

Pedagogical teaching notes on the teaching of sports in the education of Physical Education teachers

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Abstract: The purpose of this study was to analyze the guiding assumptions of the critical approach to sports in the early education process of Physical Education teachers. To this end, some experiences ensued from classes developed under the syllabus component “Soccer and futsal (indoors soccer) methodology, theory and practice” (Unochapecó) are presented. These experiences may be understood as the laboratory of pedagogical experiences, presenting the elements for a critical approach when addressing sports in university courses. Finally, the text provides some guiding elements to a critical approach of sports in the early education of Physical Education teachers.

Keywords: Higher education. Sports. Professional practice.

1 INITIAL CONSIDERATIONS

Teaching sports as part of the education process of PE teachers (Physical Education) is a complex and comprehensive study theme. What does the future PE teacher need to learn about sports in order to have enough knowledge to perform as an instructor? This is an important issue that should be addressed more carefully by the academic community and that initially motivated our focus on the issues presented hereunder.

To this end, but at the same time not intending to provide ‘answers’ to this dilemma while ‘not skirting’ the problem, the objective of this study is to develop an assessment of the pedagogical teaching for a critical approach of sports in the early PE education process. Therefore, I

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initially provide an assessment of studies that address sports in early PE education. Then I introduce the assessment of the elements that are conducive to the critical approach of sports in the education of PE teachers based on some pedagogical experiences carried out in the specific context of the Regional Community University of Chapecó (UNOCHAPECÓ). Finally, this study presents pedagogical teaching assessment for the critical approach of sports in the education of de PE teachers.

Therefore, the purpose of this study is to participate in the movement (still in the early stages) to decode for the students in the early PE education process what is being proposed by many works (KUNZ, 1994, SOARES *et al*, 1992, to mention but a few) in terms of PE taught in schools. Hence, the relevance of this article lies in that it contributes to teaching in Higher Education courses, more specifically in dealing with sports within this environment.

This study is based on the principle that the dilemmas that are part of PE teaching in different venues need to be taken into account during the early education phase, as it seems relevant to associate the possible transformations in the different venues where they take place with experience ensuing from the education process.

2 TEACHING THE SPORT IN EARLY PE EDUCATION

Different approaches have been used to assess how sports are taught in schools over the last years, which in thesis fostered significant advances for PE taught in Brazilian schools over the last 20 years. In their own way, each of these approaches gave their important contribution to Brazilian PE (HILDEBRANDT; LAGING, 1986; SOARES *et al*, 1992; KUNZ, 1994; ASSIS DE OLIVEIRA, 2001 to mention but a few).

On the other hand, it was noted that there is a strong current concern over other PE approaches, namely: public policies, recreation, health, and the body, to mention but a few. But in relation to the pedagogical teaching elements that may give a significant contribution specifically to teaching, it has been noted that there is a lack of dedicated studies to face this challenge.¹ Therefore, there is an obvious hiatus in terms of the timeliness of the publication of certain studies, as aforementioned, and the contemporaneity of PE. If, on the one hand there, is a large production of PE nowadays,² on the other we still experience much anguish about 'what to do' in the teaching milieu. This issue leads to the challenge of facing the hiatus between academic production and PE teaching practice.

However, if the lack of contemporary studies on teaching PE in schools can be observed, it is even more evident the lack of critical proposals addressing sports in the context of Higher Education courses during the early education process of PE teachers. It seems that teaching PE in schools still focuses on certain specific sports-related elements, which Kunz (1994) and Bracht (1992) refer to as a limited approach to sports and PE.

To a certain extent, it is possible to infer that studies focusing on how sports are addressed in schools have been used as references to provide backing to the how it is taught in Higher Education courses. Based on these initial considerations This study addresses the I proposed subject matter based on two hypothesis, namely: a) the form how sports as a subject is taught in Higher Education courses cannot be adapted for the school environment, but rather should be addressed as a context with its particular needs and characteristics with specific procedures; consequently, there are still insufficient pedagogical teaching studies available; b) the need to improve the form of transmitting pedagogical experiences on how sports is addressed in the Higher

¹ Read more in Rezer & Fensterseifer, 2008.

