

#### 4 - TEACHER TRAINING: THE CONTRIBUTION OF THE PROCESS OF SUPERVISED TRAINING IN PHYSICAL EDUCATION

JANAINA VARGAS NASCIMENTO

TATIANE TAVARES RAMOS

KALLINE PEREIRA AROEIRA

Centro Universitário Vila Velha - UVV, Vila Velha, Espírito Santo, Brasil  
janavargasnasc@hotmail.com

### 1 INTRODUCTION

Teacher education is going through processes of studies, thoughts and actions related to training, and specifically on the experiences in the processes of supervised practice. Therefore, this article analyzes how the production portfolio in the context of training in physical education can contribute to the formation of this teacher.

The portfolio had its genesis in the arts and second Ewald et al. (p. 75, 2009)

*emerged with the aim of creating alternative ways to evaluate creative skills, as well as submit to an examiner or a customer with a global view of the artwork. In education, the portfolio is used as a pedagogical practice and record consists "[...] different classes of documents that provide evidence of knowledge that was built, the strategies used and the disposition of those planning to continue learning" (Hernandez, 1998, p. 100).*

The portfolio is a material that enriches the extent that intervention is effective and is recorded as comprising several documents concerning the actors in the educational context. Ewald et al (2009) also states that the more detailed you more clues about the process of teaching and learning have, so crucial for the construction of new knowledge. In this sense we seek to answer this research question: how the production of portfolios during the Supervised by physical education student of UVV can contribute to the training of future teachers?

### 1.1 METHODOLOGY

This research is qualitative in nature and is configured as a bibliographic therefore aims to conduct survey of the literature published in the form of books, scientific journals in the area, and print publications loose, as there are exclusive studies, which use based on literature sources (Gil, 1991).

Moreover, this study has characterized the researcher to provide direct contact with everything that was written about a subject, with the objective of handling of your information (MARCONI; LAKATOS, 2007).

To this end, the documentary corpus to be analyzed in this paper refers to the following sources: articles, dissertations, books and journals searched on search sites that focus on themes: supervised training, portfolio, and teacher training.

### 2. SUPERVISED TEACHING AND DOCUMENTATION

The internship is considered an extremely important element of student education, establishing a dialogue between the academic and professional world, through a (re) approximation of continuous scientific academy with social reality. Being defined as an activity theoretical knowledge, reasoning, dialogue and intervention in reality and has as an object of praxis the context of the classroom, school, school system and from the society where the practice is materialized (PIMENTA; LIMA, 2004). FRANCISCO; PEREIRA (apud PIMENTA; LIMA, 2004) also emphasize that the stage appears as a fundamental process in student education, it is the way to make the transition from student to teacher, student of many years finds himself in the place of Professor. This is a time of training in which undergraduates can have experiences, getting to know your area of expertise.

This formative period - the stage - also allows the student to develop the position as an investigator of his own practice in order that the research under the stage allows for expansion and analysis of the contexts where the stages take place the moment it promotes understanding and questioning about the situation on the stage (PIMENTA and LIMA, 2004).

Importantly, the stage is seen as an activity that brings the elements of practice to be the object of reflection, discussion, and that provides a knowledge of reality in which they will act (PIMENTA, 2006). However, this process of learning is seen as a channel with two directions in order to allow observation and analysis of improvement in practice can reverse this practice and further discussion on issues related to the content used (PIMENTA, 2006). To do so, and Gebran Barreiro (2006) mention that the stage should be guided by the investigation of reality by an intentional, so that actions are marked by reflective processes among teachers, trainers and especially with the teachers, to examine, question and critically evaluate their actions, their thinking and practice. Pimenta (2006) sets the stage as a process of apprehending reality, which takes place through observation and experience in developing an interdisciplinary attitude.

The pedagogical documentation in the staging process should be effective in a collaborative manner, involving not only the survey and data collection, but, above all, the collective analysis.

