

01 - TEACHER OF PHYSICAL EDUCATION: A RESEARCHER IN THE SCHOOL CONTEXTMÁRCIO HENRIQUE LAPERUTA¹ÉRIKA NISHIYE²¹Docente da rede particular de Londrina / rede municipal da cidade de Arapongas - Pertencente ao Gepef - Lapef UEL.²Docente do Curso de Educação Física da Universidade Estadual de Londrina – Gepef - Lapef UEL

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INTRODUCTION

In studying the course of post-graduate in Physical Education in basic education during the course of the Research Seminar in Physical Education, taught by Professor Dr. Angela Pereira Teixeira Victoria Palma, we analyze some of the functions delegated to the teacher at school is to be a researcher, a term that it represents in the popular imagination, as something restricted to laboratories with technical specifications, "developing new formulas." Unlike what we understand, this order shall try to show how this relationship is possible, with the purpose of education.

When we talk of research about teaching and on teacher education, we should understand what are the fundamental knowledge to the process of teaching and learning occurs and how the construction of knowledge. Thus, it is necessary to show some questions that will guide the action of the teacher as: What is education? As it happens at school? What is learning? How do we learn? What is the relationship of teaching and learning with the construction of knowledge? So with reference to researchers Eduardo Chaves and Angel Pino studying issues related to teaching, learning in the school situation. We can infer that teaching is not restricted, limited, and that happens without a theory that provides resources for pedagogical action.

DEVELOPMENT

Based on studies of Chaves (2004, p.2) "[...] the teaching situation involves three components who teaches (teacher), who is taught (student) and something to teach the first second (content) ". Given this fact, it makes sense to say that teaching occurs without any of the components and that someone was teaching something not to mention that he taught.

The situation is characterized triadic in the sense that happen a gain in knowledge and make it useful for your life, in relationships, work and social. It should be emphasized that "[...] the teaching also involves the intention to produce learning that is verified by analyzing the context in which activities are carried out" (Chaves, 2004, p.5).

Referring to the school context, we consider some issues that needed to perform the learning and the clear indication of the contents to be taught, the conditions that is given to education and intends to teach.

When it comes to learning, it can not be limited to the point of view of common sense as described Pino (1991, p.1) "[...] which is merely incorporate the features of objects, restoring internally in a kind of copy faithful to reality. " The learning process is complex, involving cognitive structures, the background knowledge that the person has the relationship with the experiences. Thus, pointing to studies of Piaget (1966) cited by Pino (1991, p.2) incorporate the characteristics of object is insufficient to define the human knowledge and means to capture the changes that are possible through mental reconstruction. "Learning is the act of student and it is for teachers to remove obstacles to it and create the conditions" (Chaves, 2004, p.6). In this sense, the teacher should understand what is the same, and which knowledge and skills are key to realizing their role in school, working with a mediator in order to allow reflection and understanding of content promoting significant learning and meaningful.

When it comes to teaching activities, formation and related research in the school routine, many studies have been discussed in meetings and conferences in the field of education.

Then we can quote some authors as Selma Garrido Pimenta, Maurice Tardif and Victoria José Augusto Palma Angela Palma Victoria Pereira Teixeira, among others, who have in their studies major contributions to the understanding of what is to be professional education, the implications and knowledge essential for teaching.

Thus, it is essential that the teacher present knowledge about the world view of society, school and students, and ask yourself constantly on the paradigm that guides their action. And does the traditional models that is put in education is realizing the goals and functions in force. It is therefore necessary to analyze and runs along the understanding of a critical theory that provide good evidence that professional education should not be restricted to comply with all obligations with regard to timing, punctuality, responsibility.

To build the identity of the teacher is important to perform the tasks mentioned, but above all as an integral understanding of social practice and with reference to studies of Palma and Palma (2004, p.3), we can point to the knowledge themselves to be professional and :

General knowledge questions involving political, cultural, social and historical expertise of the discipline that teaches knowledge and didactic teaching of epistemological theories that underlie the action in the teaching-learning process.

Thus, construction of this process goes through the initial formation and continuous. The involvement of teachers in professional training continuously refers to formal courses, conferences, events and study groups to enhance the teaching and this is reflected throughout their schooling. According to Palma and Palma (2004, p.3) "[...] need to understand that the action of the teacher is not a mechanical act. " Based on this argument, we point out that the teacher means of epistemological referring to a set of specific knowledge of the teacher and not as a tangle of technical steps and pedagogical theories. However, Tardif (2002, p.115) points out that "[...] Pedagogy, Curriculum, Learning, has no use if we do not make the effort to situate them, relate them to the teaching profession.

The efforts and commitments of teachers to relate and reframe learning contents, can be helped to adopt this practice in the way of educational research in schools. Therefore, we can highlight some authors to be a reference for reflection as Pedro Demo, Menga Lüdke and Tania Marques discussing concepts, principles and characteristics of the research done in school and for this, some fundamental questions: How do teachers understand research? It is possible to search within the reality of the teacher? And what are the criteria and methodologies used?

