

"WHAT WOULD I CHANGE? MANY THINGS!": TEACHING KNOWLEDGE AND NON-KNOWLEDGE PRESENT IN PHYSICAL EDUCATION TRAINING PROGRAM

¹Luis Eugênio Martiny and Pierre Normando Gomes-da-Silva

¹Federal University of Paraíba

ABSTRACT

The purpose of the present research was to identify teaching knowledge and non-knowledge mobilized and/or acquired in the pedagogical practices of future teachers during the development of a supervised training program. Based on documental research, 48 documents were analyzed, which were part of the Final Reports, containing critical reflections by eight future teachers who carried out their teaching interventions in the first half of 2010, in public schools of the city of João Pessoa, state of Paraíba, Brazil. For data collection, the methodological procedures of a collaborative research by Gomes-da-Silva (2009) were used in the supervised training program. For data analysis, the content analysis technique by Bardin (2008) was used. The theory that served as a foundation for this analysis was that by Tardif (2008). Three categories of teaching knowledge were identified, namely: i) knowledge from experience; ii) school knowledge; and iii) non-knowledge. The mapping of these categories indicates that a pedagogical practice is made of knowledge, reinforces the provisional state of this knowledge and stresses the complexity of teaching in the area.

Key-words: Training Program. Formation. Teachers.

INTRODUCTION

In undergraduate courses of Licentiate in Physical Education, one of the curricular components that acquire significant relevance for teaching formation is the supervised training program developed in schools. These programs aim to put future teachers before concrete learning-teaching situations. Such conditions can allow students experiencing and thinking over pedagogical knowledge and practice inside the classroom.

Reflection about problem-situations faced in teaching training programs enables future teachers to configure and contextualize their field of formation-intervention. It is within this context that they confront the knowledge derived from the initial formation with the practical reality. Besides, it is in this environment where they end up identifying, mobilizing and/or acquiring a set of competences, skills and knowledge that become necessary to their educative practice.

The apprehension of this plurality of teaching knowledge in accordance with didactic-pedagogical processes and the dynamics in the classroom suggest how complex teaching practice is in school context. Future teachers, when faced with this situation, tend to rouse discussions regarding some detachment between initial formation ("theory") and pedagogical intervention ("practice"). When perceiving the convergences and divergences between these contexts they go after other sources and references that serve as supports for their performance. The confluence of this knowledge allows for the constitution of their teaching activity, concerning their teaching know-how. This teaching structuration allows future teachers seeking to respond to adversities that arise in the school routine.

Since some authors have been pointing some detachment between teaching formation and intervention in Physical Education (BORGES, 1998; BRACHT, 2003; GONZÁLEZ, 2006; REZER; FENSTERSEIFER, 2008; FUZII et al., 2009), a gap opens during the establishment of an approach between these two contexts. Deepening analyses about the pedagogical action of future teachers, more specifically about their teaching knowledge mobilized and/or acquired in the moment of teaching intervention, will contribute to point some advancements and/or limitations of that initial formation.

To evidence some approaches and/or antagonisms between both contexts, the present article aims to identify teaching knowledge and non-knowledge mobilized and/or acquired by

future teachers during the development of supervised training program in schools. From this mapping and the interventions of future teachers, the relationship of the latter with their teaching knowledge will be able to be signalized.

METHODS

Research design

This is a qualitative and documental study, since we use training program reports as documental sources. This type of research, developed through documental sources, aims to investigate information that have not been codified, structured and organized (MATTOS; ROSSETO JÚNIOR; BLECHER; 2004).

Subjects of the research

The research was composed of eight future teachers. For them to be included in the investigation, the participants should be enrolled in the subject Supervised Training Program, offered in the 6th period of the undergraduate course in Physical Education of the Federal University of Paraíba, and develop the teaching training program in the year/semester of 2010, in public schools of the city of João Pessoa, Paraíba. These subjects were randomly selected through drawing. Each future teacher drawn had taught, on average, twenty-one Physical Education classes throughout the teaching training program, having, on average, twenty-seven students in their classrooms.