In that sense this documentation refers to a process and content:

*[...] Pedagogical documentation as content is the material that records what the children are saying and doing is the work of children and the way the teacher relates to them and their work. (...) This process involves the use of this material as a means to reflect on the pedagogical work and do it in a very strict, orderly and democratic (Dahlberg, Moss and Pence 2003, p. 194).*

However, the pedagogical documentation - portfolios - can be stored and reviewed at any time. However, more than an instrument of memory school, they hold information susceptible of the new interpretations and reconstructions, favoring the expansion of new knowledge. Therefore, its construction should be incorporated into everyday school practice. To do this teachers need time and space suitable for the production and socialization of this material, because in addition to source for construction of new knowledge, the portfolio gives confidence and legitimacy to institutions and teachers, making visible and public his work (EWALD et al, 2009).

It should be emphasized that the construction of new knowledge through portfolios occurs in communicative relationship between the subjects that are part of everyday life. Thus, pedagogical documentation, the subjects interpret, reframe a problem and, through a dialogical relationship, the records contained in the document. Triggering singularizarão portfolio through the continued possibility of reflection, the opportunity to contrast the educational objectives with the activities undertaken to achieve them (Hernandez, 1998). The pedagogical documentation as a process of building knowledge requires dialogue and involvement of people that make this process as teachers, children, parents, administrators, staff, etc. (EWALD et al, 2009).

### 3. THE PORTFOLIO AS A MEANS OF EVALUATION

The educational culture over the last century built strong representations about the evaluation process, resulting in barrier-difficult to overcome, as regards the school practices (ARAGON, 2006). However, Nair (2010, p. 679) states that in this new century began

*[...] with the disruption of some scientific paradigms that have influenced education, including the Cartesian model, in which knowledge is worked in a fragmented way. The compartmentalization of knowledge is challenged by new model of emerging science, which calls for the reconnection of such knowledge in complex networks of knowledge (Morin, 2000). [...]*

Enabling the educational context rethink their teaching practices, hence the design of evaluation. The educational evaluation, in turn, should focus on relevance to mediate educational practice so that its goals are achieved and even resignified (LUIS, 2002). To realize this assessment it is important to keep track of learning and student development, from different types of instruments of observation, recording and analysis, that make up the portfolio.

The Portfolio is considered a set of records, information on work done or in process of accomplishment, being considered not only as the assessment procedure, but as an organizing axis of pedagogical work because of the importance that is replaced during the entire process. SARMENTO (cited EWALD et al, p.75, 2009) indicates that portfolios "[...] texts projective group of pedagogical action, such as the Educational Policy Project of the school, the course syllabus, lesson plans etc., and systematize the material that is the product of this action [...]". This allows the teacher to constantly check the significant advances and setbacks of his speech as a whole (planning, action, evaluation), as well as the possibility of building knowledge.

For both in education, the portfolio has several possibilities, one of which is its construction by the student, and in this case this procedure as a collection of his productions, which present evidence of their learning (VILLAS BOAS, 2004).

Accordingly, MURPHY (cited VILLAS BOAS, 2005) points out that the portfolio is important to evaluate the critical thinking skills, articulate and solve complex problems, work collaboratively to conduct research, develop projects and the students formulate their own goals for learning.

Importantly, the portfolio is an assessment procedure that allows students to participate in the formulation of the goals of their learning and evaluate your process, so they are active participants of the evaluation (VILLAS BOAS, 2004).

To do so, Araujo (p. 1, 2008) states that "[...] the use of portfolios as an evaluation tool and training strategy has been used extensively in the last decade (SÁ-CHAVES, 2004, 2005; CURTIS, 2000; NUNES, 2000) [...]". Considering that one of the reasons for the defense of its use is the fact that they assign it a reflexive dimension, as in the proposed SÁ-CHAVES (apud, ARAÚJO, 2008). Being that this understanding involves considering the unity between the dimensions of process and product portfolio that encompasses and thus it is understood as a facilitator of the evaluation procedures, functions and structure of simultaneous disclosure of the processes of teacher development. In the case of teacher education, it is argued that the systematic analysis of the practices developed through the portfolio allows the teacher to become aware of knowledge that emerges from everyday life, and configures itself in both organizing tool as an indicator of the learning process, and develop levels of originality and creativity professionals (ARAÚJO, 2008).

To Arter; Spandel (cited VILLAS BOAS, 2004) comprise the portfolio refers to a purposeful collection of student work that tells the story of their efforts, progress or performance in a given area, and this collection should include participation student in the selection of the content, the basic guidelines for selection, criteria for judging merit and evidence of self-reflection by the learner.

