

Knowledge and application of Collective Sports Games Teaching Methods in the Physical Education Professional Preparation

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Abstract: The aim of this study was to better understand how Physical Education college professors interact with the pedagogical methods for teaching sports disciplines. For such a phenomenological research with the following objectives was conducted: verify the level of knowledge on a selection of pedagogical methods for teaching sports disciplines; and to identify the reasons for their choice among them. Seventeen college professors, working on 9 different universities (8 in São Paulo area and 1 in Guarujá) with sports related disciplines were interviewed. The main finding is that the Traditional Technician Method is still the most common method employed. The reason for such choice is based on their student background, which consisted mostly of the learning of this method. It is important to notice that other methods are emerging and also being employed, such as Situational Pedagogy, Critical Pedagogy, Games Pedagogy, Modified Games Pedagogy, Pendulum Model (Claude Bayer) and Critical and Emancipationq's Pedagogy. However, such methods are still rarely employed and not familiar to most professors in the universities analyzed.

Keywords: Teaching: methods. Professional formation. Physical Education.

1 INTRODUCTION

The inclusion of sports contents in Physical Education (PE) classes in Brazil began around the 50s upon arrival in Brazil of the Generalized Sports Method by interference of the French teacher Auguste Listello. However, its emphasis on content (almost exclusive) in PE classes occurred as of the 60s, due to the model of eminently sportivized nature adopted at the time (GROUP OF AUTHORS, 1992). In addition, there was also the adoption of a single form of teaching these contents in schools, through the Technician Method of teaching, whose focus was on mainly developing the sports techniques and tactics using, for this, models adapted from adult games and that consisted basically in repeating pre-established gestures that were repeated many times by the students extenuatingly.

In view of this initial picture, our inquietude is present when, on currently exercising the function of teacher of collective sport disciplines (basketball and handball) and also acting as supervisor of trainees in Universities of the state of São Paulo, we noted the existence, still

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today, of a considerable number of PE teachers adopting mainly sports contents in their teaching and that, in many cases, the method adopted remains the Traditional/Technicist one.

This situation intrigues and motivates investigation of the subject, as we verified that literature offers, from the middle of the 80s of the 20th century, a range of new methods for the teaching of Collective Sports Games (JEC), among which we cite the Modified Sports Games Method by Bunker & Thorpe (1982); the Games Series of Germans Alberti & Rothenberg (1984); that of Professor Claude Bayer (1986); Critical-Excelling elaborated by a group of teachers known as Group of Authors (1992); Critical and Emancipation by Prof. Elenor Kunz (1994); and also Situational by Prof. Pablo Greco (1998), allowing options to the teacher.

Considering, therefore, the hypothesis of a considerably high adoption of the Technicist Traditional Method of teaching nowadays and verifying that said method has been in recent decades the target of several and significant criticisms, we intend to identify and analyze, from a better knowledge of pedagogic action of teachers of Collective Sports Game disciplines, from licentiate courses in PE, the methods of teaching known and used by them, with highlight on possible understanding of the phenomenon in question.

2 STUDY PURPOSES

A) Verify the declared level of knowledge of the teachers of collective sports disciplines in PE licentiate courses with relation to the specific teaching methodologies existing;

B) Identify and analyze the reasons for adopting or not different methods of teaching by teachers of collective sports disciplines in PE licentiate courses.

3 SPECIFIC METHODS FOR THE TEACHING OF COLLECTIVE SPORTS GAMES

The teaching of collective sports in the school has been, mainly as of the 80s, the target of countless discussions and debates among PE scholars. Generally, these discussions are about how these sports are developed and their purpose in the school context. Costa (1987) and Paes (2001) stated that, in most places where sports practice is constant, mainly in schools, teaching is based on practice devoid of objectives, that is, an activity with an end in itself, selective and excluding.

Moreira (2002) points out that the consequences of a PE with mechanistic and non-critical focus are still present in schools, since he verified that in the formation of teachers, there is still strong sign of technicist practices.

In view of this picture and also considering the presuppositions of the National Curricular Parameters (MEC/SEF, 1998), we deemed it important the need for school PE teachers to elaborate their planning contemplating, besides the different teaching strategies, a wider range of activities, such as: athletics, gymnastics, fights, dances that, in partnership with a good work through collective sports games, favor the overall development of people.

Collective Sports Games are a great element of the culture of our country and an excellent means for the formation of better citizens, due to the excellent benefits that this practice, performed in rational, healthy fashion and with clear objectives can bring to the children.

De Marco and Melo (2002) emphasize that the ideal sport is that which must be guided by the methodological presuppositions of a sports pedagogy that respects its practitioners with regard to their age range, motivations and interests.

