

06 - THE "FOOT" IN THE SCHOOL: THE APPRENTICESHIP IN THE INITIAL FORMATION OF THE PHYSICAL EDUCATION TEACHERS

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INTRODUCTION

Since 2006 the Course of Physical Education of the Federal University of Pelotas, suffered important changes in the curricular structure. The separation in a baccalaureate course and in another of degree brought a group of doubts for the formation process. After all, which professional's profile that she long for to form in each one of the qualifications?

Although relevant for the discussions here presented, it is not purpose of this text is to discuss the separation of the formation. Here it is objective to analyze and to discuss, starting from the apprenticeship experience, the difficulties presented by the students during the accomplishment of the first apprenticeship of the formation, that happens at the child school and in the initial years of the fundamental teaching.

The need to accomplish such analysis elapses of some situations lived by a group of teachers, along a year of work, with students of the Course of Degree in physical education. We want in this writing to identify in the process of initial formation which work vision in the school permeates the projects of the students' educational exercise, as well as, to analyze which the perception of the formation and of the paper of the university in that process. The constant opinions here part of the teachers' different perceptions and teachers that acted in the apprenticeship do and that were registered in their work diaries and in the conclusion goods.

This study followed the orientations of the qualitative methodologies of research (Triviños, 1992) that counted with a group of registrations in field diary for development accomplished by teachers of the Federal University of Pelotas along one school year. Besides the teachers' registrations it was used in this reflection the material produced by the students in the day by day in the school and at the end of the school semester in a reflexive article that each one should elaborate.

CHARACTERISTICS OF THE STUDIED APPRENTICESHIP

The option for developing the apprenticeships just in the municipal net of teaching was due the verification that only in that net meet physical education teachers to act at the child school and in the initial years of the fundamental teaching. In the state net of teaching of Rio Grande do Sul, there is a single teacher that works with all the components curriculares in that phase of the teaching process. Even so, it could be made the option by working also in the state net, however as if treated of a first apprenticeship experience in the new formation format, felt more appropriate to concentrate in the municipal net that already had a work more systematized with the physical education.

Defined the net, happened to the moment of definition of the format of the apprenticeships and of the choice of the schools. It was wakened up with the Municipal General Office of Education (SME) that the apprenticeship would be developed during the second semester and that each trainee should be with a group under responsibility. We was also awake, for suggestion of SME, that would not be put more than five trainees in each institution, because a big number of new people could modify the routine of the school a lot and to commit the organization already established in that space. Starting from the definition of the number of students for school, then how many were defined would be the spaces of accomplishment of the apprenticeship.

They were defined then eight schools. The definition of the schools for accomplishment of the apprenticeships happened starting from some meetings that it counted on the presence of members of the Municipal General Office of Education of Pelotas and teachers of the university. On that moment, they were appraised which would be the best apprenticeship possibilities, as well as, which schools could offer significant opportunities for the trainees' educational exercise.

All of the located schools in neighborhoods of the city of Pelotas. Some placed at places had as of high social difficult in that the drug traffic, the violence and the criminality come as elements of the daily of the people that there live. In fact, especially three of the eight chosen schools are placed at places whose human demands are of the whole nature. They lack basic sanitation, home deigns, appropriate clothing to the temperature and the climate, food... However, it was observed that was not only at those schools that the students present lacks of several natures. That means that, even in schools whose I spill it is composed of a more favored reality economically, they study students that come from distant neighborhoods and that demonstrate to have few coats and little food home. To illustrate that given, she can here to remind of the day in that a girl said the teacher that had only gone to the school because she was hungry and she wanted to have a snack. Another situation of the same nature was the one that happened in one day in that a group of children invaded the room of the snack and it plundered the cookies that should be served the students of the school.

In May of 2008, the responsible teachers for the discipline already had everything organized for the apprenticeship that would be accomplished in the second school semester. Besides, it had already happened a meeting in SME with the direction of all of the schools that they would receive the trainees. Like this, made the choice of the schools and of the format of the apprenticeships, they happened to the moment of definition of the schools and of the groups that would be under the responsibility of each academic one, what happened in May of 2008. That is one moment that deserves prominence in this rehearsal, given the beginning of a contrary movement the accomplishment of the apprenticeship in certain spaces.

