

Physical Education Teacher Training: the Challenges of Teaching Legitimation in the Debate Center

Formação de Professores de Educação Física: os Desafios de Legitimação da docência no Centro do Debate

Ivan Carlos Bagnara^{*a}, Paulo Evaldo Fensterseifer^b; Sidinei Pithan da Silva^b

^aInstituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul. Campus Erechim. RS, Brasil.

^bUniversidade Regional do Noroeste do Estado do Rio Grande do Sul. RS, Brasil.

*E-mail: ivan.bagnara@erechim.ifrs.edu.br

Abstract

This study aims to analyze the way the themes related to the political, curricular and didactic aspects, are being addressed by publications related to Initial Training (IT) at the Physical Education (PE) degree level. Thereunto, a bibliographic research was developed, taking as a background the productions published from 2013, linked to the Brazilian College of Sport Sciences. Thus, from 708 publications, 29 texts addressed the theme and constituted the final sample. From the political point of view, it is clear that most concerns are related to the National Curriculum Guidelines and not to the formation of a subject with the political capacity to teach. In the curricular perspective the studies address themes related to the contents of Initial Training (IT), curricular internships/Pibid, epistemological debate, curricular fragmentation and the division of formation. Concerning the didactic aspects, themes emerged which were associated mainly to supervised internships. Thus, we have the impression that IT is not developing a training process capable of translating into the school environment the legal and theoretical gains that the area has achieved in recent decades, which could help overcome the gap that the Brazilian School Physical Education (SPE) has experienced since it has entered into crisis.

Keywords: Teacher Training. Political Challenge. Curriculum Challenge. Didactic Challenge.

Resumo

Este estudo tem como objetivo analisar a forma como as temáticas referentes aos aspectos políticos, curriculares e didáticos, estão sendo tratadas pelas publicações relacionadas à Formação Inicial (FI) em nível de licenciatura em Educação Física (EF). Para isso, desenvolvemos uma pesquisa bibliográfica, tomando como pano de fundo as produções publicadas a partir de 2013, vinculadas ao Colégio Brasileiro de Ciências do Esporte. Assim, de 708 publicações, 29 textos abordavam a temática e constituíram a amostra final. Do ponto de vista político, percebe-se que a maioria das preocupações estão relacionadas com as Diretrizes Curriculares Nacionais e não com a formação de um sujeito dotado de capacidade política para exercer a docência. Na perspectiva curricular os estudos abordam temas ligados aos conteúdos da Formação Inicial (FI), estágios curriculares/Pibid, debate epistemológico, fragmentação curricular e a divisão da formação. Acerca dos aspectos didáticos, emergiram temáticas vinculadas principalmente aos estágios supervisionados. Dessa forma temos a impressão de que a FI não está desenvolvendo um processo formativo capaz de traduzir no ambiente escolar os ganhos legais e teóricos que a área conseguiu nas últimas décadas, os quais poderiam ajudar a superar o hiato que vive a EFE brasileira desde que entrou em crise.

Palavras-chave: Formação de Professores. Desafio Político. Desafio Curricular. Desafio Didático.

1 Introduction

The Physical Education (PE) teachers' performance in the school context, when considering the development of PE with discipline status, has been guided by facing different and constant challenges. Among the challenges¹ to be faced, we can find the political ones (formulation of a meaning for PE articulated to the school social responsibility in the democratic and republican perspective), curriculum (to explicit and organize the contents as well as to formulate progressions with a higher degree of complexity and greater critical density) and didactics (elaboration of strategies to teach and evaluate the contents in a coherent way to the PE purposes as

a Language area component) (BRASIL, 2016; BAGNARA; FENSTERSEIFER, 2019; GONZÁLEZ; FRAGA, 2012).

Recognizing such challenges to be faced by the teacher at school, it is possible to think that one of those responsible for contributing to their confrontation is Initial Training (IT) at the undergraduate level, since it has as its centrality to train teachers. At the same time as we agree with Bracht *et al.* (2014), that IT cannot be held responsible for all the problems and challenges that teacher will face throughout their teaching career, anticipating solutions as an *a priori*, we also understand, on the other hand, that IT cannot be distant or unrelated to what happens there, otherwise one will not be

¹ The interdisciplinary challenge is also mentioned (BRASIL, 2016), which would imply enabling the dialogue of knowledge produced in PE with those produced in other school subjects, however, the same will not be faced in this text.

aware of its specificity/responsibility.