Paes (2001) points out that there is the need to consider these practices with multiple possibilities, attending to people who practice it to occupy their free time as well as those who seek it for health issues; in short, one must work with a sports initiation that allows citizens a conscious, reflective and critical practice. Paes also defends that sports in the school will allow the student to practice his citizenship, in which work and leisure are fundamental for a good quality of life.

We can cite several existing methods for the teaching of Collective Sports Games.

3.1 THE TRADITIONAL TECHNICIST METHOD OF TEACHING

For many years, the teaching of collective sports was based exclusively on the analytical-synthetic method, characterized by the division of the parts of each sport, stating through the learning of fragments, followed by the learning of the combination of these parts until arriving at the game per se. In addition, this teaching was extremely focused on the teacher's command, a rigid, energetic teaching of imitative nature.

Due to this being the form of teaching adopted for many years in practically all PE university courses, it has become almost hegemonic, marking a tradition in the teaching of

collective sports in universities and schools of Basic Education, therefore being called Traditional Method of teaching.

In this method build on the bases of sports training, teachers focus their work on teaching individual sports techniques and collective game systems, generally using models that are repeated and imitate the training models of adults with certain adaptations for children.

3.2 THE GAMES SERIES METHOD

This method was idealized and proposed in the 80s by German teachers Heinz Alberti & Ludwig Rothenberg. The main objectives of learning games area: 1) perfecting of motor technique; 2) dominion of the game material and 3) teaching of tactical behavior.

The fundamental principle is that games must always be developed from the easiest to the more complex and guaranteeing a maximum intensity of pleasure and participation.

There are four basic models of classes: *Model 1 – acquisition of game experience* – they are classes in which the students learn and try out the most varied basic forms of the game, in conditions that are always renewed; *Model 2: learning of physical conditioning through the game* – increase in strength, speed, agility, and other physical and motor aspects for the more difficult forms of the game and determined technical and tactical behaviors during a game; *Model 3: introduction of a new game or series of games* – learning of new movements resulting from small and big sports games, new acquisition of technical game elements.

3.3 THE MODIFIED SPORTS GAME METHOD

With the aim of surpassing the Traditional teaching approach, Bunker & Thorpe (1982) present the Modified Sports Games, which are based on the approach of understanding the games, where each and every one of the students can participate in the decision-making. The teaching progresses through the game tactics instead of technical skills.

This approach offers real opportunities to the children to develop their own games, thus being involved in their own learning. They share ideas, work in cooperation and naturally discover why the rules are important and their purposes.

The games are called modified because they present a diluted form of the main game. They can be competitive or cooperative and are recommended at any level of schooling (POZZOBON 2001).

3.4 THE METHOD OF PROFESSOR CLAUDE BAYER

The method proposed by Bayer (1986) comprises three elements: 1) valuing of games practiced spontaneously by children, which can be modified by them; 2) adaptation to the stage of development of the children aiming at forming an intelligent student, able to act on his or her own and 3) valuing of the perceptive elements of the conduct itself and its tactical reflection, being convenient to eliminate extremely mechanical learning which develops behaviors that are too automated. For this, the teacher must facilitate proposing conditions of variable executions, alternated with periods of shorter and less repetitive fixation.

3.5 THE SITUATIONAL METHOD

In the process of universal sports initiation adopted by Greco (1998), we highlight the path taken from motor learning to technical training and that basically consists of developing the competence to solve specific motor problems of the sport through development of coordinative and technical-motor abilities.

The objectives of this type of training are: a) Formation of flexible automatisms of ideal movements according to models; b) Optimization of generalized motor programs; c) Improvement in the capacity of variation, combination and adaptation of motor behavior in executing the technique in the competitive situation.

This method seeks to incorporate parallel development of cognitive processes inherent to the understanding of game tactics and made up of basic plays extracted from standard game situations, aspect that, according to the author, is the great advantage of this method.

3.6 O MÉTODO CRÍTICO-EXCELENTE

Described in the work “PE Teaching Methodology” elaborated by a Group of Authors in 1992, it considers that the teaching of sports must have methodological principles of dialectic logic, presented in organized and systematized fashion.

The teaching’s principles are: relevance, contemporaneity, adaptation to socio-cognitive possibilities of the student and temporariness of knowledge.

In the Critical-Excelling Method, the contents constitute references that gradually increase in the thinking of the student in spiral form, from the time of discovery of the data on the reality, up to its interpretation, understanding and explanation.

3.7 O MÉTODO CRITICAL-EMANCIPATION

Idealized by Elenor Kunz, it was published in 1994. It is based on the studies of educational sciences, especially on the critical theory of society of the Frankfurt School.

