

Physical Education Graduate: conceptions from the experience of higher education teachers in their educational path¹

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Abstract: This article aims at to divulge the understanding of the teaching of conceptions of Physical Education Graduate from the narration of higher education teachers involved in the construction process and implementation of the political-pedagogical project and course reorganization of the year 2004, of the CEFD/UFSM. We present, then, the agreement that the learning reveals as the perception of the proper performance of itself during the experiences, assuming a formative character of its conceptions.

Keywords: Physical Education. Narration. Education.

1 PURPOSE OF THE INVESTIGATION

To talk, write and research about the education of teachers leads us to find that this field has been developing under constant changes, whether through legislative restructuring, or through new forms of curricular proposals and parameters that suggest changes at all levels of education.

In this scope of visible but sometimes imperceptible changes, to learn to be a teacher and to teach to be a teacher are associated with the attempts to make changes to the extent in which these changes accompany the subject during his professional development, that is, in the understanding of the constitution of the “teacher-as-professional to teacher-as-person” (GOODSON, 1992, p.73). This intertwining becomes a challenge to perceive the world around us, in the choices and directions we give our lives and profession itself from the experiences lived in the personal and professional educational context.

The development of knowledge, of forms of learning and building knowledge, combined with the capacity to relate the dynamism of the changes that occur in the world of globalized economy and in the world of employment, extending to the reflection and

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discussion of theoretical pictures that each professional builds in his path of professional development to the perception of feelings and emotions, the valuing of conceptions and beliefs, gradually constitute the intentions and dimensions in the development of each person, in the intra and interpersonal aspect, accompanied in a complex and multi-mediated process.

Cohabitation among generations, fathers and sons, male and female friends, teachers and students, higher education and job market, for example, brings in itself, the relationships and tensions that can characterize the mediation and professional constitution. In this wise, in a study we conducted with graduands from the first semester of 2005 from the Full Licentiate course in Physical Education, from the Physical Education and Sports Center of Universidade Federal de Santa Maria (CEFD/UFSM), it was possible to verify, through the trajectories experienced in their time and space of the initial formation, the formation and conceptions of being a teacher and of how they perceive themselves in their future profession. We also noticed the extreme devaluing of the school context during the initial formation (KRÜGER; KRUG, 2006).

Motivated by this study, we had the opportunity of directing this investigation to the formation of the university professor, his teaching trajectory, challenges and possibilities of working in the university space. Thus, from the study of the experiences during the education of the university teachers, we aimed at understanding the conceptions of their formation in the new Licentiate in Physical Education from CEFD/UFSM, involved in the construction process and implementation of the political-pedagogic project and curricular restructuring of the year 2004.

This concern comes from the personal conception with regard to the understanding that School Physical Education, of the productive mode as it is still offered - labeled as an essentially practical discipline, that does not work values other than physical aptitude, technical and mechanicist sportivization, no longer has space in today's educational context. Also in function of the Physical Education professional still not enjoying a feeling of social legitimacy and academic autonomy that brings about personal and professional self-confidence, in which, as remarked by Andrade Filho (2001), the graduation course continues to point more to maintenance of an instrumentalizing tradition than to the educational-cultural ruptures idealized.

In addition, the educational reforms with regard to the formation of teachers in the higher education context experienced movements of progress, if compared to other historical times and, in relation to other countries, as we were able to see in the work of Marcelo García (1999), slightly in arrears or outdated.

With regard to the productive mode of the Brazilian education system Frigotto (2001) comments that the concerns of the reforms are aimed at adapting the educational system to the process of productive restructuring to the directions of the State, and they are therefore strategically in the center of their concerns of the current political onslaughts.

In this context, and we could not fail to consider, the university teacher appears as the agent producer of knowledge responsible for the redirection with regard to the education of generations, the construction of identity and professionalization of the future Basic Education teacher. Reflecting about this responsibility leads us to make choices and defend the training of human resources with the aim of building an educational project in a society that consents or walks to be different from the one we live in today. An arduous and difficulty task!

