

89 - THE GENERALIST TEACHER IN THE CLASSES OF PHYSICAL EDUCATION: KNOWLEDGES AND PRACTICES

MARCUS VINICIUS BONFIM AMBROSIO
 PUCMINAS/Belo Horizonte/Minas Gerais/Brasil
 vinicius.ambrosio@globo.com

INTRODUCTION

In this research, I try to investigate the school practices of teaching in the knowledge area of the physical education, reflecting and lecturing about the theme: "The generalist teacher 1 in the classes of physical education: Knowledges and practices". This study was a reflection exercise about that knowledges 2 and that teaching conceptions guide the work of these teachers, besides arguing about the of Belo Horizonte's Hall option by the not accomplishment of specific public contest for the fulfilling of vacancies for specialists in the knowledge area of the physical education in the first and in the second cycle of school.3 To so much, the next basic matters directed to research: "Do the generalist teachers use which ones knowledges to do it administer classes of Physical Education for the children of the first cycle?". What theoretical reasons does it sustain this practice?" Which objective does it base?"

In the research route, I formulated some hypotheses, establishing, at the same time, a dialog with the pertinent theories to the subject, seeking references in authors as Vygotsky, Tardiff, Perrenoud, Sousa, Kunz, between others, to study and to understand the school practices of teaching in the knowledge area of the physical education, established by the Belo Horizonte Teaching Municipal Net' generalist teachers, always basing me on matters that guided the work accomplishment.

The proposed goals in this study just do not summarize in the data analysis of determined reality, but search contribute for the discussion of these important matters so much for the area of physical education as for the improvement in the teaching quality at schools of the Municipal Net of Belo Horizonte not only in the first cycle or in the classes of Physical Education, but also in the other cycles and in the other present specialized disciplines at school.

What can notice in the academic means, in the last years, is the several researches appearance 4- also using several methodologies- aiming enumerate the process teaching-learning virtues and failures, from teacher's, of school, of the community or of the education system. This search, with exemption and a proactive attitude in behalf of the improvement in the student's education and of school in particular, has been moving the researchers in the understanding direction of all the teachers performance possible slopes inserted in a context.

The object of this study, therefore it is presented as an element to enrich the discussion on the reality of the Physical Education administered in the basic education as well as about the importance of this knowledge area for individuals' formation as citizens.

METHODOLOGY

This is a qualitative research, once it analyzes the data from of the depositions harvested of professional from other graduation courses and the knowledges built and used in its practice in the classes of Physical Education, talking the theory that versa on the teaching-learning process in early life, so much in the area of the physical education as in the education area in general, and with the legislation that governs the school activities. Moreover, these given from the depositions are related to that harvested in activities field observations developed by these teachers, entailed to the Physical Education and to the physical activities.

It is, as well, a quantitative research, given to comparative analysis among net data and proveniences of a sociocultural sample of the teachers of the first teaching cycle in the Regional Center-south. I used, for so much, a characterization questionnaire of these teachers, lifting information such as: Age, marital status, origin, education level, cultural habits and of reading, among another.

It characterizes, therefore, like a case study,5 since I opted for that cutting of the Teaching Municipal Net educational universe, choosing one of the administrative units of the city as focus for the research, the Regional Center-south, at schools and with teachers that stand detached in the knowledge area of the physical education 6. The option by the teacher's choice with base just in the data from of the questionnaire defined the school that would serve as support for my research.

My research focus addressed for the relation of these teachers with the specific knowledges of the area, their impressions about this practice and knowledges built during its execution, as well as the relation established between this work and the school project politician-pedagogical.

For the data analysis, in lines of their speeches, was research goal the search by Bakthin (2002, p.111) flame of " expression facets", as "the content (interior) and its objectification router for somebody (or also for himself) ", or the speech do not dictate, based on same author affirmation that "[...] the expression theory should admit that the content to express can constitute itself outside the expression, that he starts to there be about a certain form, to pass soon after to another".

That focus chosen of the contents analysis technique provided me what Bardin (2002, p.29) describes how "[...] elements clearings of susceptible significances of lead to a mechanisms description that a priori did not detain the comprehension". what we sought with the analysis is what any authors denominate " reading of the do not dictate".