Only two of these future teachers had had teaching experiences before the supervised training program in a school. Other two future teachers had had teaching experiences, but during extension programs offered by the university. The average age of these future teachers was 23 years old.

The training program was carried out in a public school of the municipal network, located in João Pessoa, PB. This school develops activities in two shifts (day and night); the afternoon (when the training program happens) is reserved for the Elementary School I. In this period, the school has six different grades, from pre-alphabetization to the fifth grade, totaling eight classes of students. In all, 200 children, aged from four to fifteen years old, are served in this period.

To carry out the supervised training program, these future teachers were divided into groups with four components each. Each one of the groups formed chooses one public school of João Pessoa, PB, from the list proposed by the coordinator of the subject. The schools proposed have the curricular component Physical Education in their teaching program, and specific teachers of the area teach regular classes. For each group of trainees, a supervisor professor from the university is assigned to monitor the entire program. The attributions of the training program supervisor concerning the supervised training program are defined in resolutions No 01 and 02/2002 of the National Council of Education (CNE) and No 04/2004 of the Superior Council of Teaching, Research and Extension of the Federal University of Paraíba (CONSEPE/UFPE), in the form of individual attention.

Such attention is composed of four different moments: a) participating observation of laboratory-classes prepared by the trainees themselves, according to their teaching plannings; b) discussion in the focal group, conducted right after the registration of the observations on a field diary, with all the participants of the group, about themes related to the organization of the pedagogical work of the future teachers, as well as the progress of the classes, teaching and learning didactic processes adopted and strategies for a better progress of the teaching training program; c) guidance on the preparation of the final report; and d) quantitative and qualitative evaluation by the group of future teachers, in collaboration with the coordinator of the subject.

These future teachers prepared, individually, the documents that were part of the analysis. In all, each one of them produced six different written reflections, constituted as

objects of analysis. Thereby, for this investigation, 48 written documents were analyzed. Said written documents are part of the evaluation procedures of the subject and were not purposefully prepared for the study in question. In the end of the subject, all future teachers enrolled must submit a final report of the activities performed. This report must contain the construction and development of some items, including six reflections constructed in the course of the supervised training program, which served as a basis for the continuation of the study.

To preserve the subjects' identity, the names used in the article corresponding to the reports of the future teachers are fictitious; but the reports themselves (in Portuguese) demonstrate a faithful reproduction of the reflections made by them, maintaining even Portuguese mistakes and verbal and nominal agreement.

Methodological procedures for data collection

For data collection, the methodological procedures of the collaborative research by Gomes-da-Silva (2009) were used in the Supervised Training Program. According to the methodology adopted, all six documents prepared by each trainee, which constituted the database for information analysis, were produced in three different moments that characterized three different classes of written reflections: i) before the beginning of the pedagogical intervention, when the documents spoke of life experiences (memorial and formation narrative), diagnosis of the school culture conducted and expectations in relation to the training program and the school (Ontological Reflection and Epistemological Reflection); ii) during the training program process, after 10 classes taught, iii) at the end of the classes of the teaching practice in the school, when the future teachers performed a second reflexive section about the classes taught and made an overall evaluation of the training program. Gomes-da-Silva (2009) names these two last moments Methodological Reflections.

Data treatment and analysis

To analyze and treat these documents in accordance with the purposes of the investigation, the content analysis technique by Bardin (2008) was used. This technique allows codifying and interpreting the messages present in the documents. In this sense, the first step was to catalog this information into units of meaning. The units of meaning in the documents were taken from the structure itself of the written reflection, as pre-established in the subject: the ontological, epistemological and methodological reflections.

After the cataloging of the written reports into units of meaning, a second step was taken: the identification of relevant writings (RW) in these documents. We call RWs messages written by the trainees about their pedagogical practice that converge with the concept of teaching knowledge by Tardif (2008), that is, with knowledge, skills and competences that have influenced and supported the teaching action of future teachers during the training program.