This “endeavor” becomes an even greater confrontation, because the intention to develop PE from the perspective of a school subject with specific knowledge to teach (and no longer school activity), is far from being hegemonic in the PE reality within the public school (BAGNARA; FENSTERSEIFER, 2016; CAPARROZ; BRACHT, 2007). On the contrary, in many contexts, Physical Education at school is still being developed with strong traces of teacher dropout or pedagogical lack of investment. (GONZÁLEZ; FENSTERSEIFER, 2006; MACHADO *et al.*, 2010). In other words, a pedagogical intervention guided by “doing” and unconcerned with “knowing”. Knowledge which, in our understanding, should be thematized from the body and conceptual perspectives, the latter in the technical and critical dimensions.

An obstacle to advance in this problem is related to the constant dichotomies and dualisms in which the field of PE is involved, such as theory versus practice, scientific community versus school teachers, University/College versus school, among others. In addition, to our (largely confirmed) suspicion that the change in the PE statute (from activity to discipline) did not reach the Brazilian school, adds another one: it did not reach IT either. Accordingly, it is asked: what is the focus given to IT-related publications that address the political, curricular and didactic perspectives of Physical Education at school?

Therefore, in this study, it was intended to analyze the way that the themes that debate the political, curricular and didactic aspects are being treated by the publications related to IT at the undergraduate level in PE. This premise is understood as important because, to a large extent, it is necessary to analyze the limits and potentialities of IT regarding these challenges, as they are fundamental to enable the formation of “better” teachers² (FENSTERSEIFER, 2009), able to develop their own pedagogical project, legitimizing the Physical Education at school as a school subject indeed.

2 Development

2.1 Methodology

It was chosen to analyze the theme developing a research of qualitative nature, from the bibliographical perspective, taking as its motto publications related to international scientific and periodical events, which are under the responsibility of the Brazilian College of Sport Sciences (CBCE). To demarcate a timeline, it was intentionally elected the productions made from 2013, when concerns about the theme of this text

acquired greater centrality in our reflections. So, publications were searched linked in the Brazilian Journal of Sport Sciences (RBCE³ - from 2013 up to the volume 41, n. 3, of 2019), in the RBCE Training Notebooks (2013 to 2018)⁴, and in the Annals of the Brazilian Congress of Sport Sciences (Conbrace) and International Congress of Sport Sciences (Conice) (2013, 2015 and 2017)⁵ linked to the Thematic Working Group (GTT) Professional Training and the World of Labor, which indicated in the title that there is a relationship with IT. The option to analyze the proposed theme from the perspective of CBCE publications, may be explained, because it is the largest scientific entity related to PE and Sport Sciences in Latin America. In this sense, teachers, researchers and students from all over Brazil and from various parts of Latin America, took part in the events presenting works and inserting themselves in the GTTs discussions, besides submitting studies for publication in the entity’s journals. Other elements that may be highlighted, refer to the seriousness and reliability with which the CBCE members deal with the themes related to PE and Sport in the general sense, diverse and multidimensional territory of action, and also by the leading role in changing the PE’s status in the last years.

The pre-selected publications were submitted to a pre-analysis process. For the full articles, the pre-analysis was developed by reading the abstract and keywords. The texts that dealt more centrally with the themes proposed for this study were selected to constitute the final sample. The expanded abstracts were read in full, and similarly, those that addressed the theme were selected. Thus, out of 708 publications, 79 were pre-selected, and after performing the pre-analysis, 29 texts constituted the final sample.

In order to analyze the context of the selected publications, a hermeneutic foray was performed in each sample production, trying many times to understand non-explicit interfaces, announcing, translating and explaining from our point of view the themes we consider central to carry out the pedagogical renewal of school physical education. Therefore, the analyses were structured based on the three challenges, namely: political, curricular and didactic. Although they are organized in separate topics to better situate the theme, to understand them and enhance deeper reflections, it is necessary to integrate and articulate them in thought.

2.2 Political Aspects in Initial Training

Initially, it seems appropriate to point out our understanding about the school education political aspects. Thus, the school

2 To Kant (2013, p. 63), “minority is the inability to make use of your understanding without the direction of another individual”. Adulthood, on the other hand, is the ability to “think for oneself” and not passively and uncritically accept what is imposed or directed “by others”. Thus a “larger” subject interprets the world based on the qualified exercise of reason.