² Only in the Brazilian Congress for Sports Sciences (CONBRACE), held in Recife (PE), there were 34 studies published in 2007.

Education courses, highlighting the advances and limitations for this context.

These issues cannot be addressed before focusing on assisting in the education of new teachers so they have the chance of experiencing pedagogical ‘alternatives’ (mindful of all the meanings this word entails) in the early education process.

On the other hand, there is a timid movement to foster critical stands that will fill the gap of insufficient studies (addressing sports in Higher Education courses). Hence, some studies have been published over the last years to broaden this discussion, namely by Oliveira (1989); Molina Neto (1995); Daólio (1998); Ferreira (1998); González (1999, 2004, 2007); Pires & Neves (2002); Nascimento (2004), to mentioned but a few, concerned with questioning the simplified approaches for teaching sports in the PE Higher Education courses.

However, it is noted that this subject-matter has only been recently addressed in journals (Oliveira’s article, for example, dates from 1989), which leads to thinking that in terms of the manner of addressing sports in Higher Education courses still calls for further studies. Therefore, these references point to the need to broaden the discussion on pedagogical proposals on how to address sports in this context.

This need becomes more evident in the study by Oliveira (1989) on sports-related subjects in the PE course in State University of Maringá (UEM), where findings show that pedagogical teaching procedures in classes reproduce sports learning in schools as the most important function of these subjects. This study presents evidence that pedagogical teaching procedures in this milieu are basically characterized for being off limits to students that cannot make any decisions, where all they are allowed to do is to attend classes and follow the teacher’s orders. According to the findings, it can be inferred that this leads to a type of teaching that is repetitive, submissive and naïve, and an end in itself.

On the one hand, this study from 1989 is conducive to considering that a number of advances have taken over the last 20 years. On the other, the lack of studies that would help assessing the findings by Oliveira are elements of the past, which are conducive to inferring that many pedagogical interventions in Higher Education courses are still made in this manner.

It can be said that even with the many changes that have occurred in early PE education over the last few years, according to Nascimento (2004), pedagogical practices structured for teaching sports are still based on the tradition teaching approach. In agreement with González (2004), sports-related subjects have not changed in relation to how the syllabus is addressed. The apparent reduction of the number of sports-related subjects and time in the syllabus of PE courses is more the result of the number of subjects in the syllabus of Higher Education PE courses than the qualitative transformation of the sports phenomenon.

Apparently, this transformation is not fostering a change in the syllabus. Two studies by Vago (1996, 2003) address this issue, where the author presents a contemporary need for the PE field, e.g. thinking of a sports-related school culture. Based on this premise and construing the university as the environment for formal learning, likewise the school (obviously with different demands, needs, expectations and requirements), it is possible to infer that the university milieu is lacking academic culture for teaching sports.

The professor of Higher Education courses needs to be concerned with what should be taught in order to empower the teacher-to-be with the right tools to teach sports. According to González (1999), teaching PE classes or sports for children in schools cannot be the mere repetition of what is observed in classes for sports-related subjects in the university, as the goals, individuals and circumstances are completely different. During the process of building the knowledge necessary to ensure that future teaching will not be reduced to the mere

copying, I tutored a work group with teachers-to-be, where we developed the required competences so they would be able to provide their students with innovative, intelligent, competent and contextualized (and possibly pleasant) classes, where the syllabus would be relevant to the culture of body movement.

Hence, considering that in university courses there are *teachers in the early education process*, these actions arise as important elements to create a new teaching paradigm for early PE education. Therefore, the proposals presented in this study aim at contributing to the newly implemented movement that intends to expand pedagogical responsibilities in the early PE education process.