In view of these tasks, Pimenta; Anastasiou; Cavallet (2002) points out that to reconsider the university institution and teaching profession becomes a preeminent need, reflecting mainly on the intentionality of progressing in professional and institutional development itself through political-pedagogical preparation.

Furthermore, to understand such tasks and how they are performed in education practice requires that we study the experiences lived during the education of the teachers, which may point to various alternatives in the profession and to the "model" of teacher and university researcher, on which his educational practices are supported and fueled, as well as to understand how the life, profession and institution is produced. Thus, to discuss the formation of the university teacher and his contributions to the professional to graduate leads us, as Batista; Batista (2002) mentions, to the options made in the social relations, professional commitment to teaching and in the assumption of an ethical-political stance before academic actions.

In this wise, we intend to contribute to the university institution and its teachers, expanding and making dynamic the qualification of all those involved in the construction process and edification of the conception of formation and formation of teachers from CEFD/UFSM. In a wider sense, we hope that the findings of the investigation can be added to the discussion that is being gradually developed on the formation of teachers and their professional development. For this, the purpose of this investigation required an oral narrative as methodological instrument.

2 THE PATH TREADED: THE NARRATIONS OF THE TEACHERS-CHARACTER

The activities that made up the methodological proposal of this investigation are linked to our actions while “learner-investigator”. This expression used by Josso (2002) makes us think of the time that has passed, of the paths treaded that remain in the constant objective and subjective questions in the search for a justification of the meaning of our educational path. Thus, the experiences lived take on life in the multiple desires and intentions of a mediation with the construction of knowledge, with the aim of perceiving their contributions in what we live and do in the day-to-day because, as Wittizorecki et al (2006) mentions, to research requires to interrogate oneself.

From this, our investigation had as reference the qualitative research in which the understanding of a social reality is subject to different reinterpretations, since we are inserting ourselves in a context under constant change. We are treading a path that seeks to understand better stances, conflicts and interests, present in the structure of reality (TRIVIÑOS, 1987).

In order to argument our actions, we based this study on two methodological theories: one, a characterization of a case study based on the ideas of André (2005) and Molina (1999); two, we referred to the field of the teaching trajectory of the higher education teachers, with emphasis on the narration of their experiences lived in their personal and professional path. For this understanding, we sought reference in the studies of Oliveira (2006), Bolívar (2002) and Josso (2002).

The choice of the case study involved a moment of action, that is, the case chosen to be studied is closely related to the purpose of this investigation and, on choosing oral narration as main instrument to obtain information, we allowed ourselves to give relevance to the experiences and individual representations in the constitution of the formative path, remembered and registered from the meetings with the teachers-character, that is, from the relation between narrator and researcher.

The teachers-character denomination is due to the fact that the teachers are characters, historical subjects that participate as actors in the construction of a social reality. In this wise, based on Resolution CNE/CP N° 01 and 02/2002 (BRAZIL, 2002a;b), the CEFD set up a Commission to anchor the discussions on the structuring and implementation of the political-pedagogic project and curricular restructuring (CEIPPP/RC). Thus, the four teachers representing this Commission were the characters of the investigation.

After the invitation and explanation of the purpose of the investigation, they participated by narrating their experiences in their formative path, as well as themes related to their practices in a joint, personal, professional and contextual process, intertwining them to CEIPPP/RC. Therefore, the informant was allowed to follow the line of thought of his

experiences within the main focus placed by the investigator. This implies, according to Bolívar (2002), in the biographical character of how the teachers portray themselves when they talk about themselves, of the profession and of the context, which will allow placing the formation of their experiences in the life cycle.

Josso (2002, p.91) explains that on placing the teacher in contact with himself, he is required to reflect on this “himself”, which took and continues to take on multiple forms and that are transformed through it, "which allows each one to find (...) in his thoughts, in his activities through a conscious attention, what is used of oneself in the places where one is located and in the activities one performs there”.

