18 - RESEARCH AS EDUCATIONAL PRINCIPLE IN PHYSICAL EDUCATION TEACHING OF INSTITUTO FEDERAL CATARINENSE

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INTRODUCTION

The subject “professors' formation” needs the contextualization of the historical moment in which the educator lives. The present moment is approached by several authors (FREIRE, 2000; MORIN, 2000; MORIN, 2001; NOZAKI, 2005) as one with several changes in the workplace, in whose educational politics is showed to developing countries linked to the orientations of their money lenders, so damaging the interests and needs for a national project in education.

We have assumed the growing recognition of an important parcel of qualified professors, in despite of the baneful context of education in our country. We understand the relevance in investigating more closely the pedagogical practices of physical education professors in Instituto Federal Catarinense (IFC), in order to identify how pedagogical practices in classroom teaching are established, according to professors' perception.

When we approach pedagogical practices as a category of this research, it means to affirm no a cohesion among professors in sharing the same praxis or predetermined models to a theoretical-practical teaching approach. On the contrary, pedagogical practices meet the thought of Holanda (1995, p. 37), who studied formal aspects of Brazilian culture, in a particular and plural senses, indicating: “[...] Because, in fact, doctrines which claim free will and personal responsibility are anything but encouraging association between the men”. So, pedagogical practices of the professors are characterized both unity and plurality at the same time. To make this clearer, pedagogical practices “find setting possibilities” to their several contexts (DITTO, 1995, p. 40).

Professors' pedagogical practices demonstrate dimensions which, according to Serres (1999, p. 90), using a metaphor:

> [...] it means, exactly: transportation. This is Hermes' method: it exports and imports, therefore, it crosses; it devises and can deceive itself due to analogy; even dangerous and, strictly speaking, prohibited, it is not known any other invention yet. The effect of the message strangeness originates from that contradiction, that transportation may be either the best or the worst of things, the clearest and the most obscure, the craziest and the most secure.

This way, professors' pedagogical practices add values such as freedom to put themselves, at the same time, in a condition of both guide and learner in the educational place, having research and knowledge production as springs which press forward the re-reading whereupon it has been built in that field.

Using as reference the available scientific studies in the educational area and due to the importance of the subject in the context, the matter pointed here is: **Which pedagogical practices Physical Education professors from IFC have been developed in classroom teaching according to their own perceptions?** In this sense, daily research practice will be the greatest meaning element to recognize any pedagogical practice, thereby overcoming anachronistic processes still present in schools and universities. It must be noticed that research, in its multiple methodological experiences, receives different currents of thought and promotes the active participation of professors and learners in knowledge production and, in the initial formation of the students, it can be a rich environment to reframe pedagogical practices of the professors.

In that context, some points have set as specific objectives of the research, as follow: to identify which pedagogical practices have been developed by PE professors in IFC; to identify which are the matters and/or obstacles and positive factors in teaching under the perspective of PE professors in IFC; to understand if PE professors are able to establish the relation between teaching and research as a procedure to knowledge production and emancipated formation.

Thus, to investigate/understand how is built pedagogical practices of PE professors in IFC and how they are organized require attention to different/multiple dimensions/factors which constitute or have been constituting their practices and, on the other hand, having research as the leitmotif articulating all those dimensions.

This research was designed as an exploratory one. According to Gil (2010, p. 27), this study searches for:

> [...] providing a general, accurate view, about a specific fact. This kind of research is made specially when the chosen subject is not very well explored and it is difficult to make sharp and feasible assumptions about it.

It was defined the population of the research, from a public institution (IFC). It was identified 12 (twelve) Physical Education professors (PE) in full-time basis, and 1 (one) substitute professors working 40 hours per week.

During the first semester of 2013, it was performed the research schedule as follow: in February, it was done the PE teaching staff mapping in IFC; after that, we contacted PE professors through email in order to supply information about the study; from February to April, the researcher and his scholarship student began the reading of books and periodicals to make the tool for data collection. Between May and June, it was applied data collection tool (a mixed questionnaire with 18 questions sent by email with Google docs link, which was answered by 5 PE professors from IFC). After data collection, it was performed the qualitative analysis of the answers according criteria outlined above in specific objectives.

RESULTS AND DISCUSSION

Continuous training is an important factor in teaching, leading professors to show a pedagogical practice more appropriate to the learners' reality. Among five interviewed professors from IFC, two were specialists and three were masters.

In that context, it was essential to verify the professors' specialization. From two specialists, one is specialist in Physical Education Teaching Methodology, and the other one is specialist in School Management. All the others professors are masters in Education, but one of them is master in Physical Education, specifically.

Besides teaching in a classroom using research and knowledge production as educational principles, a professor should look for continuous training and continual updating (DEMO, 2005). Thus, PE teachers from IFC showed their interest in looking for continuous training through postgraduate programs.