3 A SPORTS APPROACH IN PE TEACHER EDUCATION: THE SOCCER CASE

Based on this initial contextualization, this study presents pedagogical experiences developed in some classes of *Soccer and futsal theory, practice and methodology*.³ These experiences provide the scenario for presenting pedagogical teaching for the critical approach of sports in early PE education.

This syllabus component presents some interesting possibilities, such as: a) coed classes (in the western region of Santa Catarina there are many PE gender dedicated classes); b) in thesis, students in the early education process that are motivated to learn; c) soccer and futsal addressed via the concept of which type of soccer game practiced during classes, which will be addressed further on in this study.

On the other hand, certain limitations were noted, namely: a) some students are still quite immature (they start

3 Subject of the Bachelor's Degree in PE da UNOCHAPECÓ, 4 credits for the second term of the syllabus, the purpose of which is to "Analyze, ponder and understand the different dimensions of field soccer and futsal, relating them to this school context, understanding the pedagogical issues of the teaching/learning process, as well as with the social, political and cultural process in contemporary society".

Higher Education courses too young); b) they look forward to learning strictly technical competence; c) classroom hours are not enough to cover the PE syllabus (4 credits); d) there is poor theoretical basis for students to have a better understanding of the proposals developed (for example, lack of a clearer and more critical understanding of sports).

After carrying out the preliminary contextualization, pedagogical experiences carried out in the classroom for this syllabus component are presented in three acts.

3.1 ACT 1: DEFINING THE SYLLABUS

Initially, it was necessary to clarify the concept of ‘soccers’ to be used in the classes. If on the one hand soccer and futsal are specific sports modalities, on the other there is a need for pedagogical mediation to teach its elements in schools and also in the teacher education process, as it is not a mere set of techniques, systems, rules etc. According to the concept used under this study the ‘soccers’ is a means for PE to address soccer, futsal, Swiss soccer, to mention but a few, pedagogically based on the critical understanding whereby it is given the status of knowledge of the culture of body movement, worthy of being taught. It is treated as an object of study of the early education process, and consequently, as the object of study of the teaching process, where no specific element is disregarded.

According to Damo (2007), the term ‘soccers’ is not merely an occasional neologism. Since it was first published, the Aurélio dictionary includes the plural for the word ‘soccer’, but it is seldom used. However, acknowledging the diversity of this phenomenon is reflected in everyday language as: minor league soccer, indoor soccer, button soccer, beach soccer, futsal, 7-player soccer, foot-volleyball, foosball, and free-form soccer, to mention but a few.⁴

4 Let us address the following scenario: a group of children playing ball during recess, in a cement futsal court, with a field soccer ball, with seven players in each team? Game or

I believe that the syllabus is structure based on how the knowledge that will be taught is perceived. Hence, expanding the possibilities of intervention of the teacher begins with perceiving the complexity of the subject at hand, or as stated by Fensterseifer (2007):⁵ “the world is as big as my”.

To this end, based on a few references⁶, four approaches on ‘soccers’ were devised in order to reconstruct/decode their contents in the academic milieu: Popular/Street Games (freeform soccer etc.); Sports Games (soccer, futsal, Swiss soccer etc.); Indoors Games (button, foosball etc.) and Electronic Games (FIFA etc.).⁷

This helped to create the syllabus, where the reference is the objective of the syllabus component and knowledge deemed necessary in order for the PE teacher to be knowledgeable on the theme ‘Soccers’, and consequently to detain competence to teach. It should be noted that profile of knowledge considered necessary for teaching falls under the responsibility of the teacher rather than the students. This occurs especially because there is a clear concern by the students in relation to the specificities of the techniques. Hence, the teacher must present justification conducive to expanding the perception of students to bring forth the complexity of teaching how to teach, where the goal is the theme ‘soccers’.

Depending on the level of maturity established by different attempts (rights and wrongs), the choices that chartered the development of the syllabus components are

sports? The approach proposed hereunder provides a broader scope when considering this diversity as possible to be implemented in PE venues. This is conducive to consider that the relationship between sports and games are intertwined in school PE as an ongoing dialogue. This paradox should be taken into account when addressing sports in school, as both sports and games are at a difficult and fine line where invariable one overlaps the other.