Finally, in the construction of this conceptual map, these RWs were interpreted and, based on the units of meaning, correlated with the categories of teaching knowledge presented by Tardif (2008, p. 36-38): professional, disciplinary, curricular and experiential formation. This analysis enabled the identification of teaching knowledge present in these documents and, consequently, its relation with the educative practice of these future teachers.

RESULTS

From the analyses conducted from the written reflections, we identified three major categories of teaching knowledge. Into these categories identified, we found some subcategories of knowledge. These categories and subcategories approach teaching knowledge constructed by the future teachers, derived from pedagogical intervention.

The first category of knowledge, manifested in the written reflections, refers to *knowledge from experience*. To Tardif (2008, p.39), “this type of knowledge arises from experience and is validated by it [...] it is incorporated into the individual and collective experience in the form of *habitus* and skills”. It is a set of information coming from multiple experiences, including the pedagogical and teaching know-how.

This can be evidenced in Gabriela’s Relevant Writings, when she reveals that:

[Every day that passed, I saw how hard it was to be in the school, as a professional, dealing with the students and their conflicts, whether inner or caused by them. I have gained experience I had not expected to have, due to the many difficulties like those I have encountered, but the pedagogy of the proposal chosen makes us, day-by-day, review the concepts children bring with them and evaluate them in relation to what these children show every class.] (Gabriela – methodological reflection)

Living the day-by-day of the school, its routine, habits and costumes, that is, the school culture, makes teachers gain experiences (positive or not) and incorporate them into their teaching action. From the reflections of this teaching knowledge coming from practice, two new subcategories were identified.

These subcategories emerged from the limits and advancements of the theory by Tardif (2008) and reinforce, even more, the question of the epistemological pluralism about the knowledge of teachers, roused by the author himself, all according to interpretations of the RWs.

The first of them is about teaching action. It is a valid teaching knowledge that educators construct throughout their career as teachers, called by Tardif (2008) practical or specific knowledge. This knowledge stems from the educative practice, from the experiences teachers acquire when performing teaching roles, and from innumerable problem-situations faced every day in the school.

To Tardif (2008, p. 49), this knowledge “is no longer systematized in theories or doctrines [...] it does not superpose practice to better understand it, but integrates into it and is a constituent part of it as teaching practice”. From that, teachers look for strategies to solve them and, consequently, end up incorporating and accumulating a wealth of knowledge about their own practice of pedagogical intervention.

Two of these situations can be visualized in the writings by João and Natalia, when they describe different behaviors they would begin to adopt in the remaining classes of the training program, after completing the first didactic unit, that is, after living experiences in the first part of the training program and making a critical reflection on these units.

[When reflecting on these ten classes, which I have already taught, focusing on the 10 classes that are still to come, there are some points that need to be changed or fulfilled to attract the students’ attention and, thus, to make everyone participate actively. One thing would be using a whistle, due to the difficulty in gathering students again to talk after they disperse. I would use this whistle expecting to call attention and succeed in doing so. And in an attempt to make classes more pleasant, stimulating everyone’s mutual participation, I could use an even greater lucidity, making the students explore their imagination every class, thus increasing their desire to participate.] (João – methodological reflection).

[What would I change? Many things! First, I would have been firm, but flexible, since the beginning of classes. Another thing is that I would have started by the theme pre-sportive games right away, because I saw that this is what they most like. I would also have talked more with them since the beginning and would have tried to know them better, to be able to deal better with them [...] In the beginning, very soon, in the two first classes, I was very discouraged with the students. They messed around a lot, did not want to respect me, or perform the activities properly. It was when I thought: what should I do? And for many times I thought I would not make it through [...] I saw I was not managing to control the class because of my lack of

confidence. So I decided to change my attitude. I started to be firmer, and they started to respect me more and to obey me, but as the classes passed, I saw I was being too authoritarian and was not making room for them to express themselves. Today the classes are flowing very well and I always see some progress. The students respect me and I now I really enjoy teaching, it has been a rich experience for me.] (Natalia – methodological reflection).