Furthermore, the recordings of the narrations of the teachers-character were transcribed, read and approved by the authors, before starting their analysis. In addition to the narrations, we also had the opportunity of visiting some documents, among them: The Political-Pedagogical Project (PPP) of UFSM, the Political-Pedagogical Project (PPP) of the new Licenciature course in Physical Education and Minutes of the Meetings of CEIPPP/RC, which served as source of factual data of the context investigated.

We followed the directions of Jovchelovitch; Bauer (2003) for the interpretive analysis, from a transcription of the narrations to a gradual reduction of the text. This procedure was characterized by the following phases: a) We started with transcription of the narrations with the aim of apprehending the material, considering, even if on the surface, the first analysis and flow of the first ideas to interpret the text; b) Next, we sought to summarize whole passages or paragraphs narrated by the teacher—character in order to identify a thematic focus. This process was conducted for each narration until they reached the thematic focus; c) Later, a system of *intertwining* of the thematic meaning was ordered for each one of them, and we then reached keywords portraying the formation of the units of meaning for all the narrations and; d) Finally, we also conducted a review to renew the constitution of the investigation's findings.

Furthermore, the approach between thematic analysis of the narrations and documental analysis contributed toward identifying common, critical and/or conflicting moments, helping to constitute the units of meaning formulated from the investigative text.

Thus, from the narration of the teachers-character, we sought to relate their stories told to the studies of literature in order to communicate the investigation's findings satisfactorily, able to provide alternative conditions and clues to future studies in light of the interpretation. We hope to have caused the least movement in the teachers-character requiring times of

reflection, expressing their theoretical conceptions, the social context of the CEFD and the experiences lived in the educational path, their fears, difficulties, uncertainties and challenges.

3 A WORLD THAT SHOWS ITSELF...

Focusing on the objective of our investigation, the units of meaning that surfaced from the experiences lived by the teachers-character were built as we zigzagged among the narrations and documents previously mentioned, to wit:

*a) **educational project: Information and knowledge in action*** – In the construction of the PPP, this unit of meaning proved to be a movement that involved practice and various authors in a flexible procedure, built in the day-to-day by the CEIPPP/RC. This procedure included conceptions that are being a challenge to relearn the intentions of the PPP itself, which is closely related to the ability to observe and perceive the social context from the participation of a group or collectively in function of the idea of complexity.

This conception establishes the overcoming of the technical model and of the reasoning of teaching. One thus seeks the decentralization of transmission of contents and/or a scientific truth on behalf of the construction of knowledge from the contextualization of social reality. In this wise, the narrations make implicit the particular reason of each teacher on being against or in favor of some changes, such as those proposed of the Collective Sports Games, causing the subject to resurface among the structures that in some way are able to value their actions, being contrary to them or not. We are direct, therefore, on giving open-ended questions in view of the educational project of the PPP: what is experienced in view of what is established? The valuing of the subject and his experience or reproduction of experience of another? What are the educational needs of the teachers who favor the project? What educational activities can express greater capacity for reflection of the teachers? How do the teachers plan the disciplines and develop the contents to become a teaching proposal that corresponds to the conditions of the PPP's formative activities? What strategies do these activities contain?

Furthermore, we also noticed that the practical conceptions that permeate the educational project seek to add the similar themes that make up the different disciplines of the curricular table, seeking to bridge the gap with School Physical Education during the course. We believe that this conception differs from that which was part of the formation of the teachers-character, as well as the situation that follows.

The approaching of the school with the initial formation of Physical Education Licentiate present in the narrations of the teachers allowed one to emphasize the need for collectivity in the teaching profession, confirmed by Nóvoa (1992a) as a shared time able to produce teaching professionalization.

Based on this idea, it is in collectivity that we can notice the political interest during the discussion on constructing the curricular table, as well as of some disciplines. We believe that these times brought to the surface the life stories of the teachers, presenting beliefs, ideologies and values. These different characteristics also caused an enriching of the discussion, creating important reflections on the PPP proposal. On the other hand, they were also presented as a factor of resistance, probably due to requiring that some teachers transcend their convenience and passivity with the commitment of assuming the educational project.