5 . Comunicação Oral. Ijuí, 29 Aug 2007.

6 Tavares & Souza Junior (1996), Assis de Oliveira (2001) and a story by Veríssimo (1978), “Street soccer”.

7 This type o systematization is conducive to broadening the understanding of the manifestation of ‘soccers’, based on the diversity that cannot be underscored. As an example, generally electronic games are more often part of the students’ lives than the teachers.

presented hereunder divided into three blocks that advance in relation to specific content not detracting from it, but rather giving to it a less central role (I decided to use a general content approach that addresses the content at hand), as follows:

Block I	Expanding understanding beyond soccer/futsal: ‘soccers’ perceived as a cultural phenomenon; group structuring and organization via the practice of ‘soccers’; ‘soccers’ as popular/street games (free-form soccer); collective constructed rules.
Block II	‘Soccers’: a ball games played with the feet; a ball game played with the hands (what about the goalkeeper?); small and large game methodology and practice; collective construction of ‘soccers’; minor league soccer, indoor soccer, button soccer, beach soccer, futsal, 7-player soccer, foot-volleyball, foosball/Fla-Flu, and electronic games.
Block III	‘Narrowing’ specific knowledge (the game is played seriously): sports games; field soccer; futsal, 7-player soccer; specific rules; technical-tactical relationship; technical-tactical fundamentals (line players and goalkeeper); game systems (historical evolution, formats and sectors); specific issues: defense, attack, counter-attack, functions and coverage.

Table 1 – Basic contents for the approach of ‘soccers’.

Source: Teaching plan for Soccer and Futsal Theory, Practice and Methodology.

The purpose of this article is not to discuss each block in detail. However, it can be noted that this course of action is conducive to possibilities of intervention during the process, aligning the forming of addressing the issue with the type of soccer game based on three dimensions: historical-social (Unit I), pedagogical teaching (Unit II) and technical-instrumental (Unit III), which are more specific in each block but that merge during the process, opening the way for different experiences, which is presented in the profiles hereunder.

3.2 ACT 2: ADDRESSING POPULAR GAMES OF ‘SOCCERS’ AS A CLASS THEME

One of the profiles addressed in the classes was in relation to the theme: “Popular/Street Games”. Hence, this study tried to show the concern in glimpsing what happens inside the school environment (or the university). Knowledge

relevant to addressing sports in Higher Education courses needs to be expanded as under this context it is not relegated to ‘the experience itself’; the Higher Education student needs to be knowledgeable in more elements than those required to the mere practice of the sport at hand by understanding that PE classes are pedagogical lab venues for the legitimate practice of teaching experiments.

Therefore, it is possible to take into account the important elements that need to be developed with students of Higher Education courses, i.e. to understand the role of the teacher as the ‘controller’ of pedagogical and methodological teaching elements that comprise class procedure control; to master specific knowledge (technical, rules, systems etc.), as well as understanding the significance of guiding the intervention based on a syllabus project that will give him or her more pedagogical authority during the proposed classes.⁸

Hence, the issue previously expressed, i.e. ‘what to do’, was reassessed based on discussions. However, before exploring ‘what to do’ the initial approach was based on exploring and reclaiming the students’ memories of their childhood games, which were their favorite ‘ball games’, in sum, their prior experiences based in the so-called “Reclaiming Popular Games of Soccers”. These experiences enabled reliving these individual memories collectively in a process where they were shared, going back in time to the period before they became graduate.

Hence, the intent of Act 2 was to subsidize the possibilities of studying popular/street games within this context as a classroom theme. The next act will explore this proposal in a more comprehensive manner.

⁸ When mastering these elements, the teacher-to-be does not necessarily have to rely on manuals of exercises, games or activities or training course, as their teaching practice will be based on their self-reliance that is not limited to any book with “1000 exercises...”.

