

## Sociocorporal experiences and Teacher Formation in Physical Education<sup>1</sup>

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**Abstract:** The objective of this article is to interpret/ understand the sociocorporal experiences of students built before initial formation in Physical Education and their sociocorporal experiences during the transition from High School to University. These sociocorporal experiences obtained along formation, focusing on discipline hierarchization, discipline choice and the relationship with the knowledge from these disciplines were the subject of reflection of another article previously published in the Journal Movement. I aimed at interpreting the flow of social speech of course students, based on the writing of the “memorials” and the spoken registers from group and individual interviews.

**Key-words:** Physical Education: Teachers. Socioeconomic factors. Career choice.

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## **1 Introduction**

On a different occasion, even before the end of the research “Social Experiences in the Process of Physical Education Teacher Formation” (FIGUEIREDO, 2004), I published an article in the Journal *Movimento* discussing the sociocorporal experiences built by students through their academic trajectory, as well as the relationship they developed with knowledge along a course for the formation of Physical Education teachers. Now, on a reverse process, which predates the admittance of these students in the investigated course, I aim at reflecting about the sociocorporal experiences they built along Elementary, Middle and High School, in the moment they chose the course, indicating that these experiences influenced and still influence the relationships, interests and the valorization of determined curriculum contents in the formation locus.

The multiple meanings for the word experience, which can be understood as a way of feeling, an individual experience, represented by what has been lived, or as a cognitive activity, a way of building reality, of verifying or experimenting, for the sociologists refers to the interaction with the social, as a way of building reality. “From this point of view, social experiences are not a sponge, a way of incorporating the world through emotions and sensations, but a way of building the world” (DUBET, 1994, p. 95).

This idea of social experience made me think that the corporal experiences of the students in formation are also social

and that is why I have been using the expression “sociocorporal experience”.

## **2 Old times! Good times...: the sociocorporal experiences built and unbuilt by students during their time in Elementary School**

The way I oriented them to write the “memorial”<sup>2</sup>, made it easier for them to remember school times in Elementary, Middle School, as well as recall memories more related to Physical Education and corporal activities out of school. I tried to find their social experiences, related to corporal activities, experienced by them, analyzing the **actions** that subsidize such constructions and the interpretations of these experiences.

We attempted, as is done in ethnography, to interpret the flow of social speech of the course students, in a way we could understand them in a research amenable context.

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<sup>2</sup> By using the “memorial” as the first step for data collection, the profile of the students in the research was determined by analyzing their life trajectory, which includes the socioeconomic dimension and aspects related to school life, in Elementary and Middle School. We also searched for data about their admission in the Physical Education course and their social experiences related to Physical Education or not. The word memorial is used between quotation marks because it was used in an oriented way, which might be different from the methodological manner, which has been used for qualitative approach educational research.

For Clifford Geertz (1987, p. 37): “[...] our double task is to find out the conceptual structures that inform the actions of our subjects, [...] and build an analysis system to find out what is generic for these structures, what belongs to them, why they are what they are [...]”.

During the preliminary interpretation done along the fieldwork and also in the final interpretation, analysis categories that were considered possible themes for further studies were defined. These themes were organized and analyzed based on the written “memorials” and the group or individual interview spoken registers.

The “memorial” was an adequate material to start this analysis. There, we find a group of histories, beliefs and myths, full of meaning, values and attitudes that lead to different trajectories. The opportunity of rescuing the past, provided by instruments as the “memorial”, meant for the 28 students, from a total of 121, being 49 from the 9th period, 32 from the 5th period and 40 from the 1st, a different proposal. For the two following phases of the fieldwork, we used group and individual interviews.

In each period, we asked the students that wrote their “memorial” if they were interested in continuing in the research for the subsequent steps. On the last phase, for the individual interview, students were intentionally chosen, according to the following criteria: a) students that called special attention because of their speeches inside the groups, several times, leading other students to complement or reproduce their ideas, b) students that, again, talked about different experiences with sport and or corporal activities inside and or outside the school;

c) students that demonstrated interest in continuing in the research.

Some parts of the “memorials” express very subjective perceptions of the students’ trajectories, as the good memories from childhood at school and Physical Education; negative memories from a difficult life, with not enough financial resources and traumatic memories of involvement with drugs and because of that, marginalization and exclusion by school peers. In some moments, I had the impression that the students’ memories seemed to get materialized on the written report, as on the oral history referred by Paul Thompson (1992)<sup>3</sup>. Sometimes, what they said seemed to be very distant from the present, placed in a very distant past, but that was no older than 15-20 years.