3 In 2014, year after (QUANTOS ANOS APÓS O EVENTO? ano posterior ao evento realizado em Brasília,) the event held in Brasília, the RBCE Complementary Edition was published, with the best articles from each GTT. In the case of this study, for data accounting and sample constitution, only the six articles linked to the GTT Vocational Training and World of Work were considered.

4 Up to the end of this research development (August 2019), the first semester issue of 2019 had not been published.

5 This research was finalized before the 2019 event.

is understood as an institution that plays an important role in traditional knowledge democratization, and that among other reasons, but also because it is inserted in a country in which the political system is the Republic and the way to exercise power is Democracy, should radicalize the potentialities of this system. The republican and democratic school should not confuse its action with the one in political or religious spaces, nor should it be determined by economic or media criteria. This school's main purpose is the transmission of knowledge and the exercise of reason. To Fensterseifer (2013), in the republican school, all curriculum components should account for their public character in the way they deal with knowledge and social relations that happen in this space.

After commenting on how we understand that PE teachers, from a political perspective, should intervene in school, we enter into the analysis of the selected studies. It was observed that publications dealing with the political dimension in IT basically indicate concerns with the limits of the National Curriculum Guidelines (DCNs), that is, they point to problems with the conception of public policies for teachers trainings. This concern is pertinent because, as stated by Rezer *et al.* (2014), legislation changes caused important developments in the curriculum constitution and in the processes of PE teacher training. Regarding that, the author questions the epistemological comprehension about the types of knowledge of the two training courses (undergraduate and baccalaureate) in PE (DCNs proposal during the study period). Alviano Júnior (2014), understands formative fragmentation as something mistaken and artificial, especially considering the PE teachers' reality in contemporary times.

A recurring criticism of DCNs refers to the market and neoliberal tendency that guided their elaboration. Studies by Veronez *et al.* (2013), Alviano Junior (2014), Santos Junior *et al.* (2015) and Ortigara and Coral (2013), address this perspective. According to Veronez *et al.* (2013), during some DCNs elaboration, republican concerns were set aside, in favor of a concern focused on the interests of certain groups, who understand that the market is the mediating element of social relations. They believe that formation cannot be linked to the mercantile and privatist interests of capital; on the contrary, they understand that it must be generalist, integral and that the work should be considered as an educational principle.

Likewise, Alviano Júnior (2014) criticizes DCNs and the competence-centered formative discourse, because it is inserted in neoliberal logic. Based on the writings of Neira and Nunes (2009), the author states that curricula are devoid of meaning as a cultural policy, when elaborated from competences and techniques, determining graduates to become reproducers of finished knowledge. The analyzes of Alviano Júnior (2014) indicate the formative curriculum constitution, guided hegemonically, by instrumental rationality.

DCNs are understood by Santos Júnior *et al.* (2015) at the

same time as a sham and a tragedy. Sham, because the idea that they were elaborated by the consensus of the area is not true, and tragedy, by the division of the formation in degree and baccalaureate.

They criticize the fact that the DCNs were structured against the background of the idea of training workers to meet the capital demands. As a consequence, the teacher trained in this way of thinking does not question the capitalist society. They conclude by advocating for a unique education in PE that is able to promote a theoretical consistency for the teacher to help him or her act from the perspective of understanding reality and its consequent transformation.

Criticizing the DCNs conceived under a neoliberal logic, governed by market relations, Ortigara and Coral (2013) state that the problem of teacher education is not reduced to the technical dimension, in the pedagogical and organizational spheres, but it needs to be understood from a political dimension. They also criticize the training model based on the development of competences, as this causes the easing of training and the emptying of the socio-political debate.

Investigating the public policies that deal with teacher training, according to Rocha, Molina Neto and Bossle (2013), allows us to understand how governmental actors face a public problem, as well as to glimpse which problems are considered public, once a public policy needs to cope with two elements: public intentionality and the answer to a public problem. They criticize teacher education policies, as they understand that they are related to the international political-economic ideology, which, supported by globalization, conditions the IT foundations, as well as labor relations. The training developed from this perspective seems to weaken the epistemological basis of the field, which makes the PE legitimization process as an even more difficult school subject.