In the understanding of the analysis of the narrations, the actual conditions required to make the changes from the PPP are not immediate, but encompassing, revealed through the awareness and autonomy of the teachers established with the institutional project. From the understanding of this project as diagnosis of the reality, the same can constitute part of the educational process of the teacher, in addition to objectify him with priority in the main issues to be developed (PIMENTA; ANASTASIOU, 2002).

b) *Inter-relational learning* – This unit of meaning was also presented as an ability for recognition shared in the relation of the teachers with the institutional organization, among the teachers themselves and with the students, in which there is the possibility of all becoming learners in an educational context. In this perspective, teachers and students can significantly learn to understand thematic, giving new meaning to concepts and knowledge from reflection, as well as build theoretical supports to understand the corporal culture historically produced by man. In a way, this need becomes a challenge because it breaks the naturalist view in which the culture of movement is often observed, explained, classified and treated.

None of this, however, represents the exclusive being of a person in this new moment. Freire (2000) argues that teachers can bring in their professional coherence sensitivity to individual reading and group rereading, which is not done without humility and being open to the risk of adventure of spirit, thus rooting educability therein, as well as our insertion in a permanent movement of search in which we do not only notice things, but can also have a full knowledge from them, that is, strict and categorical knowledge.

In this wise, Josso (2002) highlights that these experience constructions constitute our

life values and thus give new meaning to the theoretical references themselves. These in turn are marks that differentiate the meaning attributed by each participant to his study project in the university setting. This way, the projection of self in medium term projects, for example, can cause the pairs to certify themselves of the outlining required for that which they desire to become, in a doing and in a being, in relation to the institutional projects.

This conception also indicates an intensive leaning of the teacher toward having an instruction that transcends the understanding of a mere expert who knows well a single type of knowledge and can explain it. This example explains the formative path of the university teacher because, depending on his objectivity and/or subjectivity experienced, sends him to define himself by labels made by others, therefore being, as stated by Dubar (1997a, p.235), forms of identity.

These forms of identity can be interpreted from the manners of articulation between objective transaction and subjective transaction, as results of "interior" commitments between identity inherited and identified aimed at, but also of "exterior" negotiations attributed by another and identity incorporated by one.

This also implies that the forms of identity are intertwined to the teacher professionalization process which, according to Nóvoa (1992a), is a process through which teachers increase their yield and power of autonomy. In this wise, they can support themselves more and more on their life experiences and abilities acquired during their formative path.

In short, the teachers presented their conceptions of learning as a social game in which the participants are fundamental. Co-participation, whether in the role of student or teacher, give images and interpretations to the facts that are occurring in that instant, such that the collective space created becomes responsible for mediating and providing aids toward perceiving up to what point the political intentions are being incorporated in practice itself, which can enrich the knowledge obtained from the formation itself, that is, give new meaning to the knowledge built from the personal and professional inter-relation in the life cycle.

c) **A thing hanging in the air... a low at us** – Exposed the professional conscience that the teachers-character built in the theoretical and practical relation, and today reflect in their stance they express in the facts and in the world. Thus, they also show the capacity for self-evaluation and to perceive that a minimum of coherence is required in the and with the educational project, assuming it as a viable commitment for the formation of future teachers.

In this wise, the participation of the teachers-character in the university institutional setting must be made up of a network of meanings among the teachers themselves and the social circle, in which they discuss and adjust the relations, interests and conflicts. Therefore, in embarrassments or in achievement, we notice that the itching culture does not occur in isolation or as a result of meaningless facts. However, we can view it as a historical process, which is today's reality of the CEFD still has some conditioning factors from another time.

Obviously, there are historical and cultural inheritances in the context of the CEFD, however, according to Nóvoa (1992b), we cannot reduce some of them to a few variables to handle. To work with and on such experiences will probably create an evaluative and formative proposal that deeply meets the set of meanings, beliefs and values of the teachers, necessarily incorporating "an ecological concept of change" in which the "individuals change, changing the context itself in which they work" (CANÁRIO *apud* BARROSO, 1997, p.74).