In the above writings, the presence of experience as knowledge that changes teaching action is singular. The first case evidences that, based on the classes already taught, the future teacher searched for other strategies to be able to improve the management of the content to his students. In the second case, the future teacher reports the achievements about the management of the class and the relationship with her students, from behaviors experienced and changed during the pedagogical practice in the classroom.

This practical knowledge, which Ferreira (2002) calls original knowledge, begins to be a product of this progress of pedagogical practice in the school context over time; however, there is knowledge brought by future teachers to their pedagogical intervention that does not appear necessarily during the development of the teaching activity. This second subcategory of knowledge from experience refers to knowledge from existential experiences or, as detailed by Tardif (2008), coming from the teacher's social origin, from his/her life history.

Ferreira (2002) named it "Cultural Knowledge". It is knowledge related to what future teachers bring to their teaching intervention, but that does not come neither from teaching experience nor from knowledge acquired/mobilized in initial formation. It is knowledge related to the culture of the future teachers: their life history, personal experiences, beliefs, moral values, religiosity, and school education and, as subjects of the world, their existence and existential limitations and conflicts. In many cases, teaching practice is the first teaching rehearsal of future teachers of Physical Education course, but there are cases in which some students have already lived, during extracurricular training programs, the experience of being a teacher

These life experiences, somehow, influence the way of being of a teacher. Future teachers are influenced by some of these experiences lived, which affect their educative practice, whether through behaviors and habits, whether through values and attitudes.

A significant portion of this existential knowledge ends up manifested in the didactic-pedagogical organization of these future teachers, although, perhaps, not as a conscious process. Usually, this manifestation occurs by comparing existential reports with didactic-pedagogical principles and/or methodological choices adopted during the teaching training program.

About his existential knowledge, Manuel reports:

[With the education I had through the educational and family environments I have been to, and with my eyes turned to how the world has been suffering with social changes, I could develop some values I have been trying to live for: loving my fellows, for knowing that everyone needs an opportunity and encouragement to take a step forward in their lives; respect, which is part of my life for having contributed to my formation as a citizen and something I want people having for me; solidarity, whenever possible, one should help people in need regardless of how, but always aiming to do the best; non-violence, to try to ease conflicts between international ethnicities, and even when it comes to this strong violence in the Brazilian society; honesty, only desiring to possess what it is within my reach for me not to make mistakes linked to dishonesty and take out of the hands of a person the clear change he/she had to go somewhere correctly.] (Manuel – epistemological reflection).

When describing the reason for the methodological choice, Manuel expresses:

[I intend to use the "whole body" proposal for believing in the education passed on with love, looking at the collective side and equality. I want to pass on to my students of the teaching practice an experience I had for a little time in the "Colégio Brasil" [Brazil School] (as a criterion of identity preservation, the name of the school here in represented is fictitious). I

have many good remembrances of there, although I left that school very young. I intend to cultivate in my students a feeling of fraternity and fellowship because, nowadays, in my opinion, many schools are no longer working the collective side, which is the basis for the development of a society.] (Manuel – methodological reflection).

This relationship between the existential knowledge and the teachers' didactic-pedagogical organization is not limited to pedagogical principles or to the choice of the methodological proposal. The influence of knowledge passes through the choice of being a teacher, the choice of the course to study and other choices related to formation. Joaquina exposes this analogy when affirming that she chose "the job of physical educator not because of the school, which influenced me in nothing, but rather for the experiences I had in my childhood and adolescence" (epistemological reflection). João, as opposed to Joaquina, but corroborating such assertive, manifests that the teachers of his Elementary Education school

[...] got him excited for the ease with which they transmitted the content; he had also conquered a great friendship with these people, especially with teacher Aloísio (to preserve his identity, the original name was changed), with whom he began to be a personal friend, and received from him a lot of information and advice on how life could be lived, influencing, thus, the option for studying Physical Education in the Federal University of Paraíba.] (João – epistemological reflection).

This existential knowledge is present in the pedagogical practice of future teachers, but is not constructed based on the latter. This is a knowledge that comes before teaching activity, but turns out to manifest juxtaposing to it. All this contributes to the construction of these *habitus* of the teacher that, according to Tardif (2008, p.49), "can turn into a teaching style, tricks of the profession and even traces of the 'professional personality'".