Research at the school, particularly since the 90's now second Tardif (2002, p. 112) "[...] a glimpse into the classroom, an area rich in research possibilities. " Introducing a function to assist and facilitate the work of teachers in order to always be reviewing his performance, the evaluation process of the construction of knowledge.

Thus, studies addressing the research produced at the school pointed out some relevant features on methodologies

and criteria adopted by the teacher researcher and how these can be validated in this context. Referring to the studies of Demo (1991, p.85) "becoming a teacher, needed to invest in the attitude of a researcher and, therefore, pursue appropriate strategies." However, the teacher in their classes, prepare and take stock of the concern being investigated daily in schools, organizing and classifying, for a research field "[...] no widely accepted criteria is illegitimate, not being able to offer valid guidance that it will seek experts and low reputation with the public." (LÜDKE, 2001, p.85).

In this regard, any type of research is in the academic context requires a school or organization with clear methodology, which according Lüdke (2001, p. 91)

"[...] The two types of researchers from within the school and inside the university has a specific and must be together in a common work. Thus, the rigor required of any research, proposes a series of new criteria for the validation of teacher research drawn from his own experience as university researchers, but also of schools "

Whereas studies Lüdke (2001, p.92) suggests ways to verify the validity of the teacher's own research as "[...] the validity of results, validity of the process, democratic validity and validity catalyst and dialogic validity. Now the discussion has highlighted the training of teachers is the issue involving the reflective teacher, and according to the reflection of Pepper (2006, p. 18) "[...] the expression reflective teacher "became fashionable in the educational in early 1990. Considering this argument, we understand the term reflective, such as posture is characterized as a concept, surrounded by a set of specific knowledge of the teacher as a researcher and take investigative actions, which complement each other in an interaction, display a curiosity and from that epistemic aspect become a teacher-researcher.

However, the discussions surrounding the issue of teacher formation and teacher-researcher become increasingly common in academic circles, expanding the understanding of the teaching-learning process with regard to building a daily lesson to lesson in a constant back and come in and theory and practice. Contributing significantly to progress in the production and development of knowledge.

CLOSING REMARKS

So we see that the understanding of the teacher as a researcher who uses scientific studies and studies of everyday school life, for teaching his students, is an important relationship to overcome the common sense in school, and reflection of own performance the teacher on the theoretical assumptions which guide their pedagogical action in school. In which, through this understanding that allows for changes in education, that is, understanding and commitment that we are constantly studying, analyzing the knowledge produced, and coding school society in which we belong.

Finally, with reference to studies related to the research professor, we can point to aspects relevant to the drafting of a problem that can be inserted in one or two months over a longer period depending on their objectives, another key factor involved with the validity of research in schools is through the dissemination and socialization of the results, this fact occurring in conferences, events, dialogues and conversations in study groups or students.

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TEACHER OF PHYSICAL EDUCATION: A RESEARCHER IN THE SCHOOL CONTEXT

ABSTRACT

The study of what is being a researcher is necessary when we see the classes in the school guided by common sense, "in I think something is so, and thus we see how our education is poor, producing students who can not make sense and meaning to their learning. From this fact, the analysis of physical education classes, we can see that the specificities of this field is not present, but for the purpose of helping others school disciplines, the teachers can not see the construction of knowledge of their students to participate this process. Thus, we see that assigning the role of the teacher researcher is important for improving education, we will not be producing new science, but reframe the same, providing an education to students, and somehow society, foundations today are concentrated only in academic field. However, for this change there is no other way except by their own teacher formation, either in their initial formation or continued. If the objective of this research, promote reflection together with other teachers of the need for continued study, openness to new knowledge, a break with the paradigms that no longer serve the needs of our current society, and that the relationship of teacher researcher is possible, including different dimensions, the theory curriculum, teacher formation, public politics, the educational paradigms, theories of teaching, learning theories, didactics, the specificities knowledges. And with this set of knowledge the teacher researcher will know to give your student a quality education.

KEYWORDS: Teacher, researcher, school.