Some expressed they missed the old times: “I “passionately” remember... the school break almost always lasted about one hour, we played soccer, “pique” (a popular Brazilian childhood game), climbed trees (jackfruit, rose apple, tangerine...), good times” (9th period student). Others realized that their respective histories influenced or determined their professional trajectories: “[...] I thank for the opportunity of remembering moments which I had forgotten long ago and that, undoubtedly, were important for my course choice in this University (5th period student).

A certain “missing the past” feeling could be observed in some “memorials”, on the one side associated with experiences

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<sup>3</sup> Further check in: THOMPSON, Paul. **A voz do passado**: história oral (The voice from the past: oral history). Rio de Janeiro: Paz e Terra, 1992.

at school; and on the other side with out-of-school experiences. For both cases, the experience with sports and or other corporal activities showed to be significant.

We can say that the school experiences, in Physical Education classes, in the process of formation during Elementary, Middle and High School were rescued by the students from general characterizations, coming from the transformations in the area or historical variations, which can be considered elements for analysis in the field studies of curriculum sociology – more specifically, in the area of school discipline history<sup>4</sup>.

Out of school, the experiences are limited, almost exclusively, to the sportive practices in specialized sports schools, also being registered the dance and gymnastics.

Physical Education as a curriculum component in Childhood Education, as well as the researches about Physical Education as a social practice in this phase are very recent. For

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<sup>4</sup> This area aims at explaining the genesis and evolution of school disciplines, as well as the prevalence of some tendencies for organization and structuring of the content and teaching methods, besides pointing out the changes that occurred along the time. Check it in: SANTOS, Lucíola Licínio de Castro P. História das disciplinas escolares: perspectivas de análise (History of school disciplines: analysis perspectives) **Revista Teoria & Educação (Theory & Education Journal)**, cidade, v. 2, p....., 1990; CHERVEL, André. História das disciplinas escolares: reflexões sobre um campo de pesquisa (History of school disciplines: reflections of a research field). **Revista Teoria & Educação (Theory & Education Journal)**, cidade, v. 2, p....., 1990; GOODSON, Ivor F. **Currículo: teoria e debate (Curriculum: theory and debate)**. Petrópolis, RJ: Vozes, 1999.

Sayão (1997, p. 263), “[...] a proliferation of schools destined to children from 0 to 6 years, in the 70’s and 80’s opened perspective of a new work space for Physical Education professionals. However, some serious criticisms are raised against this movement, pointing out the precarious qualification of these professionals in relation to specific knowledge to work with Childhood Education, either at school or outside, besides the criticisms about the lack of identity definition in the area.

The testimonials do not register any memory of Physical Education classes in Childhood Education (0 to 6 years). However, the students’ trajectories, related to the school life in the initial years of Elementary School indicate: a) influence of recreation: “Physical Education was at the School yard. I remember we engaged in diverse games and activities, including the traditional “queimada” (popular Brazilian childhood game where one team has to hit the opposite team’s members with a ball) [...]” (5th period student); b) influence from sports - “I believe Physical Education was not different in most public schools, where boys play soccer and girls play volleyball or “queimada” (1st period student); c) lack of Physical Education as a curriculum component: “in Elementary School there was no activity, they were just breaks and sometimes rehearsals for celebrations (5th period student); d) lack of structured and organized curriculum: “I went to a local public school from the first to the fourth year of Elementary School (EEPG Antônio Esteves) [...]. This school had courts and balls, but most of the Physical Education classes consisted in going up and down the hill where the school was located [...]” (9th period student).

These testimonials evidence different aspects of Physical Education in the first school years. First, they demonstrate a certain lack of organization of the discipline, as part of the school curriculum, substituting or reducing the knowledge of Physical Education for this age range to activities with an end on themselves. Second, considering sports influence, they make clear that the question of gender was already present, since the first school years, also in Physical Education.

Analyzing some researches<sup>5</sup> regarding the matter of gender in Physical Education teaching, I observed elements that cross over each other. It seems that the social relations between feminine and masculine are built separately, at the same time that sports, or the way they are treated, influence and or determine the consolidation of this separation. We can identify these elements crossing over when the students emphasize: “[...] soccer for the boys and volleyball or “queimada” for the girls”. In this case, the respective contents serve or have been serving to naturalize the differences based on biology and legitimate a domination relationship (ALTMANN, 1998).