In the Critical-Emancipation conception, sports should not be taught by the mere development of techniques and tactics, but should be practiced and studied. The teaching must encourage the empowerment of students to act in solidary fashion, according to the principles of co-determination, self-determination and self-reflection, through the student-student, student-teacher and teacher-student interaction.

The constitution of teaching by categories: work, interaction and language must lead to development of objective, social and communicative competence. Objective competence is aimed at qualifying the student to act within his or her individual and collective possibilities, act in a successful manner in the profession, during free time and in sports. Social competence, in turn, leads to consideration of the knowledge and clarifications that the student must acquire to understand the socio-cultural relations of the context in which he or she lives, of the problems and contradictions of this relation and the different roles that people assume in a society and in sports per se.

While to develop communicative competence, one must encourage, besides communication through the language of movement, verbal communication, since it is common for the student to talk a little in PE classes. The use of language must be oriented so that the student learns to move on from the level of *ordinary talk* to the level of *discourse*.

4- METHODOLOGICAL PROCEDURES

We resorted to a methodological treatment using principles of phenomenology as qualitative research modality seeking to understand the phenomenon in question.

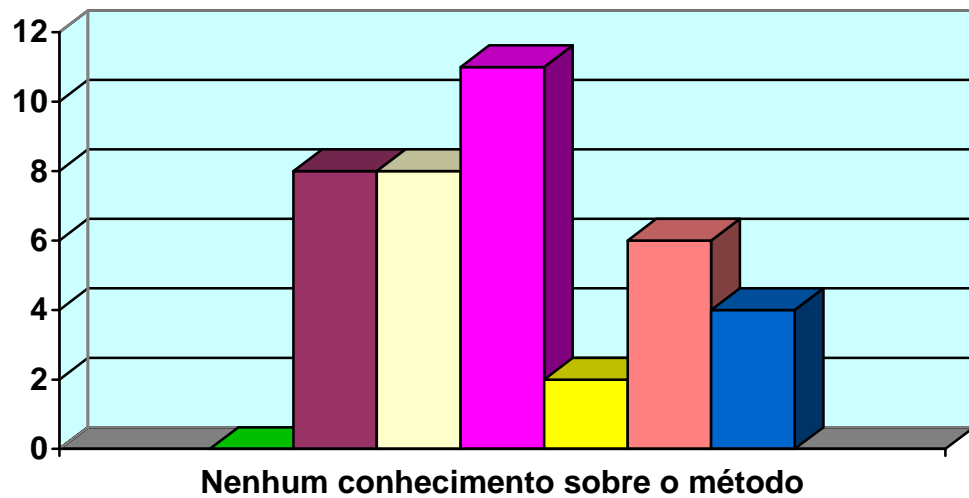
Our methodology has a concomitant theoretical-practical nature, since what in theory the research learns about empirical observations and his experiences are faced with the discourses of the subjects and constitute the starting point to conduct analysis of the discourses of the subjects interviewed. These analyses are conducted at two levels: the first that seeks to understand the talk of each subject interviewed, called ideographical analysis, thus called because it seeks to make visible the set of ideas present in the ingenuous description of the subjects and, the second, which aims at showing the set of answers of the subjects heard, called nomothetic analysis, conducted through the divergences and convergences expressed by the units of meanings, with which new groupings will be formed, in a continuous process of interpretation. From this analysis, it becomes possible to construct the research results.

Our population was made up of seventeen (17) PE licentiates and who ministered a collective sport discipline (basketball, handball, soccer, indoor soccer or volleyball) in a PE Licentiate course in nine (9) Institutions, selected by raffle draw, of which 4 are in the city of São Paulo; 4 in Greater São Paulo and 1 Institution in Baixada Santista, all maintained by the private initiative.