3.3 ACT 3: "THE COLLECTIVE CONSTRUCTION OF GAMES" – LEARNING THE TEACHING OF 'SOCCERS'

Based on the course of action previously adopted it was possible to build some concrete experiences to teach the type of soccer game within this specific context. The theoretical basis for this task ensued from some studies in order to fundament the proposals developed by both students and the teacher.⁹

These references were addressed in order to consider together with the students about the possibilities and limitations of the proposals.¹⁰ By studying these references and the enunciation in small groups, *based on classroom experiences, reading material and experiences out of the university environment students had to play a game of ball with their peers using their feet*. Procedures followed were:

PHASE 1: THEMATIZATION – JOINT CONSTRUCTION/RECONSTRUCTION OF KNOWLEDGE:

Based on the references and enunciation studied the groups had to present and discuss their experiences with 'soccer' the groups presented and discussed their experiences with the different types of soccer games by making suggestions and reaching a consensus for the practice, i.e. what games would be played during the PE class.

PHASE 2: EXPERIMENTING WITH THE GAME (EXPERIENCES ENSUING FROM THE CONSTRUCTED/RECONSTRUCTED KNOWLEDGE):

9 The students were organized in groups that had to study seven works: Hildebrandt & Laging (1986) – Chapter I and Practical Experiences; Soares et al (1992) – Games and Soccer; Kunz (1994) – Ponderings on Concrete Experiences; Molina Neto (1995) – Full text; Vago (1996) Full text; Rezer (1997) – Collective Games Construction; Rezer & Saad (2005) – Chapter III.

10 Each group of students had a week to study these references. After this period, 4 classes (one afternoon) were earmarked for discussing the references. Act 3 was developed during 4 classes in one afternoon.

Each group played their game, thus giving legitimacy to a collectively organized or recreated idea by the group. Then the students tried playing the game following the based rules and minimal procedures (what was allowed or forbidden).

PHASE 3: ORGANIZATION AND SYSTEMATIZATION OF EXPERIENCES (SOCIALIZATION OF KNOWLEDGE):

Students talked about their game in the large group, sharing rules and main goals, and listened to criticism and suggestions. This characterized the systemization of the task, where the group would make an assessment that required pedagogical and methodological teaching procedures in order to be understood. Based on this the game could be changes and in some cases modified in terms of framework.

PHASE 4: A CIRCUIT OF GAMES:

After the socialization of the games was built up by all groups the circuit of soccer games was set up and devised by the collective. Then, each group played the game created by another group forming a circuit characterizing the socialization of the created knowledge. In sum, each group developed a type of soccer game and learned from the games developed by other groups.

PHASE 5: DISCUSSION IN THE "LARGE GROUP": HOW CAN THIS PROPOSAL BE ASSESSED? WHAT ARE THE LIMITS AND POSSIBILITIES?

At this point each group talked about their difficulties, what went wrong and what went right during the class, and gave their opinion and suggestions. Hence, the teacher and the students were able to assess that work they carried out.

PHASE 6: SYSTEMATIZING AND FUNDAMENTING THE ENSUING KNOWLEDGE:

Finally, each group endeavored to back their proposal with studies they had already covered, articulating academic knowledge and class-generated knowledge. At this point they had to write a summary of the process, including the systemization of the game, i.e. framework: rules, goals, materials and procedures, and the pedagogical teaching fundamentals considered the most adequate to contextualize the procedure at the primary school level (how to teach it).¹¹

The option of using the game as the basic element for this classroom proposal was due to the fact that the intertwined relationship between sports and the game can be argued in an ongoing dialogue that cannot be controlled by the players. This paradox should be taken into account when addressing sports in Higher Education courses, given that in a near future these students will be graduating and will need to have a better understanding of this discussion.¹² It is understood that there is a fine line dividing the limits between sports and games, where they are invariably overlapping.¹³

It was noted that the reclaiming popular types of soccer games originated other games. This corroborates the ideas presented by Vago (1996) within the perspective of building a culture for school sports. Therefore, this article aims at providing inputs in the form of ideas and to propose perspectives to the early education process of PE teachers in order to help build a new academic culture for teaching sports in schools.