DES ENSEIGNANTS DE L'ÉDUCATION PHYSIQUE: UM CHERCHEUR DANS LE CADRE DU CONTEXTE SCOLAIRE**RÉSUMÉ**

L'étude de ce qui est un chercheur qui est nécessaire quand on voit les classes de l'école guidés par le sens commun », dans Je crois que quelque chose est ainsi, et ainsi nous voyons comment notre éducation est médiocre, les étudiants qui ne peuvent pas produire du sens et de signification à leur apprentissage. De ce fait, l'analyse des classes d'éducation physique, nous pouvons voir que les spécificités de ce champ n'est pas présent, mais dans le but d'aider les autres disciplines scolaires, les enseignants ne peuvent pas voir la construction des connaissances de leurs élèves à participer à ce processus. Ainsi, nous voyons que l'attribution du rôle de l'enseignant chercheur est important pour améliorer l'éducation, nous ne serons pas produire de la science nouvelle, mais recadrer le même, offrant un enseignement aux étudiants, et en quelque sorte la société, les fondations sont aujourd'hui concentrées seulement dans le domaine universitaire. Toutefois, pour ce changement il n'y a pas d'autre moyen que par leur formation propre maître, que ce soit dans leur formation initiale ou continue. Si l'objectif de cette recherche, promouvoir la réflexion conjointement avec d'autres enseignants de la nécessité d'une étude continue, l'ouverture à de nouvelles connaissances, une rupture avec les paradigmes qui ne servent plus les besoins de notre société actuelle, et que la relation de chercheur enseignant est possible, y compris les différentes dimensions, la théorie du curriculum, la formation des enseignants, la politique publique, les formules éducatives, des théories de l'enseignement, théories de l'apprentissage, la didactique, les connaissances spécifiques. Et avec cet ensemble de connaissances du chercheur enseignant saura donner à vos élèves une éducation de qualité.

MOTS-CLÉS: professeur, chercheur, l'école.

PROFESOR DE EDUCACIÓN FÍSICA: UN INVESTIGADOR EN EL CONTEXTO ESCOLAR**RESUMEN**

El estudio de lo que es ser un investigador es necesario cuando vemos las clases en la escuela guiada por el sentido común, "creo que en algo así, y así vemos cómo nuestra educación es deficiente, los estudiantes de la producción que no puede tener sentido y significado para su aprendizaje. A partir de este hecho, el análisis de las clases de educación física, podemos ver que las particularidades de este campo no está presente, pero con el propósito de ayudar a los demás disciplinas escolares, los maestros no pueden ver la construcción del conocimiento de sus alumnos a participar en este proceso. Así, vemos que la asignación de la función del profesor investigador es importante para mejorar la educación, no vamos a producir nueva ciencia, sino reformular el mismo, proporcionando una educación a los estudiantes, y de alguna manera la sociedad, las fundaciones se concentran hoy sólo en el campo académico. Sin embargo, este cambio no hay forma, excepto por su propia formación docente, ya sea en su formación inicial o continua. Si el objetivo de esta investigación, promover la reflexión, junto con otros profesores de la necesidad de seguir estudiando, la apertura a nuevos conocimientos, una ruptura con los paradigmas que ya no sirven las necesidades de nuestra sociedad actual, y que la relación de investigador docente es posible, incluyendo las diferentes dimensiones, la teoría curricular, formación docente, la política pública, los paradigmas educativos, teorías de la enseñanza, las teorías del aprendizaje, la didáctica, los conocimientos específicos. Y con este conjunto de conocimientos del investigador maestro sabrá dar a sus estudiantes una educación de calidad.

PALABRAS CLAVE: Profesor, investigador, de la escuela.

PROFESSOR DE EDUCAÇÃO FÍSICA: UM PESQUISADOR NO CONTEXTO ESCOLAR**RESUMO**

O estudo sobre o que é ser pesquisador se torna necessário no momento que vemos as aulas no âmbito escolar norteadas pelo senso-comum, "em eu acho que determinada coisa é assim", e com isso vemos o quanto a nossa educação está precária, produzindo alunos que não conseguem dar sentido e significado para sua aprendizagem. A partir desse fato, com a análise das aulas de Educação Física, podemos verificar que a especificidade dessa matéria não está presente, e sim com a finalidade de auxiliar as demais, os docentes não conseguem ver na construção do conhecimento de seus alunos a sua participação nesse processo. Desta forma, vemos que atribuindo o papel de pesquisar ao professor seja importante para a melhoria da educação, entendemos que não serão produtores de novas ciências, mas resignificadores da mesma, proporcionando uma educação aos alunos, e de certa forma a sociedade, fundamentos que hoje somente se encontram concentrados em âmbito acadêmicos. Contudo, para que haja essa mudança não existe outra forma senão pela própria formação docente, seja em sua formação inicial, ou continuada. Sendo o objetivo dessa pesquisa, promover a reflexão em conjunto com os demais professores da necessidade do estudo contínuo, a abertura para novos conhecimentos, o rompimento com os paradigmas que já não suprem as necessidades vigentes de nossa sociedade, e de que essa relação do professor pesquisador é possível, compreendendo diferentes dimensões, a teoria curricular, formação de professores, políticas públicas, os paradigmas educacionais, as teorias de ensino, teorias de aprendizagem, a didática, os conhecimentos específicos. E com esse conjunto de saberes o professor pesquisador saberá proporcionar ao seu aluno um ensino com qualidade.

PALAVRAS-CHAVES: Professor; pesquisador; escola.

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