The trajectories related to school life in the last years of Middle School indicate the predominance of sports practice as the main content: “[...] Physical Education classes were very

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<sup>5</sup> Among them, the Masters' Degree dissertation: ALTMANN, Helena. **Rompendo fronteiras de gênero: Marias (e) homens na educação física** (Breaking gender frontiers: Marias (and) men in Physical Education). 1998. Dissertation (Masters' Degree in Education) – Post-Graduation Program in Education, Federal University of Minas Gerais, Belo Horizonte, 1998.

dynamic with the organization of internal tournaments in several sport modalities and also out of school, at the city level, when I had the great chance of participating in some (basketball, handball, soccer), representing the school” (5th period student).

The supremacy of sports in Physical Education classes from 5th to 8th grades indicates another characteristic, sometimes associated with the already mentioned matter of gender: the valorization of the best fit, with more ability for the sportive activity: “As I was good at sports, I was always recruited for the court soccer, volleyball, handball and basketball teams. For the four years, until I finished Middle School it was like that: collecting medals (5th period student)”, and as a consequence the exclusion<sup>6</sup> of those considered to have less ability/skills for sportive activities. This exclusion is remembered by a 5th period student in the following testimonial:

In Middle School (5th to 8th grade) some game modalities and athletics were introduced and I clearly remember my teacher, very beautiful, elegant, sympathetic, caring, but I believe that for her, some students without athletic body composition or the ones that did not demonstrate any specific ability for physical activity (“queimada”, volleyball, with or without obstacles running, jumping in height or extension, etc.) were not stimulated or should not be at the shadow of the best ones. I

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<sup>6</sup> It can be observed in the testimonials that this exclusion has its origins both from the teachers and the students.

was one of the shadows, I was small (well nourished though) and was not strong enough to launch the ball, did not have good impulsion neither good speed. I was not stimulated to develop myself and rarely took part in school championships (5th period student).

The feelings of frustration and incapacity caused by exclusion are remarkable. In some cases, exclusion, almost always associated with the stereotype of the athletic body made students look for other activities.

I was a chubby child that did not like Physical Education so much because it was mandatory, and besides enjoying and trying to practice sports, it did not work well when I tried to take part in school teams because I have never been good at sports, but liked dancing (1st period student).

The three testimonials that present the three remarks of exclusion come from feminine students, which happens mainly because of the way sports are treated by the teachers in class as a course content. These are evidences that exclusion in Physical Education is a discriminatory action interconnected with the matter of gender. This action, sometimes, seems to influence and/or determine the construction of social and corporal experiences “allowed” and more “appropriate” to girls, as dance and gymnastics. Because they had the experience of exclusion, considering the values and internal feelings of frustration and

incapacity, the three students built alternative paths and in the course they make choices, which are coherent with their trajectories.

The “sport at school” issue has been discussed by several authors in the area. The transposition of the sports into the school has been problematized without greater questionings of the rules and social values with which it comes impregnated, as the supervalorization of competition, the exclusion of the ones with less ability or weaker, the selectivity, the prejudice between genders and other contradictions.

Students greatly identify themselves with sports and the educational institutions seem to benefit from this socially constituted predisposition to consolidate/reproduce the sportive system, mainly regarding the selectivity for the formation of school teams.

Based on the different definitions about the **action** mentioned by Dubet (1994), the students individual action of self-exclusion from class produce certain sociocorporal experiences in Physical Education and can be regarded as the result of an interaction (communication model) where the students develop a relationship with the teacher, with the other students and with the knowledge involved. In this interaction, the self-exclusion action can be understood as a way of manifesting the lack of identification with that knowledge or with the way it is being developed, and also, as a non-previously decided strategy (rational action model) upon some difficulties or lack of interest, and that can be redefined during the development of the classes.

On the other side, testimonials showing a more harmonious interaction with the subject were also present. In smaller proportion (nine out of 28) when compared to the testimonials referring to exclusion, frustration, feeling of incapacity, etc. This harmonious relationship is marked by the strong identification of some students with sports during classes.

Among the nine testimonials, the most harmonious relationship was evidenced by six male students, and the problematic ones with three female students. The testimonial of the female students says:

When I got to the 5th grade, influenced by the media, I joined the school volleyball team and as I was very short I was placed as a setter. On 8th grade, we won the state championship. Those were very fun moments that always bring me good memories [...] (9th period student).