Perhaps this is a good possibility to be built in the education process of PE teachers, reaffirming the need to

11As an example, one of the groups mentioned the approach by Soares et al (1992) on soccer (p. 71) and games (p. 65), backing the best proposal presented in class and the understanding teaching, where 'theory' according to their perception, enables expanding their ability to tackle the problems of the world.

12 This clarity needs to be built during the early education process, taking into account the importance of other syllabus components.

13 To this end, Fensterseifer (2006) refers to the sports phenomenon affirming that contemporary life, games and sports seem to be in a never-ending dispute. There is an ongoing fight between the effort towards objectivity and something that eludes it. Hence the importance of addressing games and sports in PE teacher experiences as phenomena that come closer and then move away in an ongoing dialogue.

articulate empiric knowledge and academic knowledge, experiences and thinking about the practice, evidencing the complexity of teaching.¹⁴

In Act 3, there were different contents proposed for the lesson plan, namely: collective rules; group structuring and organizing via soccer games; the methodology and practice of small and big games; the collective construction of ‘soccers’; popular/street games; technical-tactical fundamentals (line players and goal keepers), to mention but a few. This strengthens the importance of addressing the proposed lesson plan contents during classes and enables seeing clearly that these types of knowledge are not separated.

In terms of pedagogical teaching procedures, students listed some important procedures for teaching: speaking clearly, with pause and firmly; people have different ways of learning;¹⁵ the elements may vary but there are some that are recurring in the game (every game has its rules and goals and need to be taught how to be played, and all take place in a certain venue and time); they came to the conclusion that it is best to start the explanation with the overall summary of the game and then to give specific details based on question made to the large group; to realize the one can learn while playing the game; that strategic time outs in the beginning are important to sediment the students’ understanding of the rules; to discuss with the class the elements of the game (situations of violence, honesty and ethics to mention but a few); to explore the possibilities of student suggestions/participation; to enable the group to discuss certain procedures collectively which new forms of playing could be incorporated into the process, to mention but a few.

However, the most important factor was to consider the need for the study and for theoretical fundamentals for teaching, which perhaps is the most important contribution. Likewise,

¹⁴ Based on these experiences, experiments with dance and gymnastics arise in a critical and significant manner, to mention but a few.

¹⁵ For example, merging verbal, gestural and chalk-drawn explanations on the ground can help the process of understanding.

students became aware of the importance of creating time for recreational experiences during the class, which in principle means to imprint on the body with experiences from the PE class.

It was observed during classes that for each action carried out by students it was necessary to evaluate certain moments and their consequences based on the rules and goals agreed upon by all. According to Arendt (2005), it is necessary to be careful not to foster 'the tyranny of the group' that could take over the 'proposals' given the right conditions. This class proposal makes room for this contradiction, as some students exert control over others (with more experience and more knowledgeable etc.).

Perhaps it is possible to reach advancement on this issue based on the Theory of Communicative Action by Habermas (2003). A study by (REZER, 2006) based on Habermas' assumptions led me to understand the dialogue as the venue for presenting and discussing the fundamentals to be validated based on the issue at hand, where I understand that it is possible to build significant elements from internal agreements that could provide a higher level of legitimacy for the venues where they are carried out. Hence, language is fundamental and the possibility of making (new) agreements can be the actual representation of contribution to the emancipation and clarification process.

To this end, proposals addressed in the class can be the pillars to build citizenship, where the relationship of power in the logic to be constructed can acquire a different meaning after the dialogue.

Finally, it is possible to consider these proposals as conducive for a critical and participative approach e by students, where they can feel like teachers (early stage education) that study, play and think about their intervention in order to have a better understanding and improved addressing of the complexities of teaching.