Despite the fact that political perspective researches are largely concerned with analyzing DCNs, there are publications that address the PE teachers political training. Abreu *et al.* (2015) approach the theme focusing Pibid⁶ and understand that it is possible to provide a conception change regarding the SPE objectives by the scholarship holders. This fact is attributed to the constant debates about the role of the SPE, the school and the teacher, which were held throughout the program, enabling the academic political formation maturation. It is understood herein that despite being a good alternative, at the same time has limits, as not all the students participate in Pibid (or, currently, the pedagogical residence), and in addition, the budgetary restrictions imposed by the federal government (justified by financial crisis), has diminished the scope of such programs. It is possible that Pibid's or pedagogical residency by the formative teachers experience, could stimulate the development of formative strategies that deal with the political formation (in the perspective of understanding the school and the SPE social responsibilities) of the student in the IT.

6 Institutional Teaching Initiation Scholarship Program.

Mello and Mayer (2017), when analyzing the PE students' political formation in the Pedagogical Project of the Course (PPC) and in the IT course subjects, point out that the documents realize that the undergraduate program should offer subsidies for the citizen formation in order to make skilled those who will participate in the citizens formation in school and that they mean political formation when they announce that they offer subsidies to students in order to awaken the political commitment in relation to PE in professional performance. Despite the reference to the academic background in the PPC, the authors identified that few subject syllabuses make such reference (compared to the number of subjects in the course). Analyzing a series of interviews with the department heads of the research institution, they indicate that there are a number of weaknesses in the undergraduate's political formation. However, the text deals, largely, with the students representativeness and involvement in social and student movements and related to the formation of a political subject for the citizenship exercise, and not, effectively, related to the formation of the teacher subject that will need to elaborate answers about the intentionalities and responsibilities of school and PE, essential to face the political challenge when it aims to legitimize PE as a school subject.

The theme concerning the PE teachers' political formation (elaborating answers to questions, such as, what is the school for? What is SPE for?), was considered in Bagnara and Fensterseifer (2019) study and when conducting an action survey among two PE teachers, they indicate that there is a political orphanage on the part of teachers working in school education about the meaning of the school and the SPE, due to the superficial understanding provided by the IT about the theme.

Thus, without disregarding the importance of the debates held by the studies cited throughout the text, concerning the political challenge in the IT, it is understood herein that it should be, in addition to being broadened, deepened. Thinking from a republican and democratic perspective (as announced at the beginning of this text) it challenges us, as teachers, to understand that school (and in this case, also the SPE) is committed to the established legal order. Following this perspective, the SPE also needs to contribute to students' understanding of how it is possible to construct common public senses from the contents of their specificity and debate about the constitution of genuinely republican and democratic societies. The empowerment and maintenance of the republican and democratic status quo is fundamental for teachers, since, somehow, in these societies they are assured (to teachers and institutions), to some extent, the freedom and autonomy to exercise free thinking and researching. In this sense, it seems to us that enhancing the development of the autonomy and reflexive-philosophical capacity of the future teacher is a fundamental condition for broadening the capacity for understanding the education political perspective, the SPE and the very society where we live in.

Confronting the IT political dimension suggests thinking from a broad perspective, in its radical sense, because it requires an extensive general formation in the sciences and at the same time, a high philosophical and epistemological capacity.

2.3 Curricular Aspects in Initial Training

Think about the structuring of a systematized school curriculum and levels of deepening in body, conceptual and critical contents throughout the school years have been a huge challenge for PE teachers. Thus, it is understood that the curriculum needs to condense the teacher educational intentions and the school institution, addressing the contents and knowledge about body practices, encompassing greater levels of complexity and deepening over the school years, thematizing them from the body and conceptual perspective (technical and critical).

From the curricular point of view, the publications presented a greater variety of subjects of study when compared to the political aspects. In the curricular perspective, themes related to the contents of IT were addressed (SAYÃO, 2015; VIANA; LEIRO, 2013), curricular internships/Pibid (MADELA; RODRIGUES; REZER, 2013; SCARAZZATTO, 2015), epistemological debate (ALVES; FIGUEIREDO, 2015; FIGUEIREDO; MARQUES, 2013; REZER, 2014), curricular fragmentation (ROCHA; NASCIMENTO, 2017) and the division of Bachelor's and Bachelor's degree training (AZEVEDO; MALINA; DIAS, 2017).