Other two female students reaffirm their attraction for the Physical Education classes because of the sports content:

At school, I always enjoyed Physical Education classes and also used to attend volleyball, handball schools [...]” (1st period student). I have always practiced several kinds of sports, but my favorite has always been volleyball. On 6th grade I joined the school team at the same time that I started training with the “Atlético

Tênis Clube de Vila Velha” team [...]. (1st period student).

The identification or lack of identification of students with sports, taking into consideration the way it has been worked in Physical Education classes, seems to generate individual internal conflicts and/or collective ones. If the students like certain sports and show special abilities, better than the rest of the group, the action can be of inclusion, while if the student does not like and does not do a good job, the action can be of exclusion. Due to this common practice, confirmed by the testimonials, female students tend to be more excluded than the male ones.

If we consider the principles of this action, we conclude that there is an intrinsic diversity that allows it to be transformed in experience; that this action is not previously defined, but is slowly established in the relationship among students, the teacher and the subject; that this action is the result of the relationships experienced in class. More specifically, that this action, resulting from action logic, constitutes the social experiences of the students, built in Physical Education before the beginning of the course.

The diversity I mentioned refers to the plurality and heterogeneity of actions materialized by the students inside Physical Education in the middle of the game of inclusion, exclusion and self-exclusion from classes, as well as the plurality of reasons/logics by which actions happen. There is no doubt that these actions are modified with the social relationships experienced by the respective actors.

Analyzing this specific and recurrent game, where sports or the way they have been worked is the biggest responsible for the exclusion of the female or male student, either by the teacher or by the student, in the testimonials, we realized that there was an intersection between the logic of integration, strategy and subjectivation.

I observed two action logics that cross over each other. Just for better visualization, the integration happens, for example, in the case where the students, aiming at keeping the collective integration, accept the school game rules, ignore the possible problems and strategically integrate, in relationships established in the class process.

The subjectivation logic seems to be evidenced in an indirect form, when the students experiment themselves as the subject, excluding themselves from class and choosing other activities that provide them with social experiences that are more appropriate for their expectations. It is not only rejection and self-exclusion that I understand as subjectivation, but the action of substituting a determined experience by another that best fits their expectations and defined objectives. It can be said that, in this action, the students experiment themselves as the subject. However, the sociocorporal experience of students in formation, transits commonly through the logic of integration and strategy.

### **3 Physical Education in High School: more or less occupied space, more or less built sociocorporal experiences.**

In High School the experiences are not very different. If in Elementary and Middle School the problem is the way Physical Education occupies its space in the school curriculum, in High School the biggest problem is the way Physical Education does not occupy its space in the school curriculum.

An initial problem is the lack of Physical Education, pointed out in seven out of 28 “memorials”:<sup>28</sup> “In High School I did not have Physical Education because there was no teacher, as you might know, the lack of Physical Education teachers in the countryside of the state of São Paulo is common [...]” (9th period student).

The lack of a planned, structured and organized work, pointed out in four testimonials, seems to have bothered the students a lot: “[...] Physical Education was not taken seriously, I did not learn anything, the only thing the teacher did was gossiping and handing the ball to those that knew how and wanted to play [...]” (5th period student).

The fact that the preparation for University admittance (SAT and related processes) became the main objective in High School, mainly in private schools that some of the interviewed students attended, also represents a problem for Physical Education. Many times, students exclude Physical Education and/or corporal activities to have more time for their specific studies: “the games kept going on and I did not stop until the second year, but I was not training anymore and as I was already a team member for several years the teachers agreed with it [...]. This way, I finished High School, however I was completely sedentary on the third year” (5th period student).

This self-exclusion as I have already mentioned also happens by personal strategic action, as for example, when the students are absent from class through means of medical exemption:

Unfortunately, our Physical Education teacher left the job for personal reasons and his substitute was of questionable qualification, because every class he simply asked ‘what do you want to do today’ [...]. This way, I decided to exclude myself from Physical Education classes by getting exemptions and kept this way until High School [...] <sup>7</sup> (1st period student)

Two students that took their High School professionalizing courses at the old “Federal Espírito Santo Technical School” (ETEFES in Portuguese) report experienced situations that are different from the ones experienced by their aforementioned peers. It was a systematized sportive work:

During this period (1981-1983) Physical Education played a very important role in my life. The school greatly emphasized this discipline in several sports (volleyball, swimming, handball, soccer, athleticism and basketball), with precise and adequate orientation from well-qualified teachers. During

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<sup>7</sup> This student was exempted from Physical Education for being a *Tae Kwon Do* athlete and participating in trainings and competitions of this modality.

this period, I participated in the school court soccer team, which allowed me to integrate the teenager court soccer team from “Alvares Cabral Association” (5th period student).