4 TEACHING-LEARNING NOTES FOR A CRITICAL APPROACH TO SPORTS IN EARLY PE EDUCATION

Contradictions and ambiguities that usually arise from these proposals are an unquestionable indication of the complexity of Higher Education courses. The drafting of this study was no different. It does not intend to present experiences to be ‘applied’ to other contexts, but rather to expand the discussion of this theme based on references developed within specific venues.

Questioning and presenting proposals for teaching in Higher Education courses are conducive to thinking with teachers-to-be about their pedagogical responsibilities when teaching in other venues. This could provide inputs for transforming practices (cautioned is advised when using and interpreting this term), based on pedagogical ‘exercises’ devised during the education process - hence the need for new stricter studies on the issues raised hereunder, in order to transfer to universities the issues suggested by many authors for the school. Thinking about how professor of Higher Education courses, who work directly with the so-called ‘sports modalities’ are dealing with these concerns is a contemporary challenge.

Therefore, it is necessary to articulate the commitment of Higher Education Institution (HEI) with issues addressed under this study, as it is a sine qua non condition to overcome the hegemonic concept of sports that still dwells in the education of teachers in other venues. Obviously it is not a mere case of cause and effect, but of creating a new paradigm for teaching sports in no Higher Education courses in order to foster significant unfolding in other venues.

Otherwise, how would it be possible to ‘transform’ teaching in other venues if these transformations are not applied to Higher Education courses? The table below shows the summary of elements required for carrying out a critical

approach based on a hegemonic approach for sports in Higher Education courses:

Hegemonic Approach	Critical Approach
Class focused on the teacher and technical-tactical specificities.	Class shared and perceived as a means for teaching based on the complexity of contents in this context, but not waiving the teacher's responsibility.
Class as the student's venue.	Class as the venue of the early education graduate student.
Class as the venue where content is transmitted.	Class construed as a pedagogical lab for teaching experiences.
Class as the venue for teaching games, 'activities', educational 'exercises' etc.	Construing the class as the venue for acquisition of teaching knowledge, where the most important factor is to understand the fundamentals of practices.
Play games during the (practice sports).	Learn how to play without necessarily being out of the game (exercising teaching).

Table 2 – Hegemonic approach and Critical approach for teaching sports in Higher Education courses.

Source: Rezer, 2008.

The table as a whole could become a trap due to its apparent Manichean reductions, as it apparently intends to fit reality in small nooks. However, based on the table it is possible to envisage concrete possibilities that could change the relationships presented, helping to give a new meaning to how sports are addressed in the academic environment.

These elements can provide possibilities for building important education proposals over time for Higher Education courses. Justification presented hereunder lead to expanding this discussion to other syllabus components with different knowledge framework for Higher Education PE courses (gymnastics, dance etc.).

Therefore, ponderings under this study are conducive to the awareness of a quasi-revolutionary element in these fast-paced and difficult times. The critical considerations hereunder to not intend to 'solve' conjunctural issues created during the historical trajectory of PE, nor to replace individuals in the creation of solutions (REZER; FENSTERSEIFER; 2008). Nevertheless, the education

process of PE teachers needs to expand the perception of sports as a cultural phenomenon where elements ensuing from the work environment and the game environment, to mention but a few, need to be taken into account in order to tackle the complexity, expanding the ability to understand this cultural manifestation in the modern world and the responsibilities of Higher Education courses within this context.

5 FINAL CONSIDERATIONS

Syllabus components that make up the fabric of early education need to build an interfacing articulation process. The challenge of diminishing the barriers between the different types of knowledge of this aspect is a *sine qua non* condition for an education process that will provide to teachers-to-be positive and competent references to teach.

To this end, creating venues for this discussion with students (as proposed hereunder) and between the group of teachers and the academic community can help build a new paradigm for teaching in Higher Education courses and foster its unfolding in other venues. The socialization of proposals created in specific contents, such as the references presented hereunder, can foster new decision-making events and actions in this field.