We made a study on professors' continuous training because that feature influences directly teaching practice in classroom. In order to clarify on professors' education conceptions, we questioned what the meaning of "Physical Education" is, according to the professors' understanding, aiming to promote their own comprehension on the educational area. Two of them directed their comprehension to matters on movement and health and well-being promotion. In this sense, Professor 04 wrote:

> They are practices or a set of physical activities which aim to provide to the people the opportunity of having health and well-being. I say well-being because I believe each person has an objective when practicing physical activity, such as a simple recreation, walking, dance or a high performance activity (individual or collective). It is important to consider that, in any situation, it is necessary knowledge/awareness of what and for what someone is performing that activity, as well his/her capacity of adaptation/alteration of his/her activities, according to his/her conceptions, but not due to fads or influences of the media, for example (mental health).

Other professor argued on "Physical Education" meaning on a "scholar" perspective, as follow:

> A subject with its own know-how, and which is inserted in school in order to teach about body and its movement possibilities, promoting the reflection on benefit and harm of the movement or physical inactivity, making possible the amplification of body conscientiousness and the comprehension of the body which moves, communicates, enjoys itself, works... that is, a subject which should have a systematic know-how and promote knowledge not only doing for doing, randomly. (Professor 02)

Physical Education is built from the "pedagogical practice" (BRACHT, 2003), in the sense of training learners through a transdisciplinary view, that is, it should to make possible through sports, games, fighting, gymnastics, dance, etc, the social changing and the formation of critical and emancipated people. We can realize that conception in the report of Professor 5: "So, [...] it is a subject that has as object of study Body and Movement. It is responsible by Body Culture, through contents historically produced by mankind".

An adequate infrastructure is also a strong influencing point for a good performance of the professor (but not indispensable). When professors were questioned if the workplace had a good infrastructure, four professors from five assumed they had "yes" an adequate infrastructure, while only one professor said "no", claiming his campus was under construction. Therefore, this professor uses donated and lent material from other institutions and the gym of the neighborhood association. "We have lost a lot of time moving to that place". (Professor 01)

In relation to concerns and difficulties found in working with students in technical and secondary education, we can realize a strong interest of the professors to help their students. The report below clarifies this argument:

> In general, it is very interesting to teach for those groups, due to the challenge in dealing with that age; sometimes they behave as "almost adults" in the sense of starting the process of refusing to involve themselves in playful activities, with a more infantile feature, because they are ashamed, afraid or shyness… among other factors. However, they also let themselves involved and cooperate a lot when they are won, when they understand the substance and meaning of these practices. […] My preoccupation is to be updated enough in order they do not feel Internet can be better than my classes, in a matter of knowledge apprehension. (Professor 02)

The argument of "to be updated" cited above brings us to other matter of the interview. All interviewers have highlighted constant updating as a requirement in any knowledge field through traditional and current studies. One professor mentioned the feature of continuous training as an important point to develop a contextualized pedagogical practice.

> Due to the workload, sometimes we have no time to systematize a deeper study and we are at serious risk of having a monotonous and out of context pedagogical practice. Furthermore, on account of the existing limits on initial college formation and the huge quantity of contents in Physical Education, it is common to be closer of determined contents to the detriment of the others. Thus, continuous training is essential. (Professor 05)

In relation to updating modes, interviewers answered all updating modes are relevant, from a short-time further training course to a post-graduation course. So, it is evident that, from continuous training, professors are looking for innovation of their pedagogical practices, being research a great possibility. Three interviewers related the use of research as educational principle: "I use research under two perspectives: 1. Research conducted by me, in order to deepen the content; 2. Research conducted by the students, through evaluative activity" (Professor 05); "I understand teaching (ontological category) and research are basic educational principles to apprehend knowledge" (Professor 04); "Yes, always" (Professor 02).

Nowadays, we cannot consider a professor only as a transmitter of knowledge; professor is a researcher and develops knowledge contruction in the classroom. This way, we questioned the research method in pedagogical practice. Professors who said do not develop research as educational principle in classroom teaching claimed the lack of time due to internal games, selective competitions for championships, etc. On the other hand, professors who promote research are those ones who research individually, through research and outreach projects.

As a general rule, Physical Education is involved in many research and outreach projects into the universities, since its object of study is movement, games, sports, fighting, etc, and this "knowledge" should be discussed and considered in a broader way, through the "epistemological activity" of the field (BRACHT, 2013, p. 28 apud GOMES; ALMEIDA; VELOZO, 2013). In relation to research projects, interviewers cited four projects developed by them: "Environmental education – involving Physical Education, Biology, Chemistry and Geography subjects with a scholarship student" (Professor 01); "PIBIC/EM – Sport and Capitalism; Professional formation in Physical Education and its regulation" (Professor 05); "Adapted sports and the body view of the educator" (Professor 02). There are much more research and outreach projects in Physical Education under development in IFC campus, but, for the current research, we took into consideration only the answers obtained from the questionnaires, so the survey above does not present the actual reality.