And of a certain sportive specialization through training:

At the ETEFES I was able to integrate the court soccer team on the first month of classes... Nowadays, I think it was bad because I did not participate in the other sportive practices that were available at the time, because I went straight for specialization (I know how to do only one activity, in the case of team sports, soccer) (5th period student).

Even with this reduction of Physical Education to sports, substantial differences can be verified between its practice in a technical formation institution and in schools of general formation, where the interviewed students come from.

Gariglio (1977), analyzing Physical Education teaching at a professionalizing school, indicates its privileged position in the hierarchy of school knowledge. This prestige is associated with the organization of the institution, as the money sources, administrative and pedagogical autonomy, construction of an adequate physical structure, etc. Internally this different scenarios come from the predominantly practical character of the subject and its association with the corporal work, which is

very valued in technical schools, as well as its use in the process of socializing students, which is also related to a formation directed to the job market.

The trajectory of these two students that took professionalizing High School courses indicates more positive experiences with Physical Education, as a consequence of a better-planned and better quality work.

#### **4 Where the sociocorporal experiences built in the Elementary and the High School seem to cross over**

Reading the testimonials/reports it is possible to notice some recurrent elements during the sociocorporal experiences of the students in Physical Education, during the Elementary and Middle School. On the one side, the remarkable presence of sports as the subject's content, including the subjective implications coming from this fact. On the other side, the place of Physical Education on the hierarchy of school knowledge, evidencing its small prestige in the curriculum, which also defines the way students experiences are built in this field. This fact is evidenced by the absence of Physical Education in some schools, the way it was taught and even the self-exclusion of the students, without further consequence for their school life. Besides that, its almost total disappearance at the end of Middle School to provide space for the academic disciplines that prepare students to be admitted at University, all show its secondary or lack of prestige.

The subjective implication to which I referred is revealed in the students testimonials and demonstrate aspects that contribute to reproduce intrinsic cultural values of the sports. The testimonials implicitly show that Physical Education teachers take sports as the main content and make its transfer from outside to inside the schools without considering that planning, structuralization and organization of the pedagogical work has to be different.

The process of constitution of the school knowledge has been intensely discussed in educational literature.<sup>8</sup> This last has been analyzed as a possibility of making different kinds of knowledge amenable to teaching with the objective of bringing them to school level. This way, it is important to understand why in the case of Physical Education, maybe for being a knowledge associated with practice, it is introduced into the schools without suffering this process to become more didactic, in a way it becomes compatible with the objectives and interests of school education. The fact that it is already being taught at specialized schools, in clubs and sports training centers, makes this process of making it more didactic already happen, being possible to introduce it into school without too many transformations. This way, these knowledge are not, many times, adapted to the school logic, since it has already gone through this process. This transfer brings to the Physical Education classes some subjective

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<sup>8</sup> It is worth checking the book “Conhecimento Escolar: Ciência e Cotidiano” (School knowledge: Science and daily life), where the author discusses the school knowledge and its connections with both scientific and daily life knowledge. The last chapter approaches the school knowledge (the process of transforming knowledge into a school discipline and the process of didactic mediation or transposition).

implications, as the valorization of the ones with more ability and stronger, exclusion, frustration, selectivity and a practice deprived of pedagogical meaning. In parallel with these implications in which the students build their experiences with Physical Education, curriculum implications that also contribute to situate this subject in a lower school hierarchy also happen.

In this regard the curriculum field develops relevant questions. According to what we have seen, Michael Young (1989; 1996), dealing with Education, prioritizes curriculum selection and organization, besides studying power relationships that consolidate hierarchies.

Based on this consideration, one can explain the place Physical Education occupies in the curriculum, as well as the power relationships that control it. Besides that, it is important to consider the mind/body separation in western societies.

For being a predominantly practical subject, Physical Education fulfills, without making it explicit, the legitimating function of the hierarchical division between manual and intellectual work, at the same time that some teachers from the area try to build the presupposition that can legitimate it as a social practice.

The development of non-school activities or the search for them as indications present in the “memorials” come from different reasons: a) exclusion from class as a function of the relationship with sports; b) lack of a planned, structured, organized work in Physical Education classes; c) attraction to sports; d) health concern; e) family influence; f) aesthetic interest; g) medical recommendation.