Therefore after the placement of the schools in the picture of the classroom in the university, some academic ones presented questionamentos of the type: why were those the chosen schools? Why will you order us to those places? Besides the questions, it was noticed certain irony of some academic that didn't feel in conditions of facing the reality. After a lot of explanations on the reason of the choice of the schools for the apprenticeship, they were defined the groups for each one of the academics. Many demonstrated indignation for having to act at certain schools. That rejection was stronger in two of the eight schools. There were resistances to work in those located spaces in economically less favored communities. Besides, the trainees' group presented other resistances along the semester, as for instance, the readings and to the studies.

FOOT IN THE SCHOOL: INITIAL INTERROGATIONS...

The resistances, the vision that the academics presented before arriving to the schools, vision that it emerges after the insert in those spaces, which they indicate of progresses, knowledge, perceptions. What is of that process?

The choices of the themes for reflections - the goods the one what they allow " to see "? Was the methodology of this work ruled in the writings constant in the academics' log books, in the final goods of the apprenticeship, therefore, we looked for to extract of those materials those dialogues that allow to do a reflection lived process, through fragments of significant speeches and of those observed done accomplish at the schools. Did we interrogate how appears the physical education in the trainees' vision, of the educators of the school, of the children, of the families, in end as the life circulates in those spaces where the apprenticeships were accomplished? What " scenes " do consist in the goods, diaries and the one what of significant was in that formation process? What is necessary in practice of teaching-apprenticeship to change?

Let us see some fragments of hooked writings of the Diaries bring themes, pictures, tracks, maybe to that that (Bosi, 2004, p. 49) memory-habit fire as that that:

It is acquired by the effort of the attention and for the repetition of gestures or words. She is - although Bérngson is in charge of explicit of that factor - a process that feels for the demands of the sociological. It is an exercise that retaken to the fixation, changes in habit, in a service for the daily life.

Those routines that were incorporate in the gestures, in the speeches, in the actions and they are accomplished in an automatic way and that already belong to the daily practices while to I memory-dream doesn't have a character mechanical, but evocative. In the same page the author emphasizes that: "... the pure memory, when it is updated in the image-memory, brings to the surface of the conscience a moment only, singular, no repeated, irreversible, of the life. Then the character no mechanic, but evocative, of her emergence for road of the memory".

Some solitary scenes of the goods of the apprenticeships show the trainees' glances in their first actions in the schools. Gonçalves (2008, p. 2) it scrawls in the Diary that:

In the road to the school is noticed around many houses well structured big and well drifted in an avenue paved that send at a socioeconomic level of medium for high, of the families that there live. On the other hand, in spite of being located close, the observed school if finds surrounded by streets in precarious conditions, as well as you marry flagrantly simpler than told them in the previous scenery. In that way, the antagonism verified in the area, it confirms a situation of having exacerbated difference of social classes in a same place.

She appears in another article a reflection on the school, the invitations to enter in the established game, to integrate a daily that a lot of times the members of the schools no longer they wonder on the reason certain postures, of the meanings of their actions, of the choices of the contents, of the pedagogic proposals, of the interactions with the community:

Here is, which Roman (2008, p. 1) it emphasizes:

In I begin it of my practice there was certain resistance as the form that intended to work with them, collecting and demanding certain attitudes that my students were not accustomed prepared to have accepted them and, so a little practise. In this first moment was very frustrating, making me to rethink if it had really chosen the correct profession, taking me the possibility to abandon everything, but to give up teacher's profession would be to give up a dream and that was inadmissible, for that I decided to know those children's reality and later to look for alternatives to develop the work.

In other fragment of the Diary of constant Field in Gonçalves' article (2008, p. 8) it takes us to formation process:

I feel still insecure as teacher, but of the first for second class, I noticed, through the children's return, that I am conquering them little by little [...]. I Noticed, also, that to each class obtain ideas more egg whites of how to act and to structure the next encounters. I believe that that is a natural process that it feels with the the group.

We saw scenes above, situations lived at the schools during the apprenticeships, that give us indicative of the first glances when putting the foot in the school, when entering in contact with the reality that permeate those spaces.

Blank (2008, p. 6) writes in the article a passage of her Diary of Field when during a class she asked attention the children that didn't assist her, and one of the boys said: " Teacher, when we had class with teacher "x" didn't have that of being asking for people to behave, he gave a scream and it beat in the table with all the force and everybody stopped".