The interaction of this experiential knowledge with knowledge from initial formation signalizes the appearance of a second major category of teaching knowledge manifested within the school context. In this investigation, from the analysis conducted of the written reflections, this category is called school knowledge. It involves what Tardif (2008) names scientific knowledge from initial formation, such as knowledge from education sciences, from didactic-pedagogical ideology and from subjects of undergraduate courses integrated into curricular knowledge, that is, knowledge turned into contents to be taught/learned in the school.

In the analysis of the classes of written reflections, when trying to establish a relationship between them, the construction of this school knowledge was evidenced. A first evidence of that can be seen in the didactic-pedagogical contents worked by future teachers in the course of the training program. In the following reports, in a first moment, the future teachers expose the motor games and experiences that permeated their childhood and, in a second moment, the transformation of these activities into school knowledge, that is, into content worked in the school's curriculum.

[...] my favorites games were: tags, dodge ball, hide-and-seek, capture the flag, "big bottle" (a more aggressive type of game involving hitting), football, marbles, "cuscuz" (a game played with dirt and sticks), leapfrog, car race (with small bottle caps that represented Formula One cars) [...]] (Joaquina – ontological reflection).

[...] all popular games were part of this repertoire: tag, skipping rope, hide-and-seek, cops and robbers, small farm, dolls house, marbles, football, volleyball, kite, all you can imagine, and I have nothing to complain about it. [...]. (Gabriele – ontological reflection).

[We played tag, hide-and-seek, the street's owner [...], we played [...] fitting pieces games, we played dodge ball and seven sins [...] we played the squeak pig squeak, "quadrilha" (a typical dance of the Brazilian celebration called June Festival), football and many others (Natalia – ontological reflection).

Thus,

[...] the first unit was covered by the theme symbolic games, corresponding to the ten first classes, and the second unit, by the topic activities for body sensibilization. The 10 first aimed to use the symbol in the activities developed in class toward promoting imagination, interaction, socialization, dramatization [...] (João – methodological reflection).

Games and Games with Rules [...]] (Manuel – methodological reflection)

activities of sports foundation (five classes) and pre-sportive games (five classes), when the main subthemes were cooperation and notion of space. The contents covered were many, such as football and its variations, basketball, volleyball, handball, among others. Always in a ludic way, never dealing with the sport itself [...]] (Natalia – methodological reflection).

When relating these bodily experiences approached in the oncological reflections to the class of the methodological reflections, it is possible to note that a big part of these activities is present as a themed content in the classes the teachers are teaching. However, when making this conversion, these children's games gain a new configuration, they become pedagogic, that is, inserted with a purpose, presented with a goal to achieve.

[...] For them (the students) it was nothing more than a game, but for me it had a purpose and an evaluation behind it [...] I think that that made me see what it means to be a teacher, value the learning of the students] (Maria – methodological reflection).

The confrontation of this popular knowledge with the knowledge from initial formation points to a critical-reflexive knowledge of the future teachers. This convergence between common sense and scientific knowledge is what denotes this school knowledge. The signification of this manifests also when the future teachers ponder about the pedagogical proposals that they have experienced when they were Elementary and High School students.

[During school time [when I was a student] the Physical Education classes did not have a pedagogical line I can recognize now I know about it. We never had classes in which we, students, were required to think critically or about our expectations, nor about the best way to have classes more related to our wishes] (Gabriele – epistemological reflection)

When bringing this critical reflection made about Physical Educating classes in Elementary Education and in the initial formation to the supervised training program, this school knowledge appears in four situations that are distinct but complement each other. The first of them is evidenced in the choice of the proposal, in the preparation of the teaching plannings and the class.

[My classes have been formulated by the didactic material we have acquired and complementary researches, especially about the methodological theory by João Batista Freire, "Whole Body Physical Education", a proposal adopted by me, to prepare the lessons (Ana – methodological reflection).