According to Barton; Collins (cited VILLAS BOAS, 2004) claim that portfolios allow the teacher to understand the mode of construction of student work in a contextualized, because that is when he inserts his ideas, his creativity, his way of writing. Finally, this procedure allows to obtain greater knowledge about the student.

It is necessary to mention that these learning procedures provide students the opportunity to register for continuous mode, experience and significant successes for them, performed in a certain period of time, showing their progress through various productions (VILLAS BOAS, 2004).

It is noteworthy that each portfolio is a unique creation, because the students themselves select the productions that will include inserts and reflections on the development of their learning, and the use of it has the potential to make explicit the link between curriculum, assessment and work teaching (VILLAS BOAS, 2004).

Educators refer to all the time about the need to educate students and the construction of the reflective portfolio promotes the development of some very important skills such as reflection, self evaluation, critical analysis and creativity.

The portfolio is an assessment procedure which is better able to promote the development of the skills listed above, so that teachers and students can and want to build knowledge and not just play it, because one has to innovate, dare to expose, take risks and put into action other cognitive skills than those (VILLAS BOAS, 2004).

In the higher education portfolio has been widely used, as teachers allow complete freedom to build the same, being composed by the construction of dialogue between the own portfolio as an evaluation tool and the organization of educational work. So therefore there is no "right" way to produce a portfolio, so it has its great value, whether through the creativity and freedom of expression, the student understands and makes clear (VILLAS BOAS, 2004).

#### 3.1 THE PORTFOLIO AND TRAINING OF TEACHERS

The portfolio is a learning tool and driver of teacher education, since it allows documenting experiences, thoughts and actions from the realm of education, thus having an important function within what Pimenta (2004) calls pedagogical praxis. Thus, future teachers can articulate better knowledge of their own professional practice through the selection of content in the portfolio, and contextualized in space and time from school. This is effective because when building their own portfolios, the teacher develops the ability to assess their own work and see the learning that has taken place during a certain period (Martins, Almeida, 2002). Furthermore, it may serve as reference material for reflection of their practice as well as identity and diagnosis of a classroom and pedagogical work, optimizing, future interventions.

The process of teacher training is continuous, for starts even before the undergraduate level, through interactions with the actors who made and make part of their training. This process is influenced by historical events, political, cultural, enabling new ways of thinking and different ways to act upon the reality that the teacher is inserted (apud PASSERINI JANUÁRIO, 2008).

Teacher education involves much more than a theoretical and technical rationality, characterized by learning by conceptual and methodological procedures. Since there is in teaching practice and teacher training, skills that go beyond the domain of theoretical, technical and political commitment, it is the respect the life histories, beliefs, values, affection, and finally the subjectivity of those involved in educational (OSTETTO, 2008).

"[...] So let's open the toolbox, which contains tools for our daily work, presenting them as a possibility and not a guarantee" (ALMEIDA; PETRAGLIA, 2009, p. 1). Thus, from this study suggest further research on the formative stage and their instruments, having seen the possibilities of building a knowledge and important educational tool that can be the portfolio.

#### 4 FINAL CONSIDERATIONS

The internship is considered an element of utmost importance in the formation of the student, because it establishes a dialogue between the academic and professional world. Besides, being a privileged moment, because it allows be a professional - the teacher - researcher of their own practice. To do this teachers need time and space suitable for the production and sharing of pedagogical documentation as a portfolio, as well as source for building new knowledge, the portfolio gives confidence and legitimacy to institutions and teachers.

The portfolio is a material that enriches the education of teachers of physical education as the intervention is effective and is recorded as comprising several documents concerning the actors in the educational context. The applicability and usefulness of the portfolio is an instrument that reflects the freedom to develop the capacity for reflection, expansion of conceptual foundations, the mean re-learning, continuous assessment, as well as a number of benefits discussed above.

"[...] So let's open the toolbox, which contains tools for our daily work, presenting them as a possibility and not a guarantee" (ALMEIDA; PETRAGLIA, 2009, p. 1). Thus, from this study suggest further research on the formative stage and their instruments, having seen the possibilities of building a knowledge and important educational tool that can be the portfolio.