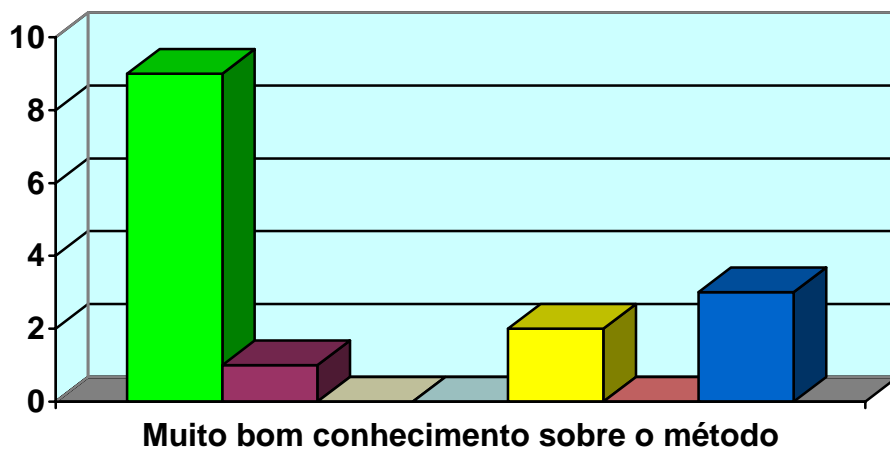
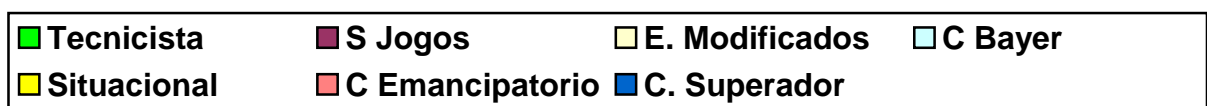
The teachers answered a questionnaire on their professional background and work, a close-ended question about their knowledge of some teaching methods that can be adopted in collective sports classes in PE professional education and also underwent an interview, made up of three open-ended questions regarding the reasons for the use or not of teaching methods.

5 STUDY RESULTS

The graphs below show a general view of the methods that teachers say they do not know and those they know very well.



Graph 1- Compares the results obtained in relation to the answer option of the subjects of having “No knowledge of the method”



Graph 2- Compares the results obtained in relation to the answer option of the subjects of having “Very good knowledge of the method”

According to the data, the Technician Traditional Method is outstandingly the most known among the teachers surveyed, since 100% of those interviewed said they have between good and very good knowledge of it.

On the other hand, some methods ended up being highlighted due to the high rate of lack of knowledge by said subjects: the methods of the critical line - Critical-Emancipation and Critical-Excelling, in addition to the methods of professors Claude Bayer and Bunker & Thorpe.

5.1 NOMOTÉTICA ANALYSIS: CONSTITUTION OF THE GROUPINGS

The term nomothetic comes from the word “nomos”, which means the use of laws, therefore referring to elaboration of the laws in the sense of a general structuring resulting from understanding of the convergences and divergences shown in the individual cases (SILVA, 1991).

The groupings of this matrix were constructed from the units of meaning extracted from the discourses of the subjects, read and reread constantly, in order to preserve the scientific strictness. This rereading allowed configuring with greater propriety the groupings and subitems, which we called "groups" due to similarity in the eyes of the researcher.

In table 1, the answers regarding which method(s) is(are) adopted in the classes are grouped.

Method / subject	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Technicist Traditional	x	x	x	x	x		x	x	x	x	x	x	x	x	x			14
Situational				x				x		x	x	x						6
Mixture of methods						x	x									x	x	4
Series of Games							x	x	x	x								4
Critical-Emancipation			x				x				x							3
Bunker & Thorpe									x	x								2
Mini volleyball	x																	1
Critical-Excelling					x													1
Constructivism					x													1
Moderate traditional						x												1
Developmental												x						1
Progressist, humanist.												x						1
Method of Prof. João Crisóstomo																	x	1

Table 1 – Shows the methods adopted by the survey subjects

Due to being an open-ended question, the subjects could name the methods they adopted and could also mention more than one of them.

The Traditional Method had the highest number of mentions, since 14 subjects (82.5%) said they use it. Three other subjects (17.5%) adopted a mixture of methods. It is possible to understand this fact if we refer to the time of formation of the subjects. We verified that 60% of those interviewed graduated in the period prior to 1987, when the Traditional Method was the most disseminated in higher education institutions. On the other hand, what surprised us is that the other 40%, graduated after the advent of Resolution 03/87

as of which the humanist formation of the PE teacher was intensified, continued to adopt the Traditional Method.

On the other hand, 82.5% said they adopted other teaching methods, showing interest in implementing different methodologies that can help them develop better teaching conditions, however, we were surprised to note that some said they used, simultaneously, methods considered to be diametrically opposite, since the methods have philosophical presuppositions little or not at all compliant with the presuppositions of the Traditional Method and that were mentioned by subjects 3, 4, 7, 11 and 12.

Another aspect identified was the inconsistency in some answers. For example, in the previous questions, knowledge of the methods was investigated, the Critical-Emancipation being identified as unknown, however, on asking about the Methods used, three subjects declared that they use it. We can infer from this that, even though they did not know some methods, there are teachers who risk or dare to try out their use.

It seems that the process of changes occurs slowly, since for some years now the existence of different teaching methodologies has been known, but not all are used.

Regarding the reasons for adopting the methods, we organized the following table.