In this wise, we seem to be in a time of deconstruction from reconsidering teaching practice itself as a strategy of breaking, autonomy and emancipation, or strengthening of the conceptions already enrooted, considering the formative educational project, in which the teacher is oftentimes viewed as an educational model for the student.

The effort in the search for deconstruction can bring possible exits and significant progresses to teacher formation and work. This form of professional development holds an identity challenge (DUBAR, 1997b). In the author's opinion, to want to make teachers pass from a form of identity to another is a very ambitious purpose that demands, at the same time, changing the configuration of knowledge and the relation experienced with and in the work.

For this, we can reflect on what Pimenta; Anastasiou (2002) called development of continuous professionalization. Through the narrations of the teachers-character, it seemed to us that some needs have already been detected. In function of what the authors propose, the next step is to systematize from the focus of the educational project, under the organizational and pedagogic point of view, collective actions with the aim of placing teachers in conditions to re-elaborate their knowledge, initially considered as truth, in confrontation with the daily practices.

This verification is rendered in challenges and difficulties. Difficulties in giving objectivity to the teaching action, in finding ourselves again in ourselves and facing the challenge of the educational project. Thus, we use this space to outline two questions.

The first focuses on the need of teachers to continue becoming aware of their educational processes, reflecting on themselves and, at the same time, being aware that this is a path toward teaching learning in a context of change. The second is a tessitura of a network

of intensions for the construction of knowledge on behalf of the formative educational project, allowing, not only through dialogue, but also from the dynamics that enable times to share actions and reflection on ideas, opinions and contradictions, that can surface from the mediation of an independent interactive process, able to allow construction of new directions of the initial formation and of professional development itself. Paraphrasing Morin (2003), to perceive the educational context in a global view in order to awaken human desires and passions that exceeded the mere interests of technical instruction.

4 THE TEACHER RESIGNIFICATION...

The reflection we seek to make from the purpose proposed for this investigation indicated elements essential to understanding of the process of implementing the new curriculum of Physical Education Licentiate. We are referring to the formative project of the CEFD, that is, construction of its first PPP.

On taking into account the context of this Center, we notice that the historical process influenced the construction of the PPP, as through the retrospective of some studies conducted in the Human Movement Science Pos—Graduate Program – PPGCMH/CEFD/UFSM – (MUNARO, 1984; MAZO, 1991; BAGGIO, 2000, KRÜGER; KRUG, 2006; SANTOS Jr., 2006; MICHELOTTI; SOUZA, 2006), they were “always” pointing out the construction of an emancipator project contextualized with the school reality.

This made it implicit that the conceptions of the teachers were being reconstructed in the course of their insertion in the university context and who are now winning space and voice in the echo of their formative needs. In this wise, the units of meaning presented pointed out how the teachers-character perceive themselves on narrating the experiences lived in their formation, as well as their involvement in the CEIPPP/RC. This rescue was important to observe the different times of their professional development, as well as the people and situations in the collective cohabitation, for example - though not mentioned in the text for now, that influenced them in the edification of their conceptions. Thus, the teachers were considered as character of our investigation because they were subjects of the story they tell, no longer being object of the study.

Summarizing the understanding of the units of meaning, they show close relation with the PPP (CEFD, 2005), characterizing a holistic and ecological vision, thus expressing the awareness in assuming the construction of an educational project intertwined with the

understanding that the inter-relational process is able to produce changes from new learning, which was perceived as reflection of the action itself during the construction process of the PPP and curricular restructuring.

With this, one no longer perceives circumstances as occasional, but in which one seeks to discuss the educational requirements, such as, for example, contextualization of the content and practice itself of the teacher in order to overcome individuality. This proposal made development of the PPP not to restrict the student, but to also be directed toward educational strategies for the teacher's conduct. Therefore, PPP itself illustrates this urgency: with this, it becomes clear that the proposals of Morin (2002) of studying the issue of knowledge or, according to Maturana (1995), observing the observer, must be urgently taken seriously in academic courses (CEFD, 2005).