#### 5 BIBLIOGRAPHIC REFERENCES

ALMEIDA, C. R. S; PETRAGLIA, I. C; **Algumas idéias norteadoras para pensar a formação**. In: II Congresso Internacional CIDInE, 2009, Vila Nova de Gaia. **Anais: II Congresso Internacional CIDInE: Novos Contextos de Formação, Pesquisa e Mediação**. Aveiro PT: Fundação para a Ciência e a Tecnologia FCT, 2009.

ARAGAO, Rosana. **O Portfólio como novo instrumento de avaliação**. Revista Criança, Brasília, v. 41, p.14-17, nov. 2006.

BARREIRO, I. M. de. F. GEBRAN, R. A. **Prática de Ensino e Estágio Supervisionado na Formação de professores**. São Paulo: Avercamp, 2006.

DAHLBERG, Gunilla; MOSS, Peter; PENCE, Alan. **Qualidade na educação da primeira infância: Perspectivas pós modernas**. Porto Alegre : Artmed. 2003.

EWALD, A. S; NASCIMENTO, J. V; RODRIGUES, N. F. S; SANTOS, W; MELLO, A. S. **O Portfólio como instrumento de sistematização e reflexão da práxis pedagógica da Educação Física na Educação Infantil**. FIEP Bulletin. v. 79, n. 1, p. 75-78, 2009.

GIL, Antônio Carlos. **Como elaborar projetos de pesquisa**. 3. ed. São Paulo: Atlas, 1991.

HERNANDEZ, F. **Transgressão e mudança na educação: os projetos de trabalho**. Porto Alegre: Artmed, 1998.

JANUÁRIO, Gilberto. **O Estágio Supervisionado e suas contribuições para a prática pedagógica do professor**. In: **SEMINÁRIO DE HISTÓRIA E INVESTIGAÇÕES DE/EM AULAS DE MATEMÁTICA**, 2, 2008, Campinas. Anais: II SHIAM. Campinas: GdS/FE-Unicamp, 2008. v. único. p. 1-8.

LUIS, S. M. B. **O ensino de arte e educação física e suas práticas avaliativas: rumo as aprendizagens significativas**. Disponível em: <<http://www.redebrasil.tv.br/salto/boletins2002/aas/aastxt3.htm>> acesso em 14 de mai. 2010

MARCONI, Marina de Andrade; LAKATOS, Eva Maria. **Técnicas de pesquisa**. 6. ed. São Paulo: Atlas, 2007.

MARTINS, M. C; ALMEIDA, M. C. de. **Implementação de portfólios na formação inicial de professores de matemática**. Disponível em < <http://ia.fc.ul.pt/redeic/textos%20teoricos/02-martins.pdf>> Acesso em 06 de mai. 2010.

NASCIMENTO, J. N; MELLO, A. S. **Representações sobre a inserção da Educação Física na Educação Infantil a partir da Pedagogia de Projetos**. FIEP Bulletin. v. 80, n. 2, p. 678-683, 2010.

OSTETTO, Esmeralda. Luciana. **Educação Infantil: Saberes e fazeres da formação de professores(org)**. Campinas; Papyrus, 2008. PIMENTA, S. G.; LIMA, M. S. L. **Estágio e docência**. São Paulo: Cortez, 2004.

PIMENTA, S. G.; **O Estágio na formação de professores unidade teoria e prática?** São Paulo: Cortez, 2006.

ARAÚJO, Elaine Sampaio. **O Uso do portfólio Reflexivo na Perspectiva Histórico Cultural**. Disponível em: <<http://www.anped.org.br/reunioes/30ra/trabalhos/GT08-3310--Int.pdf>> Acesso em 12 de Mai. 2010.

SANTOS, Clezio. **O portfólio na formação de professores pesquisadores: a experiência dos cursos de formação especial de professores no ABC paulista**. Disponível em <<http://www.partes.com.br/educacao/portfolio.asp>>. Acesso em 13 de mai. 2010.

SHORES, E. F.; GRACE, C. **Manual do portfólio: guia passo a passo para o professor**. Porto Alegre: Artmed, 2001.

TARDIFF, M. **Saberes docentes e formação profissional**. Petrópolis: Vozes, 2002.

VILLAS BOAS, Benigna Maria de Freitas. **O portfólio no curso de pedagogia: ampliando o diálogo entre professor e aluno**. Educ. Soc., Campinas, vol. 26, n. 90, p. 291-306, Jan./Abr. 2005. Disponível em <http://www.cedes.unicamp.br>. Acesso em 30 de mar.2010.