Categories / subject	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Reasons that focus on the student																		
Students must know different methods															x		x	2
Adaptation to the age and level of the groups	x																x	2
Objective of forming teachers and not athletes						x												1
Concern with the overall formation of the student						x												1
Lack of practical experience of the students			x															1
Teaching of the techniques is too complex for students who lack good corporal dominion							x											1
Promotion of participation in the class in a pleasurable way								x										1
Share experiences with students												x						1
Important not just to know how to, but also why and for what.										x								1
Know the sport as and end, to be able to apply it as a means of education.									x									1
Reasons that focus on the teacher																		
Learned in college		x			x									x	x			4
The teacher must adopt several approaches according to the desired objectives					x											x	x	3
Little practical knowledge						x					x							2

Feels difficulty in working with sports initiation.			x																1
Reasons that focus on the method of teaching	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
Ludicity of the activities	x					x				x									3
Privilege on developing the technique of movements					x	x							x						3
Verified good results		x												x					2
Privilege on developing game strategies				x															1
Identification with different methods					x														1
The combination of methods develops the sports fundamentals										x									1
Balance between practice and theory											x								1
Easy to learn in school															x				1

Table 2 – Reasons for adopting the methods

Some of those interviewed showed a certain level of difficulty in explaining the reasons for adopting some methods, seeming to us to lack full conviction of what they declared. As a rule, they seemed to want to justify themselves and often repeated the same information.

5.2.1 Analysis of the answers of Group 1 – “Focus on the Student”

Several subjects showed concern in adopting methods that can favor a better development of the future PE professional. The offer of differentiated formation would be represented by the intention to introduce the students to different methods, leading to a greater level of involvement with other PE issues, going beyond mere development of specific motor abilities and skills.

On the other hand, there was expression of concern with aspects eminently related to motor deficiencies of the students to the detriment of other aspects important to professional formation. It seems that, in this case, there is confusion among the objectives of corporal and motor development that should already have been attained by the graduands and the objectives of professional formation. In view of this finding, it appears that these subjects deem it important for the student to enter university education already having more refined motor skills in order to develop with greater ease the motor demands during the course.

Generally, it seemed to us that the teaching of sports is not being developed to satisfaction in professional formation, with negative consequences on Basic Education.

5.2.2 Analysis of the answers of Group 2 – “Focus on the Teacher”

In this item, adoption of the Traditional Method was highlighted for the fact that it was the one that *was learned in college*, which was mentioned by four of those interviewed: P5, graduated only 4 years ago, P14, graduated 15 years ago, P2, graduated 20 years ago and by P15, graduated 24 years ago.

This set of information was important for us to analyze the following points: P5 comes from a recent graduation also considered progressist in PE, however, despite this background, he uses the Technicist Traditional Method due to having become acquainted with it in his university education. On the other hand, he also states that he adopts other methods like the Critical-Excelling and a bit of the Constructivist approach, due to also having had contact with such methodologies in his education, that is, despite having obtained knowledge of more recent methodologies, it seemed curious that the subject emphasized the adoption of the Technicist Traditional Method.

While P2, P14 and P15, who also mentioned adopting said method due to having learned it in college, did not decide to modify their methodology. Subjects P2, P14 and P15 say they use this method, due to having obtained good results, feel safe in using them and, therefore, do not see the need to change. P2 also mentions *that to change, there will be need to have more specific knowledge of other methods*.

These statements lead us to some questions: could there be a lack of personal interest in the search for more updated knowledge after concluding their graduation courses?: are there failures in the curricular development of the institutions in which they work, allowing the use of a single teaching methodology?

We considered that, on one hand, there could be a greater endeavor by some teachers with regard to their cultural and professional evolution, as well as of Institutions, especially those of private education, they could put in more effort in the search for improvement in their technological resources and policies to encourage continuous education of their teachers.

Differently from the abovementioned subjects, we verified in the discourses of P5, P16 and P17 a concern for their students to be able to *know and use different methods according to the objectives desired in their course plans*. These teachers, with exception of P5, graduated 24 and 29 years ago respectively, that is, they also have a professional background similar to that of the previous subjects, which did not seem to prevent them from seeking new paths toward their intellectual growth and, consequently, that of their students.

We could notice a clear difference between professional stances; some were satisfied with the results obtained with their sole and exclusive methodology, not seeing the need for changes, others adopting and showing different methods in order for their students to obtain a wider view of the teaching methodologies and PE in general. This last stance probably supports what is stated by Manoel (1996), who defends that the practical disciplines in a graduation course, among them those directed toward the teaching of collective sports, should develop in students the ability to judge problems, taking into account the variability, complexity and uncertainty of the real world.