The first three reasons are more recurrent and coincide with the school phase the students are in, in the last years of Middle School or High School. The definition of attraction for some corporal practices, allied to the dissatisfaction with the classes, makes students substitute Physical Education for other practices: “Going to the gym also helped me stop with Physical Education at school, getting rid of the sports I liked but did not know how to play” (1st period student). This testimonial shows that the student chooses the self-exclusion and tries to include herself in a different corporal practice.

In another “memorial”, the option seems to have generated reflections further than the simple activity substitution: “ [...] although I had little disposition for physical activities, I knew I had some interest for corporal activities and enrolled in a ballet and jazz school, not necessarily athletic, but with a well being, health, life and pleasure character [...]”. (5th period student)

Sometimes considered as competitive and selective practices by many specialists, the activities out of the school described in the “memorials” demonstrate in some cases to be very little competitive or selective. Physical Education classes, however, are mostly competitive and very selective. The report of the students that attended sports, dance or gymnastics schools, even schools that had the objective of training/high performance,

worked in an inclusion<sup>9</sup> perspective. Physical Education at school many times depends merely on natural selection.

According to the analyzed testimonials, one can conclude that the way teachers plan, organize, transfer and evaluate the knowledge in elementary and high school favors the establishment of a relationship with the subject in which unilateral conceptions of Physical Education as sport and health prevail, favoring yet the maintenance of beliefs and myths that influence different views, hierarchizations and trajectories, related to the sociocorporal experiences. We can also conclude the this way of selection, planning, organization, transmission and evaluation of the knowledge has been motivating some students to search out the school for activities that fulfill the gap of this discipline at school.

Another aspect that has to be mentioned here is the fact that it seems formation in Physical Education is not able to change, in several cases, the internalization of the social experiences associated with the corporal activities built by the students along school time and brought inside formation courses at University.

## **5 The social experiences of the students in the transition**

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<sup>9</sup> I am just analyzing the content and the working method used both inside and outside the school. However, it is necessary to consider the institutional and pedagogical specificities and the financial aspects. The latter maybe forces the specialized schools to develop a less selective kind of work, which depends on the number of students to exist/work.

**from High School to University: the moment of career choice**

The situations that lead students to choose Physical Education as a career are very distinct. There are situations where the choice represents their first option; others where it is a second option, after the student has already finished another major; some situations when the choice represents second, third or fourth option, after the students have failed to be accepted for other University courses. In these situations the previously built sociocorporal experiences seem to have influenced the respective choices.

The experience with sports and/or any other corporal activity, although predominant, was not the exclusive reference for the 12 students that decided to take the Physical Education course.

Part of the students from this group had already been working in the area for some time, and for this reason, somehow felt the pressure to get a degree in the area. The experience of these students that work in the area without academic formation, is one of the social experiences we identified as being related to corporal activities built before formation and incorporated by these students, mainly in relation to the construction of a Physical Education conception. These same experiences are transported to the course, working as “filters” during formation.

Another experience identified in the group of students that had Physical Education as first option, besides the experience with sports and/or other corporal activities, was the

pretension of changing the image that people have of Physical Education at school:

Unfortunately, at the end of 8th grade, the teacher [...] was simply, of questionable qualification, because in all the classes he simply asked 'what do you want to do today' and most of the group replied they wanted to play soccer...Then I made the decision of trying to enter University to take Physical Education, because besides being a black belt in *Tae Kwon Do* and having been giving classes for more than three years, I intended to change the bad fame that Physical Education is merely destined for 'playing ball games' in a broad sense [...]. (1st period student).

This testimonial shows the presence of two action logics according to Experience Sociology. In this experience, there is a development that ranges from strategic logic action to subjectivation. The action where the students excluded themselves from classes through exemptions can be understood as a strategy and the action of choosing the course to try to change Physical Education conditions can be understood as subjectivation, as the student adopted a different position, an opposing one, and built his own objectives and expectations for the area, even if we consider the limited view that for him,

because of this own athletic experience, reduces Physical Education to a synonym of orientation for physical exercises.

Four students out of 28 finished other Undergraduate courses before starting Physical Education. In this group, a more secure choice is evidenced, resulting from a personal and professional maturation. The students in this group look for a more pleasant career and again associated to the interest for the sportive practice or of any other corporal activity:

Although I took an Undergraduate course in an area that had a lot of affinity with my present job, that was not my ideal of professional satisfaction. I always enjoyed practicing sports and always saw Physical Education as a pleasant way of making my living (5th period student).

There was also family influence in career choices. What differentiates this group from the one that chose Physical Education after failing admittance in other courses is that these students were admitted, finished the courses their family supported them to, and just then went back to University to take Physical Education.