This way, perhaps we can be on the path toward "caring for the group" in the sense of seeking to approach teachers not only from a line of thought and/or research. Therefore, we registered some signs of what is possible from the narrations of the teachers and the PPP itself:

For example, we are meeting the group that is considering the collective sports games. Seeing how we will do it, evaluating the first semester, seeing how the student comes from another semester, seeing how the participation of another teacher will be, the issue of the content... I think that we have greater chance of being accurate, and our understanding that we will have to change our practice. Also, there is that teacher who understands that his knowledge is that and that there is no need to change any practice to translate this formation of the graduate. And there are probably those teachers who are far from this discussion [...] and believe that just by doing that information, they are contributing; and in a way they are, but out of context, non-critical, there is no interaction. In this we did not advance. This is a regression, a limitation, a challenge² (Quincas Borba, October 2006).

The adjustments, they are possible right from implementation. This is why it is called Project. Project can be modified whenever you deem necessary. I think that today, we have already set up a Commission that is studying curricular reforms of the new Course. Because this is the process⁴ (Brás Cubas, October 2006).

The proposal of the new curriculum requires constant discussions between the entire academic community of the CEFD and of the UFSM, involved with the Physical Education Course; first to implement the curricular table; second to evaluate the effectiveness of the proposal in practice; and third to propose adjustments in the project (CEFD, 2005).

² Fragment of one of the narrations of the teachers-character. The name attributed was to preserve the Teacher's identity. Due to the proximity with the Machado (famous Brazilian writer) reading, we chose to pay a tribute to his works through the name of one of his characters.

Seeking to contribute to the exposed, Freire (2000) states that competent discourse is of no use if the pedagogic action is impermeable to changes. Zabalza (2004) also states that the requirement of a project brings with it challenges and problems. In this wise, he says that the educational institutions cannot be limited to giving answers to problems, but must seek to build spaces to face the necessary adjustments to be incorporated as the new expectations and ideas. Consequently, the same show great possibility of reflecting feelings in the various sectors involved, at the same time helping in institutional learning and generating by themselves new lines of action.

Furthermore, based on the narrations, we strengthened the need to consider teaching in higher education, reconsidered under the educational process itself. Probably, on reconstituting each part of the experiences in the formative path, it will require reflection and self-perception on the thinking and acting of the teacher himself in the educational scope. Nóvoa (1991) confirmed this stance, saying that we must construct the formation through a conscious work of reflective nature, supporting criticism on the practices themselves and thus permanent reconstruction of the professional identity.

Pimenta; Anastasiou (2002) discussed an aspect of this issue on saying that the professionals from various areas of knowledge minister classes as a result of their own activities for several reasons and interests, but not often do they question themselves on the meaning of being a higher education teacher.

In this wise, evaluation of the professional development activities must contemplate both the process that involves implementation of the PPP and the practices of the teachers with regard to the results they obtain. Also, we can select other variables to consider, what the objectives and strategies are. Finally, it seems necessary to incorporate in the evaluations of activities in the formation of teachers a special attention to know the effects they have in the teachers themselves, in their pedagogical involvement with the students and with the institution. This means to say that the process must be emphasized, bringing the teachers to a series of elements that are part of a whole process of formation, including their personal and professional dimensions.

Consequently, the disturbances of formation in a licentiate course are also understood as simple and complex, in addition to requiring ethical, pedagogical, organizational and institutional learning. From the simple point of view, because it deals with the daily life of the one who teaches, learns and researches. From the complex point of view, because the daily life is not a closed space, being connected to other levels of reality, mainly on seeking to work

the dimensions of the PPP in its political-formative sense, problematizing the relations of teacher work in the classroom, the PPP itself and reality of the educational context of Basic Education (VEIGA, 2006).

In the attempt to conclude this space, we paraphrase the same author on pointing out PPP as an instrument of opposition against homogeneity, fragmentation and hierarchization that permeates the academic day-to-day. Finally, the conscious (in)formation of the principles guided by the PPP linked to the process of construction of knowledge in the social reality, based on the experience singularity of each subject in the collectivity, can constitute a space for reflection and learning, provided accepted in the structure of a emancipative intention from one's own action itself.

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