Also related to the research perspective, it was questioned if campus/teaching coordination provides/encourages time and space for the development of the projects. Three professors answered “many times”, and two professors answered “always”. Besides support, most of the professors have received financial contribution. However, one interviewer pointed out there is no incentive just time availability, as already defined by IFC law and resolutions.

Three from five professors confirmed their participation in research groups in Education field, and all of them highlighted they were listeners in educational conferences and congresses. It was not mentioned scientific paper production.

Therefore, students and professors can overcome the fragmented view of knowledge production by means of research, including the emancipatory perception of the human being as the bedrock of training in IFC Physical Education classes.

Professors were argued if they have incorporated human and cultural formation/training in their pedagogical practice. All of them answered “yes”: “Due to the characteristic of the activities, there is no way to avoid these themes, even if they are discussed informally or as far as we work certain situations in class” (Professor 04).

Verifying the relationship of professors with their students, most of them affirmed to have a good one. It was observed that four from five interviewers pointed out to be essential respect and empathy with the students, and the importance of working together to succeed; however, one professor said:

> I consider that good relationship with students is important, but it is not what motivates my pedagogical practice. As my objective is to teach contents and to enable the necessary for my students, so they are able to apprehend knowledge; if I reach that objective and have a good relationship with them, great; but if not, it is not a problem. (Professor 05)

This way, some professors considered their students interested and participative, but with some problems in relation to behavior. Professors also pointed out body limitations could be less evident if they were developed from the elementary school, as stated below:

> A striking feature is the difficulty showed in some body practices, even into sports there is specialization in some modalities, movement experiences are reduced, mainly for the girls. I understand that as the consequence of gender segregation and the early specialization in Physical Education classes in the initial years of childhood and elementary education, a reflection of the society we live in. (Professor 01)

The report above is also one of the matters/obstacles found by the professors in their academical activity. Besides that, class sizes, reduced number of classes, problems of bureaucratic delay, devaluation of teaching staff and the students' weak familiar structure are features which generate obstacles, as pointed out by Professor 01: “[...] dairy problems on scholar culture, the conviviality with co-workers who have ingrained habits and have proved they are uncritical and technical”.

It was noted that positive features were more emphasized:

> The possibility of contributing in individual formation, the citizen's formation, not only the professional: that is the feedback our students give to us. It is rewarding to hear from a student about how we were important in his/her formation. (Professor 04); [...] the students' feedback when you realize they are learning more elaborated ways of knowledge. (Professor 01); Positive factors are contributions we make possible to our students, in order to they can have the opportunity of formulating a new comprehension of Physical Education and its subjects. This way, they can not only practice a physical activity outside of the class without paying for it, but they can criticize mass media which socializes that discussion always rooted in the bourgeois discourse. (Professor 05).

We realize the diversified performance of that staff produces the unfolding of different groups, identified by interests, knowledge and specific practices, which constitute subsets of teaching staffs with similar traits, which adopt different theoretical-methodological frameworks and demarcate their object of thematic interest in a different way. We understand that staff can identify itself through pedagogical performance in research and knowledge production, either in the specialized environment of the workplace or in pedagogical practice of the formal education.

FINAL COMMENTS

We consider the necessity of the professors in looking for continuous training as the element to help reading and reconstruction of a pedagogical practice through research and knowledge production. It was observed professors promote practices which only overcome “content” as the unique manner to teach. They do not restrict themselves in socializing only knowledge already built, but they increase the reconstructive questions and research as formation elements.

In relation to pedagogical practice of research, we identified three from five professors have developed this kind of practice. When performing several tasks, which demand competencies and common characteristics, professors recognize each other and differentiate from the other workers. So, the pedagogical action executed into culture will make possible the construction of a professional identity able to transform subjects with formal and political quality through the reconstructive questioning penetrated into the research educational process (DEMO, 2005).

Because of these features, we understand teaching formation as a continuous process which has a significant contribution on professor's practice. Similarly, it is possible to assume that professional identity construction is a permanent movement of construction and reconstruction.

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ABSTRACT

This research had as objective to identify how pedagogical practices of professors in physical education from Instituto Federal Catarinense (IFC) are built in classroom teaching, according to their own perceptions. Five PE professors from IFC participated in this study. It was applied a mixed questionnaire through Google Docs tools in order to collect data from those criteria: to identify which pedagogical practices have been developed by PE professors in IFC; to identify which matters and/or obstacles and positive factors in teaching are under the perspective of PE professors in IFC; to understand if PE professors are able to establish the relation between teaching and research as a procedure to knowledge production and emancipated formation. Results showed professors have been developing multiple pedagogical practices, or with focus on contextualized body movement proposals or with focus on physical fitness related to health. However, most of the professors have orientated their students during pedagogical practices by the bias of research, including the emancipatory perception of the students.