In another moment in an informal conversation of the student with the children there are indicative of the respect conception for that group. In the registrations of Blank (2008, p. 6) it is expressed that: " Ah, in the first days when the teacher began to give class and to try to solve everything in the conversation, we were not nor oh for him, but then, he had one day that he was irritated and it beat with the hand in the picture and he gave a huge scream, there he won respect".

The sentence: - " There he won respect " in the display the existences, the conceptions of respect presents in those children's life, of the teachers' actions and teachers in their pedagogic practices, that a lot of times, it is ruled in an authoritarian conception of education in the sayings of Freire (2004).

DIALOGUES THAT ARE BORN OF THE DAILY

In the conversations that we maintained every time Mondays in the classes that it was mentioned that soon the academics and the academic ones would be at the schools developing their apprenticeships in a sleight of hand the expressions changed, the speeches became ironic, there was discomfort in the bodies that rummaged through the chairs and demonstration of resistances as for the chosen schools in the neighborhoods of the periphery of Pelotas. Glances that denounced that we were committing a crime when doing an option for those spaces forgotten by the universities, rulers and for the public politics. Will it be that there the life is of third category?

On those moments speeches appeared as: Why those schools? There has assault, drugs, poverty, hunger, etc. Making a reflection wondered: Why does that happen with the futures teachers and teachers? People that lived at least nine years as students, today when in formation process, for if they turn teachers and teachers, they resist her put the foot formerly in the old spaces trodden in student's condition? Will fear of a reunion be with the forgotten memoirs, done lose in the trunks of the times? Will fear be of leaving " student's " way to begin " a way of teacher to be? Will the responsibilities that will have to assume be - does to plan classes develop them, to evaluate children, adolescents, young in formation process? Will trust lack be in itself, in the acquired knowledge in the academy, in the daily stranger of the schools in the educators' function that they will have to assume? Will trust lack " be ", of determination for the responsibility of the driver of the own formation process to be as educators and open educators they listen, to the dialogues, the systematic reflection-action-reflections of itself, of the children, of the schools, of the cries of the streets, of the you silence of the rooms, of the symbolic power of the bodies, of the walls, of the gates of iron, of the padlocks, of the keys, of the schedules that follow a covered in dust ritual and gray flanked by scented and sinuous streets evil? What is same that it diffuses? What announcements the children, of the teachers' body, employees, parents and do mothers offer us to do a " reading " of the I spill of the schools, of the cultures that live her?

In the work Occupation of Master Arroyo (2002, p. 19) expresses that: "The more we approached the daily school more we convinced ourselves that still the school rotates around the teachers, of yours I officiate, of her qualification and professionalism. Are they them and them that make her and do they reinvent". Will it be that the trainees are afraid of the another invention of master's occupation, of her qualification and professionalism that will have to face after the passage for the formation process, apprenticeship and graduation? Will the difficulties be in reinventing the knowledge gained in the university in the daily of the classrooms of the periphery schools? Will the fear be of reinventing, of reinventing the pedagogic actions as educators beginners due to the transformations of the global world, of the new technologies? Will fear be to transgress to the "old" ones proposed pedagogic of the physical education that still live at the schools and don't they seduce the children and teachers? Will the fears be of if they turn educating more committed with an ethics centered in the life?

Arroyo (2000, p. 66) says what is necessary to the educators seek:

To recover the stolen humanity supposes although us, adults, we revealed ourselves so humans as the students. Our occupation is to reveal the laws of the nature, the production of the space, of the life, to teach matters..., but, above all to become notable to the new generations, to reveal the humanity, the culture, the meanings that we learned and that they have been learned in the history of the cultural development.

In a temporary synthesis of the author's ideas we could say that is urgent to create interactions, to transgress norms, to educate, to reveal know, to reveal the own educator's human courses, the meanings and to recover the stolen humanity.

Here we did ask as having opening for these possibilities in an apprenticeship process? Some fragments of speeches extract of the diaries, of the goods of some students give indicative of this process of authorizing to face and to break with the daily of the schools that a lot of times invite to continue in the rhythm, in the culture of those spaces.

It consists in the diary of Scherer (2008, p.10-11) the registration of when in class, in a third year of the Fundamental Teaching, "The boys are asking for soccer; we play with the girls"; "So-and-so said that I am "new" for him, then he will be me testing, getting the attention, crying"; "I" Feel that in this point I have to be a teacher, but to show to them gestures of affection, to care, to be understanding, but, above all that they see that I want them to be people".

In a passage of the Diary of Field of Reis (2008, p. 7) the description of a situation in the physical education class.