Regarding the action logic that constitute this action of “choosing” Physical Education after not being admitted for other courses, as well as the action of choosing Physical Education after finishing other major, one can identify the integration logic and the strategy logic.

The first logic is manifested in the situation where the students try to get involved in common professions, traditionally accepted by their families. We can also say it is an action where the students, based on their family and social relationships, try to fulfill the expectation of others. Looking at this action from the analysis perspective of Pierre Bourdieu (1998), about inheritance transmission, we realized that there is a certain concordance of these students to accept/inherit<sup>10</sup> their parents' influence/ inheritance.

The strategy logic is predominant in situations where the socioeconomic conditions of the family have an influence, making them choose the strategy of taking a course that is better accepted, for just after working on a formation that is according to their own objectives, interests and expectations. In these actions one has to consider, above all, the incidence of cultural factors leading to the valorization of socially accepted courses.

In the case of choice of Physical Education after failure to be admitted in other courses, it is appropriate to know why a group of nine students out of 28 tried other courses, before being approved to take Physical Education.

In this group the affinity with sports and other corporal activities is identified:

[...] the first time I tried administration, because I like Mathematics. I was not accepted and decided to take Physical Education then, which

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<sup>10</sup> "Inherit is to transmit these immanent dispositions, perpetuate this *conatus*, accept to become a mild instrument of this reproduction 'project'..." (BOURDIEU, 1998, p. 232)

although had some subjects in the curriculum that I did not like at the time, was the area in which I would like to work, since I have always liked sports [...]. (1st period student).

These testimonials indicate that the experience associated with sports or even the affinity with corporal activities is considered, in the moment of choice, only if allowed by the social and cultural experiences the students have. Of all the possible influences, the family still seems to be the most important reference for the students to take more promising careers, regarding financial and social success. It seems like, in the case of the students that were not admitted for other courses, the formation in Physical Education cannot be considered as a choice, because it happened as a consequence of the fact that they were not accepted in previous experiences for other courses seen by their family and by themselves as more promising careers. We saw that the interest of these students for Physical Education existed and was significant, but strategically, to satisfy their family or because of an interior desire for social prestige it was inhibited. However, because they failed other courses, these students ended up taking Physical Education, even maintaining the “illusion” that in the future they would take other courses. All these students showed interest for physical activities, and maybe cannot assume it because of ego matters, social pressures and the struggle for a higher social status.

One testimonial, that points out a different motivation than this identification with sports called my attention. A student

from the first period, that chose the course after failed attempts to take other courses calls the attention for being the only one out of the 28 taking part in the research to declare a total lack of identification with the area because in her trajectory she never got involved with sports and/or other corporal activities:

Regarding the choice of Physical Education, it was by chance. Since the first year of High School, literature induced me to choose Psychology as a career [...] (“memorial”). I am completely inadequate to talk about the reasons for the choice because I never practiced any sports, and the practices I did were only at school in Physical Education classes... (group interview)

In this case, seems like the student used the strategy of choosing a course that was less competitive to get admitted, which can let us interpret that the main objective of the students is to have a University certificate. Bourdieu (1998) talks about the fact that our choices are determined by the chances of success we foresee. If we know we are not going to be admitted for a certain course but could be admitted for another, we direct our interests for this other that guarantees better chances of success. People tend to remove from their horizon what seems to be inaccessible, as a way of avoiding frustrations.

The socioeconomic condition seems to have influenced, because some of them gave up their chosen courses<sup>11</sup> in first option, because the courses were too competitive to get to and so depended on good financial conditions of the family to support several years of preparation courses if they were necessary for University admission.

The influence of the parents in the moment of career choice, being this choice Physical Education, seems to be decisive and contradictory. Some stimulate their participation in corporal activities, sometimes even in an extreme way<sup>12</sup> during childhood and adolescence, although they create resistances when their sons opt for Physical Education at the University level.

In the origin of this contradiction there is the prejudice between the work with the body against the work of academic and theoretical nature. Besides the fact that teaching is not prestigious in society, there is the financial depreciation of the area, and the personal experiences their parents had with Physical Education at their school time.

Under the light of Experience Sociology, the action of the group students of putting their experiences and/or

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<sup>11</sup> The most related courses were respectively: Medicine, Psychology, Odontology, Administration and Law.

<sup>12</sup> All the time, professionals from the area encounter exaggerate support and demands from parents in sportive championships at school and out of the school or even a father wishing his son to be a soccer player he himself could not be and a mother wishing her daughter would become the ballerina she could not be in her own time.

identification with the area on a second tier, as an “emergency possibility”, can be analyzed as a strategy logic, to be used on the right moment.