From the contents perspective, Sayão (2015) analyzes the conception of body among teachers who work at IT. The data indicate that concerns about body health and quality of life dominate the teachers' discourses and direct the IT intentionalities. Although there are advances in this debate, the author understands that biological discourse is still very present, and criticizes not the discourse about health, but the superficial way that this problem is addressed in the IT curriculum. Viana and Leiro (2013) analyze how dance is thematized in IT courses in PE. They identify that this content, besides appearing in few of them, adopts a condition of optional/elective discipline, or, with the syllabus and/or divergent syllabus regarding the courses pedagogical projects. Dance, a rich content that is part of human culture, is being relegated in many contexts of IT, which results in a secondary treatment (when addressed), also in school.

About teaching practices/curricular internships, Scarazzatto (2015) reports that when analyzing the material produced by the students, a strictly biological view of PE constantly comes across. According to the author, these objectives do not need to be disregarded, however, they should not constitute the entire curricular component. In another perspective, Madela, Rodrigues and Rezer (2013), taking the internships as a background, state that understanding the school context and turning it into a reference for training is an important perspective of the internship, as it requires a political-pedagogical positioning and the awareness about the

daily teaching by the student. In this sense, the cited studies have different perspectives, as Scarazzatto (2015) analyzed the way the students structure teaching and classroom plans for the internship, while Madela, Rodrigues and Rezer (2013) analyzed the internship from the perspective to subsidize training.

Regarding the materialization in the formative curriculum of teachers' epistemological conceptions, Alves and Figueiredo (2015) state that it occurs under strong tensions among groups that defend different conceptions, originated from the teachers' understanding of PE as an area of intervention and knowledge production. It can be considered a problem, because teachers often get stuck in power disputes, which ends up damaging the training process. Rezer (2014) thinks it is important to insert epistemological concerns in the debates in different disciplines in IT. For him, disciplinary articulation is a necessary condition for the students to visualize "gray zones" and to strengthen relations among the distinct IT disciplines. The author suggests thinking about the curriculum structure in IT from knowledge modules or collective construction of transversal themes. About the modules of knowledge, he understands that the function of a module is to unite and guide a convergence process among the disciplines that compose it, allowing to think of disciplinary fissures and spaces of dialogue.

Figueiredo and Marques (2013) point out that contemporary teacher training needs to face some challenges: make meaningful formation for students in training; materialize less utilitarian, normative and functionalist training curricula; think of the epistemological crisis as an agent that provokes ruptures and changes in the (re)construction of the teaching identity; and, understand the different ways of subjectifying teaching as a profession. They identified in the course projects some legal appropriation, such as the linear notion of competence and the idea that training should guarantee this competence. Still, they criticize the fact that DCNs define educational practices, which should be decisions made autonomously by teachers.

Curriculum fragmentation was a matter that emerged in the publication of Rocha and Nascimento (2017). The authors comprehend that in addition to specific peculiar knowledge, it is necessary to guide the formative process based on values, guided by ethical-moral standards. They understand that completeness in educator training goes beyond their technical and didactic qualification. Thus, they criticize the formative curriculum that is fragmented, which is an obstacle for a formation in integrality.

Finally, the work of Azevedo, Malina and Dias (2017), analyzes the problem of curriculum identity, however, the approach is centered on IT divided between Bachelor and Bachelor degree. From this perspective, the authors understand that, in the analyzed institutions, the courses, despite having different entries and distinct formations, they are very similar in their formative purposes, even pointing to a kind of formative

abbreviation and even making them equivalent. They also point out that the curriculum matrix is the same/equivalent in the first four periods of training and that more than 50% of the Bachelor Degree subjects are the same as the Degree. Thus, they indicate that vocational training projects have sought to meet market demand by training workers who are able to adjust to the system. Moreover, they conclude that the students can expect to receive distinct training, however, there seems to be a unique formation with precarious distinctions and that, to a large extent, the separation of formations is not justified.

It is understood that IT cannot lose sight of the fact that it is constantly dealing with the link between the institution (in this case, also the school) and the social and historical world. Consequently, it demands the formation of a teacher with the ability to elaborate and justify a pedagogical and curricular project for PE that is capable of enhancing, in students, the development of autonomy (adulthood) to act in a republican and democratic society. Realizing this requires a high capacity for thought and a great deal of knowledge, but above all, it also requires an ability to read and interpret the (mis)paths of ongoing social and political projects, opening doors for other possible creations. When this is articulated with the curriculum, it is realized the necessity to justify the larger meaning that unfolds in a cultural proposition, because the curriculum is also a way of cultural selection and structuring.

