

## GRADUATE EDUCATORS AND ELEMENTARY TEACHER: TRAINING STRATEGIES IN PHYSICAL EDUCATION

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### ABSTRACT

Training strategies in Physical Education (PE) requires adaptation and diversity. Thus, the conceptual framework for the promotion and strengthening knowledge about the area of PE matter not only clarify their educational goals (e.g. motor activity, physical education, sport and physical activities and sport) for the development and learning of all children, arising from each educational context (daycare, preschool, elementary school physical education, physical activity and sport, physical activity, informal sport and federated sport), but also the development of skills of observation, analysis and reflection on the motor actions, the sport techniques and processes of development and learning in the early years. Data were collected through individual questionnaires among students of 1st year Bachelor in Basic Education (BBE), under of the curricular unit of Expression and Motor Education (EME). The data on the perception of effectiveness of training strategies in learning and consolidation of expertise were collected through a closed question requesting the identification of five "best or most effective in terms of learning" training strategies used at curricular unit EME, inserted the individual questionnaire answered by 59 students of 1st year BBE. The results point towards the students identify a "spot" exceeding 53.8% (157) of the total references in training strategies "Practice experiential Motor Activities and Sport and Physical Activities", "Video observation" and "Fieldwork" as the most effective in terms of learning. Thus students seem to value more training strategies with a high level of personal involvement and attachment.

**Keywords:** training, content knowledge, physical education

### INTRODUCTION

The specific training in the area of Physical Education (PE) to allow an intervention to regulate and qualified professionals working in early years is a task that must examine and reflect. When the question arises of the nature of training future educators and teachers of the early years in the PE, several studies have highlighted a deficit at the level of specific content (Moreira, 2000) there are others in which teachers themselves admit (Neves, 2007). In the specific field of PE cannot help but consider what relates Cordoba (2002) as reference parameters as determinants of curriculum decisions in PE's personal experience as a student teacher, their perception of the role of PE in school, even the material context action and its initial and continuing training. This perspective to emphasize the importance of the personal experiences of SPA in pedagogical decisions of the teacher allows Cordoba (2002) to say that the time of PE confronts the teacher with his story body, the relationship with your own body and its affinity towards the area. Pissanos and Allison (1993) reported that understanding what is the PE elementary school also entails knowing how to recall their teachers, since the PE remembered by future teachers focuses on what is your teacher, primarily at the level of educational goals, your goals and your teaching style.

In reflective approach the historical dimensions and curricular knowledge associated with PE Siedentop (2002), after describing and analyzing a course of training in EF with oscillations curriculum, argues that the definition of knowledge of the content of the PE is the basis of those who teach in this area. Even argues that the affirmation and continuity of this area to the level of professional knowledge of their teachers achieved by reinforcing knowledge of specific content of PE in its various dimensions (physiological, technical, tactical, individual benefits, norms, rules, values and psychological). It is here that the concerns of this formative curricular unit (CU) focus on deepening and promoting expertise in PE, valuing the personal experiences of future educators and teachers.

### METHODS

Data were collected through individual questionnaires among students of third year of Bachelor in Basic Education (BBE), within the CU Expression and Motor Education (EME). The data on the perception of effectiveness of training strategies in learning and consolidation of expertise were collected through a closed question, requesting the identification of five "best or most effective in terms of learning" training strategies used at CU EME. This questionnaire was administered in the last class of the school year 2011/2012 with 59 students. The CU integrates the curriculum for 2. Semester third year of the BBE, consists of 8 ECTS and developed through classroom 5 per week (2 hours + 3 T / P). Has a frequency of two classes and students are organized into working groups (maximum 5 students) to carry out the different tasks of training. The data were treated in terms of descriptive statistics and content analysis.

### RESULTS

Training strategies - the perception of students

Students expressed themselves, valuing various training strategies developed at CU (table 1)

Table 1 – training strategies – relative frequencies and percentages

Training strategies	Ni	%
Practice experiential motor activities and physical and sport activities	54	18.5 %
Vídeo observation	52	17.8 %
Fieldwork	51	17.5 %
Promotion of physical and sport activities – practices simulated	43	14.7 %
Presentation and defense of fieldwork	30	10.2 %
Oral exposition	23	7.9 %
Worksheets	17	5.8 %
Bibliography	10	3.4 %
Autonomous tasks	6	2.1 %
Tutorial guidance	6	2.1 %

**DISCUSSION**

A "spot" exceeding 53.8% (157) of the total referrals of students identify training strategies "Practice experiential motor activities and physical and sport activities", "Video observation" and "Fieldwork" as the most effective in terms of learning. The three training strategies mentioned obtain more reference values and percentages very close together (below 1%). The training strategy "Practice experiential motor activities and physical and sport activities" (54 - 18.5%) was considered the most effective in terms of learning as training strategies are less valued by the students in terms of learning were: "Autonomous Tasks" (6 - 2.1%), "Guidance mentoring" (6 - 2.1%) and "Bibliography" (10 - 3.4%). We highlight the value still high strategy "Presentation and defense of the fieldwork" (30 - 10.2%)

**CONCLUSIONS**

These results, which revealed an appreciation of a wide range of training strategies, point to the complexity of building expertise in this area, "it is now an imperative of teacher training not to focus exclusively on the appropriation of scientific content. Such content only makes sense in a logical career action, in which the quality of the educational intervention is central to the concerns of deepening personal and professional continuing" (Neves, 2007:41). The quality of specific training in this area is critical for future educational intervention according to the nature of the professional context, because it "arises from this perspective the need to consider the intervention in this area of the curriculum, while influenced by multiple factors and traits, and not only of greater or lesser quality of initial frequented or another. Thus emerges the importance of training models contain reflective forms that contribute to the improvement and consolidation of the teaching quality of PE in schools" (Neves, 2007:41). The value of training strategies with a strong personal involvement by students can establish itself as a facilitator of structuring a reappropriation of knowledge (Guenoun-Brière, 2012) constructed a personal and more fitted to the diversity of contexts promotion motor activities and physical and sports activities with children and young people.

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