A second situation occurs during the didactic-pedagogical application of this knowledge. One example of that is in the guidance's for the execution of the class proposed by each one of the different pedagogical approaches present in the content of school Physical Education. Natália, in the description below, evidences an example of class that follows a pedagogical approach:

[...] I start the class with a talking circle, the students seat on the court and I explain the goals and themes of the class and clarify eventual doubts. In the second moment, I perform activities, and in the third moment, the students make another talking circle where they comment what they have learned in that class, what they thought of the activities, and they also make suggestions for

the next class. Every new class I review the agreements and the content of the previous one. (Natália – methodological reflection).

It is evident in the written reflection above a didactic-pedagogical organization that brings in their performance the guidance of the approach chosen; but, on the other hand, a third moment that appears is touched by the reflection about its use and its relation with other different pedagogical approaches:

[...] Sometimes I think that if I had chosen the critical-overcoming approach I would have awoken more the social side of them, and if I had chosen the developmental one, I would be working more the motor aspect. But with all of the doubts, I still stay with that of whole body, because I saw in this proposal a concern about the affective side of the child, which is very impaired among my students. (Natália – methodological reflection).

Finally, there is the situation of evaluation of the training program in a general way. This evaluation allows confronting the reality lived with previous experiences and those acquired/mobilized, and with the knowledge derived from the initial formation.

[Experiencing this reality was very good [...] Having my own students, my classes with a continuity, based on a teaching planning and applied according to a pedagogical proposal, was really meaningful [...] This experience was of fundamental importance for me to apply the contents we have studied in the curriculum related not only to didactics, but to all subjects paid [attended]] (Maria – methodological reflection).

The synthesis of the two categories of knowledge identified in the three classes of written reflections gives rise to a third category of teaching knowledge. In this investigation, this category is called “non-knowledge”. It emerges from restlessness, complaints, dilemmas and conflicts that future teachers experienced throughout the training program and to which they have not found “answers”, whether in their experience (original or existential), whether in the initial formation itself.

In the educative practice, the future teachers were faced with problem-situations to which they did not find quick solutions to be able to respond affirmatively before the context presented. This *non-knowledge* is much more about the condition of feelings and concerns with the act of educating, for instance, how to deal with the fear of students and lack of confidence to teach a class.

These aspirations were manifested in relation to a series of questions regarding being a teacher and learning how to teach. This correspondence ended with the identification of a state marked by the lack of knowledge on how to be and how to perform the job of a teacher (in the case here, referring to the future teachers).

[...] In the beginning, we were very anxious and concerned with the lack of experience and the first challenges. In the first classes, I was lost, without knowing how to focus on the approach chosen, and the activities were not as creative as I wanted, not to mention that the students did not obey me.] (Natália – methodological reflection).

[In the beginning, it was a little complicated, we were not that good at teaching, but we improved with time [...] Overcoming the obstacle of fear and facing reality was worthwhile (Ana – methodological reflection).

This non-knowledge generated consequences on the process of teaching intervention. The future teachers ended up founding their practice, in a first moment, on an excessive control of the organization of the students. The concern was centered on the domination of the students’ behavior and the fixation of their attention.

[[...] in the first classes the greater difficulty found was making the students to pay attention to the explanations about the activities [...] they could not concentrate, only wanted to play] (Manuel, methodological reflection).

[I noticed an improvement in the students throughout these classes, I started to control them better and keep their attention during the classes] (Gustavo – methodological reflection).

This made the future teachers evaluate their classes and, consequently, their status as a teacher, based on the level of control they managed to exert in the students. Because of that, the development of the contents taught in class suffered alterations. The future teachers began to propose only activities that interested the students, even superposing their goals and the contents planned:

[The activities were chosen according to the profile of the students. They really like games with rules, so the activities chosen for them were exercises of sports initiation for body and mind.] (Joaquina – methodological reflection).

