escolar. Es a partir del Programa de Becas de Iniciación a laDocencia que los académicos tienenlaoportunidad de construir nuevasprácticas de enseñanza de acuerdo a lasdificultades observadas durante las visitas enlasescuelas (Tardif, 2010).En esta perspectiva, tieneel objetivo de presentar lascontribuciones PIBID enlaformación continuada de losestudiantes de Educación Física, Sobral-CE Acaraú Valley StateUniversity con. Se trata de unestudiocualitativo, larevisión de la literatura, donde se desarrollanlas actividadesdesarrolladasen torno al tema interdisciplinario, un contexto que comenzó desde marzo de 2014. Enla formación académica, la CAPES (2014) hacehincapiéen que su objetivo es elevar lacalidad de laformación inicial de losestudiantes de pregrado, de lainteracción entre elconocimiento se veenlaeducación superior conlas especificidades que se encuentranenla educación básica. En este sentido, el PIBID vienepropuestataninnovadora al tiempo que permite laformación de laexperienciacon licencia entre lo que se enseñaenlateoríaconlaaplicaciónprácticaenlasescuelas públicas. Dadas las dificultades, la PIBID se muestra como una preparación para laprofesión docente que traeestudiantes de larealidad física de laeducación escolar, además de facilitar laexperienciaenlaenseñanza, investigación y extensión.

PALABRA CLAVE: Educación. Educación Física. PIBID.

“PERTO DA REALIDADE”: A CONTRIBUIÇÃO DO PROGRAMA INSTITUCIONAL DE BOLSAS DE INICIAÇÃO A DOCÊNCIA PARA A FORMAÇÃO ACADEMICA DOS ESTUDANTES DE EDUCAÇÃO FÍSICA

RESUMO

A aproximação entre universidade e escola permite que estudantes de licenciatura, no caso os da Educação Física, possam vivenciar a docência numa experiência que começa do conhecimento da comunidade escolar a sua intervenção. É a partir do Programa Institucional de Bolsas de Iniciação a Docência que os acadêmicos têmpossibilidades de construir novas práticas de ensino de acordo com dificuldades observadas durante as visitas na instituição escolar (TARDIF, 2010). Nesta perspectiva, tem-se como objetivo apresentar as contribuições do PIBID na formação continuada dos estudantes de Educação Física, da Universidade Estadual Vale do Acaraú, Sobral-CE. Trata-se de um trabalho qualitativo, de revisão da literatura, onde

as atividades desenvolvidas são elaboradas tendo como base a temática interdisciplinaridade, contexto esse iniciado desde março de 2014. Sobre a formação acadêmica, CAPES (2014) ressalta que sua meta é elevar a qualidade da formação inicial dos estudantes de licenciatura, a partir da interação entre o conhecimento visto no ensino superior com as especificidades encontradas na educação básica. A este respeito o PIBID, vem como proposta inovadora ao permitir ainda na formação dos licenciados a experiência entre o que é ensinando na teoria com aplicação na prática nas escolas públicas. Diante das dificuldades, o PIBID se mostra como uma preparação para o exercício da docência que aproxima os estudantes de licenciatura de educação física da realidade escolar, além de favorecer a vivência no ensino, pesquisa e extensão.

PALAVRAS-CHAVE: Formação. Educação Física. PIBID