Like instruments for data collection, I used characterization sociocultural questionnaires for teaching first cycle' teachers in the Regional Center-South Regional; teachers field observation selected, in its practice related to class of Physical Education or of physical activities; And interviews semi-structured with these same teachers.

The semi-structured interviews allowed me an approach of the made representation for these teachers about Physical Education and the physical activities. The choice for this interview modality was inspired in Ludke (1986, p.32), when it affirms:

[...] In the not totally structured interviews, where there is no imposition of a rigid order of matters, the interviewee runs or flow over about the proposed theme with base in the information that he detains and that in the fund are the interview true reason. In the measure in which there is a stimulus climate and of mutual acceptance, the information will flow of notable and authentic way.

When opting by the interview, I tried to have presented the following notion, explicated by Ferreira (2006, p.51):

The interview is a process that suffers interferences of relation with the knowledge and of the social position of the involved- interviewee and searching. I comprehend that it treated an ascetic speech of the interviewed, but of a speech for someone- the researcher. In this sense is necessary to objectify the interview situation.

I used a documental analysis of the legislation that governs the education in general and the physical education in particular, in Brazil, in Minas Gerais' State and in Belo Horizonte's Municipal district related to of age band that comprehends the first teaching Municipal Net cycle of Belo Horizonte, besides the analysis about for reasons that carried to the option by the fulfilling of vacancies in the Teaching Municipal Net public contests of Belo Horizonte, in the first cycle, for professional from of the pedagogy courses, normal or normal superior.

I agree with Ludke (1986, p.38) when it affirms, referring to the documental analysis, that,

[...] Although little explored in the education, this technical can if constitute in an approach valuable technique of qualitative data, be to complement the information obtained by other technical or to unveil new aspects of a theme or problem.

DATA ANALYSIS

After the interviews and the accompaniment of the three chosen teachers as research subjects, in the everyday practice regarding my study object, did not manage to arrive to conclusive answers, but for action indications for part of these teachers that will serve as studies base for future researches that address your focus for the school practices of teaching in the area of physical education.

The research results go to a practice sustained in routine actions, without an analysis sustained in reason by the searched teachers, not only for option or indifference- there is an evident difference in the individual view that, of the importance of the Physical Education in the process of teach children's learning-, but by the theoretical ignorance of the contents and own goals of the area. What could observe in common in the practice of these teachers was the activities repetition already assimilated by the students as everyday, not there being spaces for the creativity or criticality for students or teachers. That contact with practices related to an area about which do not detain specific knowledge makes these teachers build competences and own knowledges of this area, but that, for are not based in theoretical knowledges, do not enable a critical analysis for their part.

There is, however, evident joint action by two of the teachers in the classes destined to the physical education, the patio schedules, so much when planning the actions as in the everyday practice. Based mostly in social interactionism, they try to see in the Physical Education the motive dimension, being this work the discipline car-boss, that is developed as corporeal expression, at the same time to others expressions of the human language.

In this difference in the individual performance of these teachers, note itself the evident preoccupation of their one in search to plan their classes, however it finds difficulties in interpretation of the available information and in the search for consultation material that enriches its practice, what does her opt by the games as main content to be worked on her classes of Physical Education, with base in the importance that gives them social interactionism.

To other couple's teacher, then, worries in plan with its colleague, but does not seek reasons that sustain this action, using information found in personal existences in the activities of physical education or of games practiced in its childhood. Its practice bases, mostly, in sports and infantile jokes that dominates most.

The third teacher, in several occasions, only administers activities destined to the physical education for a regimental imposition and of the system, not worrying itself and not demonstrating interest by the area. She does not plan her actions, does not obey to regularity in the patio schedules utilization, saying that, sometimes, she just does once a year, repeating a practice, that according to she, is already historically established at school. That in fact, it can be considered true just in part, and for some teachers, since both teachers that interact in the actions, despite they also use soccer practice for boys and burnt, rope and toys for girls, the do contextualizing these practices to insert them in a weekly planning establishing specific days to uses them, besides launching hand regularly of other modalities of games and foreseen jokes in the planning.