[I think that the classes got off training throughout the training program, I had a lot of difficulties planning the first classes, the goals did not make sense, when I manage to prepare the evaluations I did not know how to apply them, and I got to the 5 first classes; in the 5 next, after gathering the grading of the first ones, I managed to put them better on the paper and the evaluations occurred more easily. But I got a little bit disappointed, because I saw the students losing interest in the classes; many of them did not want to participate, and I had to change my plans. I changed my teaching planning and started to bring activities that they themselves mentioned in the end of the class. I chose them according to the sequence I developed (Gabriele – methodological reflection).

This position reflects, somehow, this state of not knowing how to be and how to perform the job of a teacher. The insecurity and inconsistencies presented denote the existence of knowledge that still needs to be acquired, mobilized and experienced by the future teachers in their teaching activity. The treatment of existential aspirations, the confrontation and rejection by students are some doubts that appear before this teaching non-knowledge.

DISCUSSION

Some authors, such as Tardif (2008), Gauthier et al., (2006), Borges (2001) and Saviani (1996), have sought to present the importance of teaching knowledge for the professional formation and development of teachers. The search for the justification of this knowledge in the formation of these teachers has provoked an attempt of systematization of the knowledge that involves their activity. This mapping is explained by the possibility of contributing to the construction of the professional identity of being a teacher (CUNHA, 2007).

The elaboration of this knowing-to-do and knowing-to-be passes inevitably by the identification of what knowledge is necessary for the educative practice. Concerning this investigation, three major categories of teaching knowledge were signalized. These categories indicate what knowledge is present in the practice of future teachers during the development of the supervised training program.

The first identification made among the documents assessed referred to experiential knowledge. Borges (2004; 1998) and Ferreira (2002), in their studies, aimed to signalize and worked to justify the importance of practical knowledge in the teaching action. The decodification carried out in said study enables the expansion of the relationship between these future professionals and the pedagogical intervention due much more to the fact that these teachers begin to value knowledge acquired/constructed and mobilized in other contexts other than that of the initial formation.

To Ferreira (2002), this knowledge from practice, defined as teaching culture in action, must cease to be seen as an inferior instance for them to turn into a vital center of teaching knowledge. It is a valid knowledge that supports one of the forms of consolidation of teaching

knowledge. This support for the act of teaching will be provided by the experience with the educative practice, whether acquired during or after the teaching action.

On the other hand, the identification of the presence of a part of this knowledge acquired before initial formation, in the pedagogical work within the supervised training programs, also reconfigures the relationship of these future teachers with their teaching knowledge. The category of knowledge called *school knowledge* evidences this transformation. The written reflections, when signaling the transformation into pedagogical principles of moral values, beliefs and attitudes acquired in different contexts of personal formation, in the choice of the profession and in the didactic-pedagogical organization of the future teachers, reveal the re-structuration of knowledge and, consequently, the construction of the teacher.

Basically, this constitution occurs when thinking takes a didactic-pedagogical perspective. Future teachers begin to think about what they should teach and what their students should learn. By turning knowledge into something teachable or used in their didactic-pedagogical intervention, they end up transiting to the inside of the teaching identity. By managing to establish a connection between their life experiences and scientific, ideological-pedagogical and disciplinary knowledge acquired/constructed in the initial formation and the knowledge to be transformed for the school context, they end up shaping the job of a teacher. Besides, when exercising this practice, future teachers make their educative action a relationship of support and complementarity with teaching knowledge. Gauthier et al. (2006) consider the job of a teacher a craft of knowledge. The theoretical dimension is complemented and consolidated with practical intervention. This craft is not ruled by empirical experience, nor it is founded exclusively on theoretical knowledge, as if there was a movement of detachment between both of them.

This reciprocity relationship gives rise to what some authors (LÜDKE, 2001; SCHÖN, 2000; ANDRÉ, 1995) name researcher teacher. Teachers need to make of their place of intervention a field of investigation, of discoveries and critical reflection about their action. To Gomes-da-Silva (2009), this reflexive act is what can help teachers to face their personal and collective limitations, allowing them acting together in the construction of a project toward overcoming the limits imposed.

This situation puts teachers before the condition of developing a permanent critical-reflexive knowledge of their actions in the school context. Besides, this perspective referring to the performance of the action, by critically reflecting about it and, from then, producing a new action, can transform the experiences of the school's routine into production of pedagogical knowledge (GOMES-DA-SILVA, 2009).