Faria Junior (2002) already commented that professional formation in PE is a field of contradictory tendencies as, on one hand, one notices the tendency to maintain and reproduce the traditional standards and, on the other, the tendency to produce changes¹. In this wise, Tani (1996) stresses the importance of the fundamental principles, the basic theoretical concepts and flexible strategies of teaching consisting of essential instruments for the professional to formulate and even solve practical problems in his classes.

5.2.3 Analysis of the answers of Group 3 – “Focus on the Teaching Method”

This was the aspect that the discourses most focused on, since out of the nine units of meaning selected, there was participation of eleven of the sixteen subjects surveyed. However, there was convergence of discourses in only three.

This variety of answers was probably due to a need by the interviewees to highlight the importance of using this or that method in their classes.

Among the units of meaning with greater convergence, we highlighted that subjects P1, P6 and P13 said they were concerned with the student's development through ludicity. While subject P6 highlights that *starting from a relation between the methods, one can lead the academic to understand that, through ludicity, one can organize a work and conduct it in such a way that the student can be led to teaching and not just to sport practice*. Another subject who mentions something related to this aspect in his discourse is P10 on saying that *the ludic brings interest for the new through motivation*.

What we can verify as most important in the discourse of these subjects is the fact that all are teachers who graduated more than 20 years ago, that is, educated under the shelter of a very strong tendency in Technician Traditional education, but going by what they show, are experiencing a time of reflection and change in stance with regard to what they were taught in their college education.

Another unit of meaning cited by three subjects is the one that says *that the teachers believe in teaching through the technique of movement*. In this item, the subjects involved were P5, P6 and P13, who apparently seemed to show a strong tendency to adopt the Technician Traditional method, however, in the rereading we made of the ideographic analyses, we could notice three different opinions.

The first opinion belongs to P5, a teacher who graduated only four years ago with two years of experience in higher education, who was an athlete for many years and member of the Brazilian communist party. His talk shows us that he seems lack full conviction of the methodological path to follow, since in a first instance he says he adopts the Technician Traditional Method and in another he mentions also adopting the Critical-Excelling Method, in addition to the Constructivist approach. To our understanding, these methodologies are part of different philosophical conceptions and it would not be very common for the same professional to adopt them, unless he intended to show his students different pedagogical paths, a situation that was not made clear from the arguments provided.

Another important testimony is that of P6, who shows a certain ideological conflict, since at one time he comments on the importance of ludicity in school and, soon after, he says he believes in teaching the technique in the same environment. This was one of the subjects who was the most emphatic on expressing his work methodology, in which we could observe some details: He is a teacher with a highly technician background, however, he also says he adopts ludic strategies, in addition to stressing that he is concerned with the professional formation of the student. In another instance, he mentions something that he calls a Moderate Traditional Method, that is, it consists of using the virtues of a teaching of techniques without the characteristic strictness that is linked to the Technician Traditional Method, interconnected by several moments of ludic activities during the teaching-learning process.

The third subject that focuses on this aspect is P13, graduated under strong influence of the Technician Traditional Method but that, according to him, due to the changes that occurred in higher education in recent years, seeks to draw parallels between Traditional teaching and the Situational Method of Professor Pablo Greco.

What we could highlight in these two units of meaning is that teachers P1, P6, P10 and P13 bring along with them strong traces of a Technician Traditional education but, on the other hand, are concerned with adopting other teaching methods that favor and facilitate the general formation process of their students. Based on this finding, we deemed it important to highlight the relevance these teachers have given to the development of ludicity in their classes.

Other important mentions by this group also lead us to believe in perspectives of changes by some of the subjects interviewed, such as P4, who says he *works with different game strategies in order to arrive at the formal game*.

P5 also cites the *importance of identifying with different teaching methods*.

P8 points out *that it is important to know the sport as and end to be able to apply it as a means of education, in addition to stressing the need for works that can involve the solving of problems by the students*.

From our point of view, P10 characterizes well the situation we notice occurs with many of the subjects interviewed. In one instance, he mentions being concerned with development of the sport's fundamentals and, next, he says it is important for the student not to just know how to do, but to also know why and what for. These statements, which seem to conflict with their pedagogic objectives, show the presence of a time of professional transition, on one hand, seeking to go in-depth and using new PE techniques and, on the other, bearing traces of a sportivized formation where the main concern is with development and teaching of the technical/tactical aspects of sports.

In this same line of thought of the previous subjects is P11, when he mentions *that there is no more accurate method and that there should be a balance between practice and theory for a good development of the students in the most varied and unrestricted planes*.