It is notable the conflicts or implications that some students have with other. In certain moment of the class of physical education two students they began to discuss in a purposeful way not being long a lot for they speak words of low rowing boat and soon afterwards they changed punches and kicks in the middle of the street. Meanwhile, the teacher assisted one of the parents in the general office of the School.

Which did interrogate is even the teacher's function, teacher in a school? Will the one be of doing of everything and a lot of times not to get to follow planned minimamente him?

A lot of times the children wanted free classes and they justified that they could do what wanted and the teacher or teacher would not be inconvenienced. An invitation many times it accepts for the imprudent ones - the denial of yours officiates of master. Already, in the writing Gonçalves (2008, p. 8-9) they appear indicative of the physical education perception of one of the girls of the children's group:

Teacher - (...) I Ask if somebody would have something to propose so that, my encounters with the group were more involving. Soon afterwards, one of the girls, that difficultly participates in the activities says:

Student - Teacher, is simple, I think you have to give free class for people!

Teacher - How like this free class? What is free class?

Student - it is much easier to leave free us in the patio, each one plays what wants and nobody inconveniences you.

That group of situations, here shortly described, they help to understand the difficulties faced by the trainees when they are going to school. The difficulties are current so much of a false idea that docile and obedient students will be found at the school, as of the perception that the educational exercise doesn't take place at places with larger economical and social difficulties. Other identified arguments that here can be elencados on the resistance of the trainees to the educational exercise are: the university is unstuck of the practice and of the reality; for the difficulties they should have solutions and ready answers; there is no planning need for the school work; it is not necessary to work collectively, because the solutions for the difficulties should be looked for individually.

Besides, they still appear the specific subjects of the physical education, as the present understanding in the school that it is treated of a space without learnings and of routines. That vision, very present in the schools here studied, especially, in the children's constants requests and adolescents for "free" classes, it generates conflict for the academic that it is in the initial formation, since all that that he learns in the academical banks seems to have little or any meaning when it puts the "foot in the school".

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The objective of this study is to analyze and to discuss the difficulties presented by the students during the accomplishment of the first apprenticeship of the formation, that happens at the child school and in the initial years of the fundamental teaching. The need to accomplish such analysis elapses of some situations lived by a group of teachers, along a year of work, with students of the Course of Degree in physical education of the Federal University of Pelotas. We want in this writing to identify in the process of initial formation which work vision in the school permeates the projects of the students' educational exercise, as well as, to analyze which the perception of the formation and of the paper of the university in that process. This study followed the orientations of the qualitative methodologies of research (Triviños, 1992) that counted with a group of registrations in field diary for development accomplished by teachers of the Federal University of Pelotas along one school year. The study indicated arguments on the resistance of the students to the educational exercise as: the university is unstuck of the practice and of the reality; for the difficulties they should have solutions and ready answers; there is no planning need for the school work; it is not necessary to work collectively, because the solutions for the difficulties should be looked for individually. Besides, they still appear the specific subjects of the physical education, as if it was a space without learnings, of routines and of deliberated. That vision generates conflict for the academic that it is in the initial formation, since all that that he learns in the academical banks seems to have little or any meaning when it puts the "foot in the school".

KEY WORDS: formation, school, physical education

LE "PIED" DANS L'ÉCOLE: LE STAGE DANS LA FORMATION INITIALE DES PROFESSEURS DE L'ÉDUCATION PHYSIQUE

L'objectif de cette étude est analyser et discuter les difficultés présenté par les étudiants pendant la réalisation du premier stage de la formation qui se passe à la école infantile et dans les année initiale de l'enseignement fondamental. Le besoin d'accomplir la telle analyse s'écoule de quelques situations vécues par un groupe de professeurs, le long d'une année de travail, avec étudiants du Cours de Degré dans éducation physique de l'Université Fédérale de Pelotas. Nous voulons dans cette écriture identifier dans le processus de formation initiale que la vision du travail dans l'école filtre les projets de l'exercice pédagogique des étudiants, aussi bien que, analyser quelle perception de la formation et du papier de l'université dans ce processus. Cette étude a suivi les orientations des méthodologies qualitatives de recherche (Triviños, 1992) cela a compté avec un groupe d'inscriptions dans journal de champ pour développement de accompli par professeurs de l'Université Fédérale de Pelotas le long d'une année scolaire. L'étude a indiqué des discussions sur la résistance des stagiaires à l'exercice pédagogique comme: l'université est décollée de l'entraînement et de la réalité; pour les difficultés ils devraient avoir des solutions et des réponses prêtes; il n'y a aucun besoin de l'organisation pour le travail scolaire; ce n'est pas nécessaire de travailler collectivement, parce que les solutions pour les difficultés devraient être cherchées individuellement. En plus, ils paraissent encore les sujets spécifiques de l'éducation physique, comme si lui un espace était sans éruditions, de routines et d'intentionné. Cette vision produit le conflit pour l'académique que c'est dans la formation initiale, depuis tout qui qu'il apprend dans les banques de l'academical paraît avoir peu ou toute signification quand il pose le "pied dans l'école".