Finally, there is the category of non-knowledge, consisting of knowledge, skills and competences that cannot be foreseen, but that will interfere when the future teachers teach their lessons. It is much more related to the aspirations, convictions, feelings and concerns that arise depending on the context and the environment of the classroom. From this restlessness, doubts arise regarding the identity related to teaching and pedagogical know-how.

In the context of the supervised training programs, this knowledge appears due to the little experience (or lack of it) of the future teachers in class. When facing the demands made on them and appear in the real situations of teaching, they question their teaching knowledge. In these interrogations, they evaluate their supervised training program and, consequently, the true purposes of their intervention.

In light of these professional dilemmas, future teachers tend to set their identity as teachers based on the organizational control of their group of students. If the students behave, do not have arguments, do exactly what is required from them, then that is a criterion of evaluation to define if the class is good or bad. Faita (2004), in his studies, identified this trend in beginner teachers. For the author, the less the experience in class, the more teachers will tend to "reinforce or attribute a greater importance to certain practices that are less central for experienced teachers" (FAITA, 2004. P. 65). This practice concentrates, for instance, on the behavior of the students and on the coordination of the classroom.

The frustration for seeing that the students do not behave before the contents proposed make future teachers try to rescue the authority over the students. In many cases, due to this search, they end up proposing only tasks/activities that interest the students, expecting to minimize the conflicts and recover the attention.

It is not for another reason that, in many situations, using this strategy causes every class to have a purpose in itself. The future teachers start to construct their lessons based on the activities they intend to perform, rather than on the goals referring to the students' learning. Finally, they present what González (2006, p. 104) named "strong feeling of strangeness" about their professional identity. Future teachers begin a series of questions about their role as a teacher: "Why am I here? What do they expect from me? What are the expectations students have concerning my classes?" Adapted from Gonzalez (2006).

This very process deflagrates the complexity of the teaching work in the area of Physical Education or, as proposed by Rezer and Fensterseifer (2008), the need to rescue it. This condition, therefore, reaffirms what Nunes (2001) signalized about studies relative to the formation of teachers. To the authors, a significant number of investigations have been concentrated on reducing the teaching job to a set of competences, skills and techniques that should be apprehended by future teachers. The attempt to construct this "portfolio" of knowledge that should be necessary to a teacher's formation has generated a crisis of identity among teachers, especially due to the separation of the professional self from the personal self.

The identification of this non-knowledge present in the supervised training program of the future teachers reinforces the need of expansion of this configuration of teaching action, of the awareness that the knowledge on how-to-be and how-to-do is unfinished, and the need for a dynamic and reflexive teaching work in permanent construction.

CONCLUSION

The present investigation allowed us making approximations regarding knowledge and non-knowledge present in the educative practice of future teachers. In this adjustment, that is, in their identification, it becomes transparent the pertinence of the supervised training programs to professional formation, which, besides promoting the first contact of undergraduate students with the school context, as future teachers, allow, even if to a small extent, signaling a synthesis between formation and intervention.

Future teachers end up converting these supervised training programs into great laboratories for teaching and learning. The training programs awake in the future teacher the possibility of reviewing his/her pedagogical practices in construction and putting into action pieces of knowledge acquired/mobilized in the initial formation.

Nonetheless, in fact, this does not minimize the limitations of the impact of these supervised training programs on the process of learning and teaching; however, it allows, at least, signaling to these future teachers the importance of the reflection about the teaching action. They need to have a critical perspective of society and the reality into which they are inserted, to live the school environment and to see that this environment is plural, plastic and dynamic, full of conflicts, singularities and meanings.

In this article, the identification of knowledge and non-knowledge present in the supervised training program of the future teachers enabled the verification of the continuous character that teaching knowledge has and, consequently, of how long the process of formation and construction of a teacher is. Another observation refers to the pertinence of establishing a craft made out of knowledge, because, then, a critical teacher that reflects about his teaching skills will be constructed.

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