In this context and supporting our arguments, Darido (2002) states that there is the need to recognize that there is currently a reasonable number of teachers with masters or doctorate who have sought to use new and more diversified models of teaching in their classes.

We were however faced again with subjects P2, P14 and P15, who declared to have strong ties and apparently ingrained ties of the Technicist Traditional methodology on stating that they do not adopt other methods due to *verifying good results with this one, not seeing the need for changes* (P2 and P14), also deeming *it easy to apply in school* (P15).

In view of these statements, it seems clear that these professionals are alienated in relation to the search for new teaching perspectives, as we noted in their discourses a restricted and even simplistic outlook on stating that they verified good results, not seeing the need for changes. Unfortunately, it was not possible to detect the types of good results they refer to. They probably refer to improvement in technical, tactical aspects or physical performance of students.

With regard to P15's mention of the easy application of the method in school, it is perhaps based on a certain self-indulgence, as it is common for the use of new methodologies

to create the need for greater dedication and endeavor by the professional in order to seek the necessary knowledge and improvement.

These situations lead us to what was mentioned by Mariz & Betti (apud Ghilardi, 1998, p.3).

[...] PE has been impaired by the avalanche of practices, little or no attention has been given to the theory and reasoning. Its history has been contaminated by errors committed by those who turned their backs on development and progress and contented themselves in always doing the same thing, year after year, merely because it worked and was easy.

In this same wise, Oliveira (2006) says that School PE ends up being understood as a time when the students are removed from the classroom just to exert themselves, expend energy and be quiet on returning, denoting an extremely reductionist and limiting view of the students' possibilities. He also points out that this situation was in effect for many years and that, unfortunately, it continues due to some professionals. In the continuity, he states that the generations worked in this way during their educational formation understand that PE does not go beyond this isolated moment without pedagogical purpose, therefore, a movement when one can stop thinking and put the body to work.

Alegre (2006), in turn, defines seven types of teachers in PE professional education, according to their competencies: the technician; theoretician; reflective practical; academic; therapist; researcher; teacher responsible for decision-making. The first classification would be the one closest to the abovementioned subjects. In other words, the *teacher seen as a technician* is that professional who dominates the specific instructional behaviors, defending the position that a teaching of quality can be divided into different units and defined in the form of observable behaviors, the main concern of this professional being that of teaching technical skills to his students and future teachers.

To understand the profile of the group with regard to the answers to the question on which methods they knew and did not adopt, we elaborated the following picture.

Categories / subjects	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Lacks in-depth theoretical foundation	x	x		x		x			x	x		x	x		x			9
Believes that the methods he adopts meet the needs of the students				x			x		x			x				x		5
Low time load in the discipline			x							x	x		x					4
Groups with excess students			x								x	x		x				4

Finds it difficult to develop the Critical-Excelling method in school							x	x															2	
Lacks application experience		x																						1
Little contact during professional education					x																			1
Suffered strong influence of the Technician Method										x														1
Lack of interdisciplinarity among colleagues										x														1
Does not agree with some methods he deems too theoretical and little practical													x											1
Believes that the critical methods used separately are not enough to make the student play/teach																						x		1

Table 3 – Reasons for not adopting known methods

We could highlight eleven different justifications for the fact of not using methods that were declared as known.

The reason most cited was the unit of meaning that says that they *do not use some of the methods cited due to lacking a good theoretical foundation in them*.

Facts previously reported make it clear that majority of the teachers involved in the survey have sought to adopt different teaching methodologies, however, they have difficulties in presenting a greater number of methods due to lacking a good theoretical foundation in them.

The relation between professional formation and use of teaching methods in sports initiation seems clear to us: University teachers who do not develop different teaching methods in their classes due to believing that they lack good theoretical foundation and future teachers from basic education who, in turn, will also have difficulty in adopting other methodologies due to not knowing them well.

Another unit of meaning cited by P4, P7, P9, P12 and P16 is that which says *that the methods used meet the needs of the students*. We can interpret this unit in two different ways: a) this should not serve as justification for P4 and P9 as reasons for not adopting other methodologies, since they believe that the fact of using one or two methods would be enough to meet the needs of the students, it is very likely that they are pedagogically behind in relation to what these needs represent; b) on the other hand, a tendency to adopt a wider range of methodologies in a differentiated focus, showing a real concern in providing a teaching of higher quality.

Other justifications for not adopting different methods were: P3, P10, P11 and P13, due to the low time load in the discipline; P12 and P14, due to the excess students in each group. These reasons seemed to us very pertinent, and can actually render application of new pedagogic strategies difficult.

Reduction in the time load for Collective Sports Games has been occurring in many PE Licentiate courses compared to the curricular timetables of the 80s. The reforms determined by Resolutions CFE 03/87 and CNE 02/2002 implied in the reduction of sports disciplines in order to include in the new curricula different disciplines that emerged due to the evolution of the area and job market.