MOTS CLÉFS: formation, école, éducation physique

EL PIE EN LA ESCUELA: EL APRENDIZAJE EN LA FORMACIÓN INICIAL DE LOS MAESTROS DE EDUCACIÓN FÍSICA

El objetivo de este estudio es analizar y discutir las dificultades presentado por los estudiantes durante el logro del primer aprendizaje de la formación que pasa en el escuela del niños y en le año inicial de la enseñanza fundamental. La necesidad de lograr el tal análisis pasa de algunas situaciones vividas por un grupo de maestros, a lo largo de un año de trabajo, con los estudiantes del Curso de Grado en la educación física de la Universidad Federal de Pelotas. Nosotros queremos en esta escritura identificar en el proceso de formación inicial que la visión de trabajo en la escuela penetra los proyectos del ejercicio educativo de los estudiantes, así como, para analizar qué percepción de la formación y del papel de la universidad en ese proceso. Este estudio siguió las orientaciones de las metodologías cualitativas de investigación (Triviños, 1992) eso estaba con un grupo de registraciones en el diario del campo para desarrollo del logro por maestros de la Universidad Federal de Pelotas a lo largo de un año escolar. El estudio indicó los argumentos en la resistencia de los aprendices al ejercicio educativo como: la universidad se descose de la práctica y de la realidad; para las dificultades ellos deben tener soluciones y las respuestas listas; no hay necesidad de la planificación por el trabajo escolar; no es necesario trabajar colectivamente, porque las soluciones para las dificultades deben buscarse individualmente. Además, ellos todavía aparecen los asuntos específicos de la educación física, como si fuera un espacio sin los aprendizajes, de rutinas y de intencionalidades. Esa visión genera el conflicto para el académico que está en la formación inicial, desde que todos que que él aprende en los bancos del universidad parece tener pequeño o cualquier significado cuando pone el "pie en la escuela".

PALABRA-LLAVE: formación, escuela, educación física

O PÉ NA ESCOLA: O ESTÁGIO NA FORMAÇÃO INICIAL DOS PROFESSORES DE EDUCAÇÃO FÍSICA

O objetivo deste estudo é analisar e discutir as dificuldades apresentadas pelos estudantes durante a realização do primeiro estágio da formação, que ocorre na pré-escola e nas séries iniciais do ensino fundamental. A necessidade de realizar tal análise decorre de algumas situações vivenciadas por um grupo de professores, ao longo de um ano de trabalho, com estudantes do Curso de Licenciatura em Educação Física da Universidade Federal de Pelotas. Queremos nesta escrita identificar no processo de formação inicial qual visão de trabalho na escola permeia os projetos de exercício docente dos estudantes, bem como, analisar qual a sua percepção da formação e do papel da universidade nesse processo. Este estudo seguiu as orientações das metodologias qualitativas de pesquisa (Triviños, 1992) que para seu desenvolvimento contou com um conjunto de registros em diário de campo realizados por professores da Universidade Federal de Pelotas ao longo de um ano letivo. O estudo indicou argumentos sobre a resistência dos estagiários ao exercício docente como: a universidade está descolada da prática e da realidade; para as dificuldades devem haver soluções e respostas prontas; não há necessidade de planejamento para o trabalho escolar; não é necessário trabalhar coletivamente, pois as soluções para as dificuldades devem ser buscadas individualmente. Além disso, ainda aparecem as questões específicas da educação física, como se fosse um espaço desprovido de aprendizagens, de rotinas e de intencionalidades. Essa visão gera conflito para o acadêmico que está na formação inicial, já que tudo aquilo que ele aprende nos bancos universitários parece ter pouco ou nenhum significado quando põe o "pé na escola".

PALAVRAS-CHAVE: formação, escola, educação física

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