Once again, an intellectual capacity (of the teacher) is required to understand the external (social) world, and to interpret the meanings of the institution (school and SPE) in the critical reconstruction of knowledge and experience, and then to project something specific and in particular, around body culture, taking it as a form of knowledge that needs to be taught, thematized, in view of the disputes surrounding it. The curriculum includes the politician and the politician includes the curriculum. The curriculum debate is political, *par excellence*. It involves disputes and tensions among many projects about the body, education and society. The teacher, in his or her IT, needs to be versed in understanding the issues surrounding the curriculum in general and the SPE curriculum. In this view, it is understood that it is necessary to bring into the curriculum the meanings placed in the spheres of debates and achievements of democratic and republican societies. Furthermore,, the possibility of developing more reflective curricula for basic education must be deployed infinitely and indefinitely, which may open doors to other ways of educating the body.

2.4 Didactic Aspects in Initial Training

Didactics is dealt, or the didactic-pedagogical aspects of SPE, as the moment to materialize the educational intentionalities thought in facing the political challenge and explained in the curriculum. In other words, the moment to theme school contents and provide access to "powerful

knowledge”, in the sense proposed by Young (2007). Thus, the didactic strategies elaborated by the teachers must be consistent with the purposes announced in the school curriculum.

In the IT context, publications that discuss didactic aspects are mainly linked to supervised internships (CAETANO; GEREZ; GOMES, 2015; CRISTÓVÃO; AYOUB, 2015; MADELA; RODRIGUES, 2015), Pibid (ABREU *et al.*, 2015; FONSECA; TORRES, 2013; MELLO; MARTINS, 2015; TIGRE; VIANA, 2017) and that analyze both together (GAMA, 2017). Addressing the didactic issues related to some specific content, such as sports (PRATES, 2015) and nature adventure practices (SILVA *et al.*, 2016) were also the focus of analysis. Finally, the study by Silva and Oliveira (2017), which addresses the issue of cartography as didactic potentiality.

From the perspective of supervised internships, Madela and Rodrigues (2015) state that as a field of knowledge, the internship becomes a time and space for obtaining practical experiences, which are indispensable for the teaching identity construction and to enhance the understanding of work reality. They highlight the importance of sharing experiences and knowledge among teachers and trainees, and comprehend that understanding the school reality and transforming it into a training framework can be a differential in IT.

However, it is understood that analyzing whether the internship has been taken seriously in IT or if it is just another bureaucratic aspect of the law, as Cristóvão and Ayoub (2015) question may be important to better understand its limits and potentialities. The authors criticize the fact that many experiences provided in IT, including internships, are fueled by reflections quite dissociated from the training course discussions. In conclusion, they state that this situation needs to be revised, since the quality of training is directly related to the development of articulated strategies, not dissociated.

When analyzing the internship, Caetano, Gerez and Gomes (2015), faced with intriguing questions, such as, for example, the students’ resistance to provide small disruptions with which was traditionally been worked, to question the pedagogical intentionality, not to take the risk using new methodologies, new content and other approaches to the teaching-learning process. In the context of the study, they understand that the moment of the supervised internship, instead of being a rich source of experiences, experiments and creation, ends up turning into a place of reproduction of the traditionally constituted, with concerns about “presenting all the content” and not to produce knowledge from them. They also claim that the prevalent idea is that much of the valid knowledge for teaching at schools is produced at the university, and the future teacher is a content transmitter. It leads us to think that the specific content assumes a significantly higher value than the pedagogical knowledge, which ends up removing the student from the reflection and investigation of his or her own practice, not giving opportunity

to redefine the teaching experiences. They alert to the fact that IT teachers need to reflect on pedagogical practices, because they are largely still guided by instrumental and authoritarian rationality. Therefore, they defend the idea that university teaching practices should be committed not only to technical competence, but also to the reflection and criticism exercise and to public and democratic interests.

Medeiros (2017) analyzes the supervised internship relating it to the teaching methodologies in the PE area from the internship reports and based on articles published in a certain journal. The author concludes that the critical emancipatory approaches, open lectures and critical overcoming predominate in the analyzed documents. He finalizes his analysis by indicating that the reference to the mentioned approaches is possibly related to the fact that two teachers who worked for a long time in the analyzed training course had proximity to two of the approaches.