What is seen, therefore, in the practice of the third teacher, it is the activities institution that are repeated and do not renew, just to accomplish a schedule established by school, destined the activities out of class room. The knowledges acquired by the searched teachers despite differentiated they relate the organization and to systematization of the activity, ace her adaptations to school terms, to the conflicts solution and to the students behaviors adaptation regarding the company rules established by the teachers and by school.

Regarding other line of boarded research in this study, among reasons that carried the Prefecture to opt by the not contest accomplishment for specialists, the documental analysis and of the legislation addressed me for two conclusions: One that points to pedagogical reasons and another, for economic reasons. Pedagogical, with foundation in the argumentation that the teachers with more generalist theoretical base could accompany the process understanding him globally, as well as they would have terms, by means of larger proximity with the children, of understand the context in which develops the work of them, approaching the demands of these children and of the community in which are inserted. The teachers, to the opt for a more general treatment and contextualized of the contents, seek a themes approach sometimes forgotten about schools along years. According to pedagogical Project that gave origin to the Plural School (Belo Horizonte, 2002, p.27),

The learning and the race diversities existence, gender, class, the relation with the environment, the existence balanced of the affectivity and the sexuality, the respect to the cultural diversity among others they are crucial themes that today all of us come across us and, as such, cannot be disregarded by school.

For being objective of school contemplate strategies adequate for the abilities and competences acquisition wished for the formation of their young as citizens, also should be preoccupation of the physical education to develops them.

In this sense, for Belo Horizonte's Hall, stays the suggestion of thinking improvements aiming at the teaching quality administered in some specialized areas, not only in the physical education, carrying in consideration the anguishes and the insecurities of the responsible teachers for this task at schools, related in the interviews and observed in the practice.

Perhaps until there is need of if argue went hit the decision of delegating the responsibility of managing the whole knowledge developed in schooling first cycles the teachers with formation that does not embrace all the knowledge areas, generating-les, therefore, insecurity of some contents.

This insecurity, however, under the acquisition aspect of necessary knowledges to its practice, it was a determinate mechanism in this acquisition. It realizes, for example, that in spite of not detaining the formation specifics, these teachers use the action under the form of games and jokes or sport. In the specific case of soccer, of the form as it is boarded by these teachers, they accompany a current tendency of the Physical Education - despite we do not become aware of this- to the consider the sport

as a historically established construction, but that should be practiced second the goals and the school structure, and it is seen in the media in general. This is one of the main built knowledges and exercised by these teachers, from practice, wished for an Education teacher worried Physical about the social paper exercised by his area, considering the context in which it situates and the history so much of the child as of school where exercises the career.

This is a worry, under the pedagogical point of view, that implies subsidize the teachers who will act in teaching with these new responsibilities of a pedagogical compatible instrumental with the function new format exigencies, what did not occur with the research subjects, having in mind the teachers reports. Like the change was implemented without there was this teachers' preparation before they took over these new responsibilities, the measure take it! more economic proportions than properly pedagogical.

FINAL CONSIDERATIONS

The Prefecture, besides not subsidizing the generalist with courses of compatible training with the demand-addressed to the new reality that was presented- or when accomplishing these courses, did not manage to minimize the insecurity sensation of these professional, caused by fact of have to taking over the administration of areas for the which ones do not have knowledge, choosing, however, for not opening contest for specialist that exercised its function. The contract of these specialist, supposedly abler of attend to all the necessary requirements to the teaching-learning process good course of the more specific areas, demanded an additional cost. The fact of, historically, in the initial series of the fundamental teaching, the teachers regents take over the most classical disciplines- Portuguese, Mathematical, Sciences, History and Geography- favored the belief that they could give account of more this task, in other words, also took over the specialized disciplines.

This option thwarts the initial proposal of the Plural School, since has great preoccupation with for reason and the reasons defense for the teaching improvement of these areas little developed by school. There is an explanation on the need to put the body back in school diary so that this occupies your space in the teaching-learning process, as still affirms the document that gave origin to the Plural School (Belo Horizonte, 2002, p.26).