We observe then that in this action of opting/choosing Physical Education after not being accepted in other courses, the previous experiences of the students with corporal activities supports a strategy, when at a certain moment, after sequential failures in other courses, he allows himself or is allowed to consider it. As a last possibility it is then supported by the parents and well accepted by themselves, since they could not be admitted in the previously chosen courses. There is a diversity that allows the analysis that the students experience gets mixed with the strategic action, when the students use it to choose the course. The experience of the actor, in these cases, is confused with the strategic resource.

There is in all the situations that lead the students to choose Physical Education a common relationship. Either as a first option or as a second, third or fourth option, the choice was somehow in some moment associated with their experiences with sports and/or other corporal activities in a negative or positive way inside or outside Physical Education. It means that the experiences built in Physical Education, and out of it, are fundamental references for the students that take this course.

I identified multiple experiences built by the research participants, during their trajectories, which influenced and/or determined their respective choices. I could realize that Physical Education favors the building of negative exclusion, self-exclusion experiences, in case the students do not fit in the reproduction of the sportive system, mainly in terms of cultural

values intrinsic to the sport, but also promotes the building of positive experiences, in the case of students that get integrated into the sportive system, for showing aptitude and interest for determined practices. I also observed, that the corporal experience out of school works as a substitution for the little organized and structured work that has been performed in Middle and High School.

It is necessary to recognize that these other experiences, associated with the depreciation of Physical Education in the curriculum selection and organization, influence the actions, interactions, choices and above all, serve as a reference for the students to filter the curricular academic knowledge that best fits their trajectory and is of greater interest for them during the formation process.

It is a fact that these experiences are strongly identified with a Physical Education conception, which is seen as an area for sports, physical or health activities, which was evidenced in practically all testimonials. The choice for Physical Education represents, for these students, the practice of activities in which the student has already had experiences or will still have.

## **6 Teacher formation and sociocorporal experiences of the students: mechanical relationship?**

One should not have the reductionist idea that the sociocorporal experiences influence in a direct, exclusive and mechanical way the initial formation in Physical Education. However, it is impossible to ignore the evidences shown here,

that there is a close relationship between the students' previous experiences and their choices, in a way that there are substantial changes in the formation profile desired by the prescribed curriculum of professional formation

Some students, in the Physical Education courses, do not see themselves in the process of professional formation. The representation they seem to make of the course is strongly connected to their individual trajectories, and to the extension of these trajectories during the formation period.

We then invite our readers to read the article I published in 2004, to better understand how the actions taken by the students during the period of initial formation indicate certain experiences built and associated with school experiences in Elementary, Middle and High School as well as the experiences of transition to University. On the one side, social experiences favored by the trajectories of the students; on the other side, promoted by the hierarchies around Physical Education. The article also discusses the way formation courses have been dealing with sociocorporal activities of students in formation process.

### **Sociocorporal Experiences and Teacher Formation in Physical Education**

**Abstract:** The objective of this article is to interpret/ understand the sociocorporal experiences of students built before initial formation in Physical Education and their sociocorporal experiences during the transition from High School to University. These

sociocorporal experiences obtained along formation, focusing on discipline hierarchization, discipline choice and the relationship with the knowledge from these disciplines were the subject of reflection of another article previously published in the Journal Movement. I aimed at interpreting the flow of social speech of course students, based on the writing of the “memorials” and the spoken registers from group and individual interviews.

**Key-words:** Physical Education teachers. Socioeconomic factors. Career choice.

### **Experiencias Socio corporales y Formación de la enseñanza de la educación física**

**Resumen:** El objetivo de este artículo está la interpretación de las experiencias de lo social cabo de las pupilas construidas, la formación inicial en la educación física y las experiencias del social cabo de las pupilas en la transición de la educación media para la educación superior. Las experiencias del social cabo de las pupilas construidas en el transcurso de la formación, la jerarquización de la disciplina, las opciones que disciplinan y las relaciones con relación a estas disciplinas que habían sido objeto de la reflexión de otro artículo publicado ya en el movimiento del compartimiento. Busqué interpretar el flujo de ti sociales de las pupilas del curso, de la escritura de “monumentos” de ti decirlos de las entrevistas en grupo individual y.

**Palabras-clave:** Educación Física: enseñanza.  
Factores socioeconómicos. Selección de profesión.

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