The field of sports in Higher Education courses is a difficult terrain for new mindsets to navigate, as the prevalent tradition is longstanding (usually based on the sports tradition rather than the tradition of Higher Education courses). The paradigm of hegemony for teaching in this context is laden with stereotypes and tradition, where specific knowledge is an element in these venues.

In attempting to expand this outlook, contents proposed in Act 1 intend to broaden to a certain extent the scope of knowledge related to teaching, and under this study, pertinent

to the teaching of sports, helping understand how it is possible to propose changes in form and content.

It should be noted that the profile of the type of knowledge considered the most adequate and relevant in any syllabus component is always a hard but decisive stage under the responsibility of the teacher to carry out and not the students'. However, the latter can be led to feel they are players in this process, and consequently to participate more concretely in their own education by discussing and learning how the teacher carries out this difficult task. Thus, the syllabus building process needs to be implemented by teachers-to-be in different syllabus components, as one learns doing, erring and trying again, and studying the other elements needed for this complex teaching role.

Likewise, it is necessary to challenge the graduates for them to learn their job experimenting and teaching in their day-by-day, putting themselves 'in the shoes' of the professor, moving away from the epicenter of the education process, from the comfortable position of 'student' to perform as an early education professor.

According to Adorno (1995), human beings are not talented by default, but rather depend on the challenge they are faced with. Hence, we could think of 'bestowing talent' (ADORNO, p.170) to graduates in their early education process, challenging them to depart from their comfort zone as 'students' to a situation that tries to understand the challenges posed by teaching.

There are obviously other elements that were not addressed under this article and that should be discussed in this context (assessment, for example). Surely one cannot run the risk of thinking that the issue at hand can be overcome by 'alternative class models'. There is much more at stake, and other elements such as public policies, the responsibility of the courses, institutions, departments and HEI must be

referenced.¹⁶ However, the teacher's role is still very important in this process and solving the problems presented hereunder depends to a certain extent on the individuals involved.

Theory production on teaching sports in the early PE education process is still quite new. Notwithstanding these limitations, 'crossing ones arms' is not the best solution. New studies would be an important possibility for advancement in this process, in the perspective of taking into account the players in the education scenarios, both professor-teachers and students, as well as members of academia. All can give their contribution to the *movement* of thinking about how to address sports in Higher Education courses in a more comprehensive and critical manner.

Reflexões didático-pedagógicas acerca do ensino do esporte no processo de formação de professores de Educação Física

Resumo: O objetivo deste texto se apresenta no sentido de refletir acerca de pressupostos orientadores para uma abordagem crítica do esporte no processo de formação inicial em educação física. Para tal, são apresentadas algumas experiências de aula desenvolvidas no componente curricular "Metodologia, teoria e prática do futebol e futsal" (Unochapecó). Tais experiências podem ser compreendidas como um laboratório de experiências pedagógicas, a fim de apresentar elementos para uma abordagem crítica no trato com o esporte no ensino superior. Finalmente, o texto apresenta alguns apontamentos "suleadores" para uma abordagem crítica dos esportes na formação inicial em EF.
Palavras-chave: Educação superior. Esporte. Prática Profissional.

Apontamentos para trato con el deporte en La formación de profesores de Educación Física

Resumen: El propósito de este texto se presenta para reflexionar sobre los supuestos rectores un enfoque crítico para el deporte en el proceso de formación inicial en educación física. Con este fin, son algunas experiencias de aula plan de estudios desarrollado en El componente "metodología, la teoría y la práctica de fútbol y fútbol sala" (Unochapecó). Estas experiencias pueden ser entendidas

¹⁶ The surroundings, as referred to by Rezer & Fensterseifer, 2008.

como un laboratorio para la experiencia educativa, a presentar pruebas de un enfoque crítico en relación con el deporte en la educación superior. Por último, el texto algunas indicaciones “suleadores” para un enfoque crítico de los deportes en la formación inicial en EF.

Palabras clave: Educación superior. Deportes. Práctica profesional.

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