KEY WORDS: Pedagogical practices; research; knowledge production.

LE RECHERCHE COMME PRINCIPE EN ÉDUCATION DANS L'ENSEIGNEMENT ÉDUCATION PHYSIQUE INSTITUTO FEDERAL CATARINENSE

RESUMÉ

Cette recherché visait à identifier la façon de construire les faits de l'enseignement de professeurs d'éducation physique à Instituto Federal Catarinense (IFC) dans l'enseignement en salle de classe telle que perçue par les enseignants eux-mêmes. Participé à cette étude cinq professeurs d'éducation physique de l'IFC. Utilisé un questionnaire mixte, à travers l'outil de Google Docs pour effectuer la collecte de données sur des critères suivants: l'identification actes pédagogiques qui sont élaborés par les enseignants d'éducation physique à l'IFC; identifier les problèmes et / ou des obstacles dans l'enseignement et les facteurs positif de cette activité du point de vue des enseignants d'éducation physique dans IFC; comprendre si enseignants IFC peut établir la relation entre l'enseignement et la recherche comme une procédure pour la production de connaissances et la formation émancipé. Les résultats ont montré que les enseignants enseigner plusieurs actions, parfois en mettant l'accent sur les pratiques contextualisées de mouvement de la culture du corps, maintenant avec un accent sur les éléments de la condition physique liée à la santé, cependant, la plupart des enseignants de guider les élèves lors de la pratique d'enseignement sous le biais de la recherche, y compris la perception du sujet émancipateur.

MOTS CLÉS: Faits de l'enseignement; recherche; production des connaissances.

LA INVESTIGACIÓN COMO PRINCIPIO EDUCATIVO EN LA ENSEÑANZA DE LA EDUCACIÓN FÍSICA INSTITUTO FEDERAL CATARINENSE

RESUMEN

Esta investigación tuvo como objetivo identificar cómo construir las acciones de la enseñanza de los profesores de educación física en el Instituto Federal Catarinense (IFC) en la enseñanza en el aula según la percepción de los propios docentes. Participaron del estudio cinco profesores de educación física de lo IFC. Se utiliza un cuestionario mixto, a través de la herramienta de google docs para llevar a cabo la recogida de datos en base a los siguientes criterios: la identificación de acciones pedagógicas que están siendo desarrollados por profesores de Educación Física en la IFC; identificar problemas y / u obstáculos en la enseñanza y los factores positivo de esta actividad desde la perspectiva de los profesores de educación física en la IFC; entender si maestros de Educación Física IFC puede establecer la relación entre la enseñanza y la investigación como un procedimiento para la producción de conocimiento y la formación emancipado. Los resultados mostraron que los profesores enseñar varias obras, a veces, con énfasis en las prácticas contextualizadas de movimiento de la cultura del cuerpo, ahora con un énfasis en los elementos de la condición física relacionada con la salud, sin embargo, la mayoría de los profesores guiar a los estudiantes durante las prácticas de enseñanza en virtud el sesgo de la investigación, incluyendo la percepción del sujeto emancipatorio.

PALABRAS CLAVE: Acciones de enseñanza; investigación; producción del conocimiento.

A PESQUISA COMO PRINCÍPIO EDUCATIVO NO ENSINO DA EDUCAÇÃO FÍSICA NO INSTITUTO FEDERAL CATARINENSE

RESUMO

Esta pesquisa teve por objetivo identificar como se constrói os fazeres pedagógicos dos professores de Educação Física do Instituto Federal Catarinense (IFC) no ensino da sala de aula na percepção dos próprios docentes. Participaram dessa pesquisa cinco professores de Educação Física do IFC. Utilizamos um questionário misto, através da ferramenta do google docs para realizar a coleta de dados a partir dos seguintes critérios: identificar que fazeres pedagógicos estão sendo desenvolvido pelos professores de Educação Física no IFC; identificar quais os problemas e/ou obstáculos na docência e fatores positivos dessa atividade na perspectiva dos professores de Educação Física no IFC; compreender se os professores de Educação Física do IFC conseguem estabelecer a relação entre o ensino e a pesquisa como procedimento para produção do conhecimento e formação emancipada. Os resultados mostraram que os professores desenvolvem múltiplos fazeres pedagógicos, ora com ênfase nas práticas contextualizadas da cultura corporal de movimento, ora com ênfase nos elementos da aptidão física ligados a saúde, entretanto, a maior parte dos professores orientam os estudantes durante as práticas pedagógicas sob o viés da pesquisa incluindo a percepção emancipatória dos sujeitos.

PALAVRAS-CHAVE: Fazeres pedagógicos; pesquisa; produção de conhecimento.