The high number of students per group is also to us an important factor that renders pedagogic action difficult because it makes the teacher-student relationship and follow-up of the learning evolution complicated.

We agree with the existence of these difficulties, however, we believe that these arguments cannot serve as justifications not to adopt other teaching methodologies since it is possible to overcome difficulties when one has a real intention of modifying pedagogic practice.

The methods of the critical line had a low number of subjects who revealed having a "good or very good" level of knowledge.

In the foreword of his book, Kunz (2001, p.8) states that his

[...] main concern is to amount and encourage real and concrete changes in the conception of teaching, content and method, as well as in the accepting and understanding the "theoretical pessimism" present in the works of critical tendency in PE today, to obtain a "practical optimism" with real possibilities of changes in its pedagogical practice.

We identified four interviewees who said they have some difficulty in adopting methods from the critical line. P7 and P8 find it *difficult to develop the Critical-Excelling Method in school*, P13 does not agree with some methods he deems to theoretical and little practical and P17 says *that critical methods alone are not enough to make the student play/teach*.

We therefore verified that, despite the Group of Authors (1992) and Kunz (2001), both works from the critical line in the Brazilian context, having exemplified in their books teaching strategies showing teachers possibilities of how to translate into pedagogical practice the critical philosophical foundation, the population surveyed showed a certain discredit or inconsistent knowledge of its use possibilities.

This fact leads us to wonder if higher education of collective sport disciplines is being understood as the transmission of technical gestures to future teachers of Physical Education, deeming it unnecessary to reflect on the learning process itself, on the society in which they are located and on the role of sports in the education of their future students and athletes.

6- FINAL CONSIDERATIONS

Reminding that the objectives of this survey are: a) to verify the declared level of knowledge of teachers of collective sports disciplines in PE licentiate courses in relation to the teaching methods for Collective Sports Games and b) to identify and analyze the reasons for adopting or not different teaching methods; we were able to conclude that, with regard to the first purpose of the study, the data shows us that the Technician Traditional Method is outstandingly the methodology most known among the teachers interviewed, who said they have good or very good knowledge of it.

Between three (3) to seven (7) teachers said they have good or very good knowledge of the Situational, Critical-Excelling, Series of Games, Modified Sports and Prof. Claude Bayer methods. The Critical-Emancipation Method was declared as well known by only one of those interviewed.

These sharp differences show us how the Technician Traditional Methodology in the academic community is still very rooted and, on the other hand, how misinformed the subjects surveyed appear to be in relation to the other methods.

These findings lead us to make some reflections about these results:

a) The high knowledge of the Traditional Methodology confirmed what we expected, since said methodology served and still serves as conceptual basis for many teachers who work in professional education, both the more experienced and those who graduated more recently.

b) the methods of professors Claude Bayer and Bunker & Thorpe which, in our view, are works that served as reference for the creation of new methodologies for sports education are less known, probably due to the fact that their publications were not sufficiently disseminated and offered in sufficient number in bookstores, libraries and other means of research, rendering access by majority of the teachers difficult;

c) with regard to the low knowledge of the methods from the critical line, it is possible to believe that their philosophical proposals have not been well interpreted and disseminated

by the teachers who perhaps are already adopting them successfully to those university teachers who reported difficulty in using them.

With regard to the second objective of our study, whose focus was to identify and analyze the reasons for adopting or not different teaching methods for Collective Sports Games, we highlighted the following findings:

The methods that are being adopted by the teachers are based on the knowledge they have about them and on the belief in their efficacy, often based on the life experience of the teacher interviewed.

The little or no use of some methods, in turn, seems to us to be due more to the fact of being unknown by most of the teachers than due to lack of trust in their efficacy or disagreement on their epistemological or ideological bases, which shows the needs for pedagogical updating of the teachers who work in higher education.

We would like to point out that in recent years there has been a great advancement in all areas, among them educational area, due to the high improvement of technologies, improvements in communication and globalization of information, however, we hope that the teachers in our area, as well as Higher Education Institutions, are concerned with seeking a continuous education in order to accompany this evolution, thus favoring our final objective, which is better preparation of future professionals to work in the job market that emerges, from time to time, with new characteristics.

Having considered the limits of this survey, we hope we have collaborated to some extent in encouraging reflection on the subject. We hope we have made clear the need for greater research in the area of teaching methodology in Higher Education with research methods in which it is possible to seek subsidies in the life stories of the subjects, as well as promoting in loco follow-up of their classes, in order to promote better understanding of the subject.

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