The analyzes that take Pibid as a backdrop draw attention to the possibility of thinking about it as a learning potentiator from the scope of “being a teacher”. According to Abreu *et al.* (2015) Pibid significantly contributes to learn the teaching dimension and the organization pedagogical work, that is, it contributes to the constitution of the subject as a teacher. These contributions, according to the authors, come from debates, collective studies, exchange of experiences and seminars on teaching practice. Fonseca and Torres (2013) envision in Pibid the possibility of experience in school practice, what is thematized in academic theory, since the didactic-pedagogical and technical knowledge taught in the training courses are insufficient for professional practice. They also think that this “movement” contributes to the constitution of the teacher’s identity. Tigre and Viana (2017), when conducting a bibliographic research on published works about Pibid, conclude that the productions point out that the program greatly assists the knowledge production of a teacher. They also affirm that the historical-critical pedagogy perspective, by finding receptive Pibid scholarship holders, has supported this knowledge production, which implies the perspective of several changes in SPE teaching.

Analyzing the scholarship holders pedagogical practices as Pibid’s central theme, Mello and Martins (2015) mention the speech of a scholarship holder who claim that Pibid enables a totally different and new didactic knowledge, when compared to what is taught in IT. The authors also state that Pibid is providing interesting advances in the formative process from a didactic-pedagogical perspective to students, as it allows the inclusion into the school environment and the reflexivity about it, however, Pibid is not offered to all students, reducing its impacts on the training process, since most students graduate in universities where concrete educational experiences are restricted to specific initiatives of some disciplines and supervised internship. It is possible to infer that IT of non-Pibid academics regarding the didactic-pedagogical aspects, when compared to Pibid ones, may be deficient.

By analyzing supervised internships and Pibid in the formative trajectory of PE teachers, Gama (2017), states that these moments contribute to the exposure of students to teaching knowledge, among which the articulation of particular profession knowledge stands out, learned in books and academic experience, with the knowledge of teaching practice and experience, learned in the field of internship, or in this case, the Pibid. He also states that the study data indicate that, from the perspective of the participants, teacher education does not occur exclusively in academic banks, but in the set of experiences lived inside and outside this universe.

About the didactic aspects related to specific content, Silva et al. (2016), in an experience report that discusses the pedagogical practice related to adventure activities in nature in a degree course in PE, state that IT teachers need to create specific pedagogical environments so that the student can reflect, debate, analyze and experience different manifestations of bodily practices, helping him or her to critically understand and appropriate the contents he or she will teach in the future. The authors understand that in IT, a discipline that deals with specific content should introduce the academic in discussions of the area, show what can be done and adapted to their future professional reality and lead them to some self-knowledge experiences.

Prates (2015), dealing with the sport in IT from the perspective of critical overcoming approach, by thematizing the contents adopting strategies that involved a report of the previous class and exposure of the class objectives and activities, instrumentalization through readings, discussions or sports practical experiences and activities evaluation and collective planning of the following classes, observed in students, the rise of theoretical thinking and increased capacity for pedagogical planning, in addition to an elevation of sports cultural standard and appropriation of the technical-tactical foundations of the sports experienced.

When analyzing cartography (which is related to the processes of meanings, subjectivities and significations production) as a methodological approach in teacher education, Silva and Oliveira (2017), highlight that the main result is linked to the issues externalization (subthemes) which are in line with the current demands of teaching performance, such as gender, body worship, ethnicity, classroom difficulties, didactic possibilities in dealing with knowledge, etc. The authors understand that cartography foundations present themselves as potentials in teacher education, especially in the reflections production on professional activities. Although the general thematization about didactic aspects is very pertinent in the analyzed works, it does not always articulate the political and epistemological with the curriculum and the didactic. This may demonstrate that it is important to think about IT in SPE as a principle that values these dimensions and allows students to comprehend the way some didactic postures articulate with such epistemological and political positions.

3 Conclusion

From a political point of view, the data indicate that there are political concerns about IT teachers, however, more than what is expected to form from DCNs point of view, which is legitimate because it is about legal normativity, however, the presence of a political perspective that allows us to intend this normativity from an understanding about the social responsibility of the school and the SPE is reduced. This fact accentuates the political orphanhood of the PE teacher who works at school, posing even greater difficulties to face the political challenge that presents the PE legitimacy from the perspective of a school subject, aiming to develop a pedagogical project of its own, supported theoretically. It may be appropriate to rethink IT's curriculum organization, so that in addition to the greater amount of hours devoted to political debate aimed at training politically "greater" teachers, articulation strategies among the disciplines that debate philosophical and didactic aspects of IT, along with the disciplines that deal with the field specificity contents, and that will be "transformed" into school contents by the graduates.

