Looking at initial teacher training: academic productions about higher education and physical education

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Abstract
This research intends to identify and discuss the academic productions in the area of physical education initial teacher training. “Teachers are trunking: It is time to redo identities. The recognition of new values can facilitate the reduction of ambiguity that affect the teaching profession nowadays (NÓVOA, 1995, p.29, authors translation)”. Observing this situation pointed by Nóvoa, we realized that go through all social changes becomes a hard work for university. On the other hand, the responsibility of training teachers capable of understanding the relations that build reality grows. That is the reason why we are interested in this research, it allows us start thinking how teachers training formulate its knowledges.

To achieve this goal, we selected productions accessed in databases that has as theme Teacher Training.

Results and Discussion
This research makes a qualitative analysis of the academic productions in the area of physical education teacher training and an analysis of the debate’s construction in each of the articles that had been found. To Marconi and Lakatos (2008), the literature review allows, besides defining what is already known about this subject, to explore new areas in which problems have not yet been defined and resolved. Thus, to identify the gaps in the productions about initial teacher training. After selecting the articles, they were grouped in five themes, considering the research goals and the main point of the debates. The themes are: Curriculum theories, Teacher training challenges, History, Policies and legislation and organizational proposals. At the first theme, Curriculum theories we analyzed seven articles. Four out of seven presents arguments about how higher education schools contribute on training some subject profiles. The other three articles argument about the abyss in between the debates of curriculum critical theories and the application of it during the physical education pedagogical practice. At the second theme, Teacher training challenges the articles discuss the impact of the physical education epistemological crisis on teacher training, arguing that there is a lack on the recognition of a study object, which justifies the character hybridized of initial teacher training.

The third theme, History, groups articles that notice the traces left through the physical education history and are lived until now at the area practices. The fourth theme, Policies and legislation, brings articles that show the policies, which constitute the higher education courses and attend the social and labor market demands. From the foregoing in the articles, it seems to have an accumulation of resolutions and decrees of law which demonstrate some flexibility of responsibilities at higher education institutions.

What reinforces the hybridization process that happens on physical education teacher training. The last theme, Organizational proposals, brings methodological proposals to higher education institutions that do not agree with the debates of the other themes, indicating a lack of formulated proposals from physical education study object and a lack of productions that discusses the physical education responsibilities as required school subject.

Conclusions
It was not verified a dialogue between the debate at the fifth theme and the others. The data brought by the authors of those articles grouped as organizational proposals dialogue with theories that do not relate with the productions in Physical Education that keep trying to make of it a knowledge producer. This research also identify gaps in teacher training productions. As we see during this search just a few articles take into account the debate about Physical Education curriculums and how they can affect pedagogical practices at school. We assume that to understand this dialogue means to understand the Physical Education responsibilities at school, at society and think about a practice that articulate global knowledges and the area of knowledges. This way we can consider Physical Education at school as place where students produce knowledges, not just apply them.

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The references of the analyzed articles are not reported on the abstract due to the space limitation, but can be accessed on the whole paper.


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