VILLAS BOAS, Benigna Maria de Freitas. **Portfólio, avaliação e trabalho pedagógico**. São Paulo: papyrus, 2004.

Janaina Vargas Nascimento

R. Nossa Senhora de Santana, nº 52, Santa Paula II, Barra do Jucu, Vila Velha – ES.; CEP: 29126-255

janavargasnasc@hotmail.com

#### TEACHER TRAINING: THE CONTRIBUTION OF THE PROCESS OF SUPERVISED TRAINING IN PHYSICAL EDUCATION

##### ABSTRACT

This article aims to analyze how the production portfolio in the context of training in physical education can contribute to teacher training. In that sense this research is characterized as a qualitative research study and is configured as a bibliographic study, with the source books, scientific journals in the area, publications, spare and print media. We conclude that the process of supervised training can contribute in a direct way in teacher education as it is now considered of paramount importance in effective professional development, from the use of the portfolio. Instrument driver for the construction of knowledge, the portfolio enables on their teaching evaluation, reflection and teacher education researcher practice.

**KEYWORDS:** supervised training, teacher training, portfolio.

**FORMATION DES ENSEIGNANTS: LA CONTRIBUTION DU PROCESSUS DE FORMATION SUPERVISÉE EN ÉDUCATION PHYSIQUE****RÉSUMÉ**

Cet article vise à analyser la façon dont le portefeuille de production dans le cadre de la formation en éducation physique peut contribuer à la formation des enseignants. En ce sens, cette recherche se caractérise par une étude qualitative et est configuré comme une étude bibliographique, avec les ouvrages de référence, des revues scientifiques dans le domaine, publications, pièces détachées et des supports d'impression. Nous concluons que le processus de formation supervisée peut contribuer d'une manière directe dans la formation des enseignants telle qu'elle est maintenant considérée comme d'une importance primordiale dans le développement professionnel efficace, de l'utilisation du portefeuille. driver d'instrument pour la construction de la connaissance, du portefeuille permet de leur évaluation de l'enseignement, la réflexion et les pratiques des chercheurs de formation des enseignants.

**MOTS-CLÉS:** formation supervisée, la formation des enseignants, portfolio

**FORMACIÓN DEL PROFESORADO: LA CONTRIBUCIÓN DEL PROCESO DE EN EDUCACIÓN FÍSICA SUPERVISADOS****RESUMEN**

En este artículo se pretende analizar cómo el portafolio de producción en el contexto de la formación en educación física puede contribuir a la formación del profesorado. En ese sentido, esta investigación se caracteriza por ser un estudio de investigación cualitativa y se configura como un estudio bibliográfico con los libros de origen, las revistas científicas en el área, publicaciones, piezas y soportes de impresión. Se concluye que el proceso de entrenamiento supervisado puede contribuir de manera directa en la formación del profesorado, ya que ahora se considera de suma importancia en el desarrollo profesional eficaz. Como controlador de instrumentos para la construcción del conocimiento, el portafolio permite en su evaluación de la docencia la reflexión y la práctica de formación docente investigadora.

**PALABRAS CLAVE:** entrenamiento supervisado, formación del profesorado, portfolio.

**A FORMAÇÃO DO PROFESSOR: CONTRIBUIÇÃO DO PROCESSO DE ESTÁGIO SUPERVISIONADO EM EDUCAÇÃO FÍSICA****RESUMO**

O presente artigo objetiva analisar como a produção do portfólio no contexto do estágio em Educação Física pode contribuir para a formação do professor. Nesse sentido essa investigação caracteriza-se como uma pesquisa de caráter qualitativo e configura-se como um estudo bibliográfico, tendo como fonte livros, revistas científicas da área, publicações avulsas e imprensa escrita. Conclui-se que o processo de estágio supervisionado pode contribuir de maneira direta na formação do professor, pois é tido como momento de suma importância na efetivar o desenvolvimento profissional, a partir da utilização do portfólio. Instrumento propulsor para a construção de saberes, o portfólio, possibilita em sua prática pedagógica a avaliação, reflexão e a formação do professor pesquisador de sua prática.

**PALAVRAS-CHAVE:** estágio supervisionado, formação de professor, portfólio.