A situation that, in our understanding, needs to be taken into account at the time of IT, refers to the contents and their critical dimension. In a republican and democratic school, where the reason exercise acquires centrality, the contents and knowledge of SPE should be thematized from the perspective of body and conceptual knowledge, and the latter in the technical and critical dimensions. Historically, it has been observed that Basic Education PE teachers have a huge difficulty dealing with knowledge in a critical perspective, and, among other things, it needs to be faced by taking the political aspects of a republican and democratic society as a point of view and also as a formative horizon (unless we stand against these milestones). It is presented to IT and also to teachers who work there, the challenge of contributing to the teacher's political formation as a person, so that this training helps him or her in the development of a "greater" (lucid, autonomous) and legitimate (in perspective of a school subject) intervention.

Regarding the curricular aspects, despite the heterogeneity of the themes addressed in the publications, one aspect draws attention: the fact that there is little concern (in the studied theoretical context) about how the alumnus will structure the PE curriculum in the school environment. Based on the studies that deal with the PE contents, it is understood that the debates, although important, do not allow structuring significant advances in the perspective of curriculum elaboration for intervention in school education, which, in our understanding, in the current historical moment, has been a problem for the area, since the curricular aspects, in many contexts (mainly in places with traits of teacher abandonment/pedagogical disinvestment), are ruled by subjectivities, teacher/student taste and fads. It might seem appropriate, especially in the disciplines that deal with the specific content

of SPE, to elaborate strategies that “empower” students so that they can design their own theoretically based curriculum.

Regarding the didactic aspects, as the analyzed studies indicate, it seems to us that it is being attributed to the governmental internships and programs, such as Pibid (and currently, hypothetically, the pedagogical residence), a very big responsibility about the teacher’s didactic-pedagogical formation. It is understood that the problem may be smaller in relation to the curricular internships, as these are mandatory, and in many contexts, they are structured as if they were “real life laboratories” in a real teaching situation, which would allow the student to structure consistent and profound reflections about being a teacher. This premise could be a great ally of the formative process and lead students to become aware of “teaching” specifically. However, in another perspective, the internship may present larger limits, especially in contexts where they are considered “mere bureaucracy”, that is, when they are faced in an instrumental and “documentary” perspective and not constituting a formative process guided by reflection. When there is no reflexive mediation about the internship “tasks”, the idea is conveyed that there is a real datum, to which the student and future teacher must adapt.

Regarding Pibid, despite all the advances given to scholarship holders, it is also seen as something limited, because it is not all the students who participate in it. Allied to the fact that discussions, studies and debates are usually held between the “Pibidians” and their teachers, without the presence of other students, it can be inferred that significant and formative experiences are being provided for the few. Even nowadays it is possible to add to this two issues: the restriction imposed on the program by the federal government, which eventually diminished its scope potential; and the fact that in many contexts program standards are being disregarded, because the “Pibidians” often ends up “replacing” the PE teacher in the school, who chooses to do “other things” while the teacher is attending the students.

We have the impression, conveyed by published studies, that IT is not developing a training process capable of translating into the school environment the legal and theoretical gains that the area has achieved in recent decades. This is a problem as the teacher constantly faces new challenges. When facing new challenges, he or she turns his or her thinking to IT and often realizes that it has not been sufficiently fruitful to conceptually guide the decisions the same needs to make. It is reiterated herein that we understand that IT cannot be held responsible for all the problems that the alumnus will face throughout his or her teaching career, but when the same does not make it possible to advance in fundamental questions, such as answering basic questions for school education (as, for example, for which school? What is SPE for? What to teach? How to teach? How does the student learn? What is around learning? Why don’t students learn? Among others), we need to rethink some of their formative intentionalities or the didactic-pedagogical processes developed in their time/

space.

The limits of a study like this is known, after this caveat, it seemed to us that the research universe, read by the publications we accessed, has not given due importance to the themes that, once better understood, would help us overcome the gap that Brazilian SPE is going through since it entered into crisis. It is not without pain that we realize that, but greater pain can originate from silencing the difficult dialogue between our research and the problems of our daily lives, leaving the IT orphaned by subsidies about a possible “instituting reflexivity”.

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