In the school routine there are scarce times for the corporeal and manual action, disregarding that not only the Physical Education and the Artistic Education, but all the disciplines use a procedures set for master of dexterities motricity, of manipulation, of movement, of action, of production [...].The bodies education- not your training and control- deserves larger attention in the school processes. It is one of the more lamentable lacunas in our pedagogy. Put back the body in the centeredness that he has in the construction of our identity and of the totality of our culture demands professional creativity. Of all of us.

So that that happens, there is the need to professional that manages to put this body pedagogy in practice. With base in the teachers explanation concerning about of the insecurity and of the anguish when exercising and/or they plan these actions, besides the observations of their practice, can infer that the performance of a teacher of Physical Education- carrying in account the study object- would be adequate for the development of this task, with the quality and the necessary approach to her demand. Even carrying in consideration that does not exist in the legislation exhaustive determination so that this function be just exercised by the teacher licentiate in the area, it recognizes that the professional who detains the knowledges and specific knowledges, in other words, the necessary instrumental to exercise well this function, is the teacher of physical Education.

The data from of this research and the possible conclusions in this study, however, allow me to give continuity - as well as to others searching- in studies subsequent, suggesting changes in the teaching of specialized areas that generate insecurity in the practice of the generalist teachers in the Municipal Net of Teaching. They stay therefore, the data harvested by this study, as well as the considerations done during their analysis, like starting point for posterior studies, with seen to the classes improvement of Physical Education in our schools, be them public or private, for teachers licentiates in other graduation.

REFERÊNCIAS BIBLIOGRÁFICAS

- BAKTHIN, M. **Marxismo e filosofia da linguagem**: problemas fundamentais do método sociológico na ciência da linguagem. 9. ed. São Paulo: Hucitec/Annablume, 2002, 203 p.
- BARDIN, L. **Análise de conteúdo**. Lisboa/Portugal: Edições 70, 2002. 223 p.
- BORGES, C. Saberes docentes: diferentes tipologias e classificações de um campo de pesquisa. **Educação & Sociedade**, Ano XXII, n. 74, p. 59-76, abr. 2001.
- CONGRESSO POLÍTICO-PEDAGÓGICO DA REDE MUNICIPAL DE ENSINO/ESCOLA PLURAL, II. Anais...Belo Horizonte: SMED, 2002. 250p.
- FERREIRA, M. **A relação com o aprender a ser educador**: processos formativos de educadores sociais e suas contribuições para a formação de professores: um estudo de caso. Programa de Pós-Graduação em Educação. Belo Horizonte, 2006. 144 f.
- GRESSLER, L. **Introdução à pesquisa**: projetos e relatórios. São Paulo: Loyola, 2003. 295 p.
- KUNZ, E. **Transformação didático-pedagógica do esporte**. 5. ed. Ijuí-SP: Ijuí, 2003. 160 p.
- KUNZ, M. **Quando a diferença é mito**: uma análise da socialização específica para os sexos sob o ponto de vista do esporte e da educação física. 1993. Dissertação (Mestrado em Educação) – Universidade Federal de Santa Catarina, Florianópolis, 1993, 167 p. apud
- LUDKE, M; ANDRÉ, M. **Pesquisa em educação**: abordagens qualitativas. São Paulo: EPU, 1986. 99 p.
- PERRENOUD, P.; PAQUAY, L.; ALTET, M.; CHARLIER, E. (Org.). **Formando professores profissionais**: Quais estratégias? Quais competências? Porto Alegre: Artmed, 2001. 232p.
- SOUSA, E.; ALTMANN, H. Meninos e meninas: expectativas corporais e implicações na educação física escolar. **Cadernos Cedes**, Ano XIX, n. 48, p. 52-68, ago. 1999.
- SOUSA, Eustáquia S. Educação dos corpos na escola. In: SALGADO, M. U.; MIRANDA, G. V. de. (Org.). **Veredas**: formação superior de professores: módulo 6, v. 3/SEE-MG, p. 21-50. Belo Horizonte: SEE-MG, 2004.
- TARDIFF, M. **Saberes docentes e formação profissional**. 5. ed. Petrópolis: Vozes, 2005. p. 325 p.
- TARDIFF, M.; GAUTHIER, C. O professor como "ator racional": Que racionalidade, que saber, que julgamento? In: PERRENOUD, P.; PAQUAY, L.; ALTET, M.; CHARLIER, E. (Org.). **Formando professores profissionais**: Quais estratégias? Quais competências? 2. ed. Porto Alegre: Artmed, 2001. 232p.
- YIGOTSKY, L. S. **A formação social da mente**: o desenvolvimento dos processos psicológicos superiores. 6. ed. São Paulo: Martins Fontes, 1998. 191 p.
- YIGOTSKY, L. S. **A formação social da mente**: o desenvolvimento dos processos psicológicos superiores. São Paulo: Martins Fontes, 1989, apud SILVA, E. A educação física como componente curricular na educação infantil: elementos para uma proposta de ensino. **Revista Brasileira de Ciências do Esporte**, São Paulo, v. 26, n. 3, p. 127-142, maio 2005.

Endereço: Rua Aimorés, 2576/304, Santo Agostinho, Belo Horizonte/MG;
E-mail: vinicius.ambrosio@globo.com;
Telefones: (031)3296-0061 / 8484-3985

THE GENERALIST TEACHER IN THE CLASSES OF PHYSICAL EDUCATION: KNOWLEDGES AND PRACTICES

ABSTRACT

This article, composed of fragments of my dissertation for the Master's degree in Education, deals with the area of Physical Education knowledge, against a background of knowledge and learning used by the generalist teacher who gives classes in this subject. The results of this study indicate the insecurity experienced by these teachers as they give classes related to an area of knowledge for which they do not have a specific academic background, which leads to teaching based on intuition and on practical knowledge arising from experience.

KEY-WORDS: Physical education. Practical knowledge. Teacher training.

UN ENSEIGNANT GÉNÉRALISTE COURS D'ÉDUCATION PHYSIQUE: LES CONNAISSANCES ET LES PRATIQUES

RÉSUMÉ

Cet article, constitué de fragments de ma thèse pour la maîtrise en éducation, se concentre sur l'espace de la connaissance de l'éducation physique, et les connaissances et les compétences acquises et utilisées par l'enseignant généraliste qui a donné des cours dans cette discipline. Les résultats de cette étude indiquent l'insécurité vécue par ces enseignants dans des classes d'enseignement liés à un domaine de connaissance dans lesquels ils n'ont aucune formation spécifique, ce qui conduit à un enseignement fondé sur des instincts et des connaissances établies par l'expérience.

MOTS-CLÉS: l'éducation physique. Connaissances. Formation des enseignants.

UN MAESTRO GENERALISTA EN CLASES DE EDUCACIÓN FÍSICA: EL CONOCIMIENTO Y LAS PRÁCTICAS RESUMEN

Este artículo, constituido por fragmentos de mi disertación para el Posgrado en Educación, versa sobre el área de conocimiento de la Educación Física, teniendo como telón de fondo los conocimientos y saberes construidos y utilizados por la profesora generalista que da clases de esa disciplina. Los resultados de este estudio indican la inseguridad vivida por esas profesoras al dar clases relacionadas a un área de conocimiento en la que no tienen una formación específica, lo que lleva a una docencia basada en instintos y en saberes instituidos por la vivencia.

PALABRAS-CLAVE: Educación Física. Saberes. Formación docente.

A PROFESSORA GENERALISTA NAS AULAS DE EDUCAÇÃO FÍSICA: SABERES E PRÁTICAS RESUMO

Este artigo, constituído por fragmentos de minha dissertação para o Mestrado em Educação, versa sobre a área de conhecimento da Educação Física, tendo como pano de fundo os conhecimentos e saberes construídos e utilizados pela professora generalista que ministra aulas dessa disciplina. Os resultados deste estudo indicam a insegurança vivida por essas professoras ao ministrarem aulas relacionadas a uma área de conhecimento na qual não têm formação específica, o que leva a uma docência baseada em instintos e em saberes instituídos pela vivência.

PALAVRAS-CHAVE: Educação física. Saberes. Formação docente.

PUBLICAÇÃO NO FIEP BULLETIN ON-LINE: <http://www.fiepbulletin.net/80/a1/89>