

THE PERCEPTION OF COORDINATORS, TEACHERS AND STUDENTS ABOUT THE PE TEACHER INITIAL EDUCATION IN THE INTEGRAL DEVELOPMENT OF THE CHILD

A PERCEÇÃO DE COORDENADORES, PROFESSORES E ALUNOS SOBRE A FORMAÇÃO INICIAL DE PROFESSORES DE EDUCAÇÃO FÍSICA EM DESENVOLVIMENTO INTEGRAL DA CRIANÇA

LA PERCEPCIÓN DE COORDINADORES, PROFESORES Y ESTUDIANTES SOBRE LA FORMACIÓN INICIAL DEL PROFESORADO DE EDUCACIÓN FÍSICA EN EL DESARROLLO INTEGRAL DEL NIÑO

Ana Patrícia Cavalcante de QUEIROZ¹
Carlos Alberto FERREIRA²
Heraldo Simões FERREIRA³

ABSTRACT: The perception of coordinators, teachers and students about the physical education teacher initial formation in the integral development of the child, is characterized as a study that sought to verify the perspectives of these actors about whether the initial formation provides the approach to physical education in a logic of integral development of the child, in the initial formation courses for physical education teachers of two public Universities in the State of Ceará. This study was developed through a qualitative, descriptive, interpretive research methodology, made concrete by the data collection carried out through semi-structured interview. As a result, we found that in the perceptions of the majority of study participants, the two initial formation courses for physical education teachers address knowledge that forms and prepares for work with the child's integral development. However, some actors point to complementary and continuing formation as an essential element of professional development in integral development of the child

KEYWORDS: Teachers initial education. Physical education. Integral development of the child. Perspectives of the actors.

RESUMO: *A percepção de coordenadores, professores e alunos sobre a formação inicial de professores de educação física em desenvolvimento integral da criança, caracteriza-se como um estudo que buscou verificar as perspectivas destes atores sobre se a formação inicial proporciona a abordagem da educação física numa lógica de desenvolvimento integral da criança, nos cursos de formação inicial de professores de educação física de duas*

¹ University of Trás-os-Montes and Alto Douro (UTAD), Vila Real – Portugal. PhD student in Educational Sciences. ORCID: <https://orcid.org/0000-0001-8026-2737>. E-mail: anapatriciacq@hotmail.com

² University of Trás-os-Montes and Alto Douro (UTAD), Vila Real – Portugal. Assistant Professor, Director of the Basic Education Teaching Degree and Member of the Directorate of the Doctorate in Educational Sciences. Doctorate in Education: specialty in Curriculum Development (UTDA). ORCID: <https://orcid.org/0000-0002-0211-9780>. E-mail: caferreira@utad.pt

³ Ceará State University (UECE), Fortaleza – CE – Brazil. Professor in the postgraduate Program in Education. Doctorate in Collective Health (UECE). ORCID: <https://orcid.org/0000-0003-1999-7982>. E-mail: heraldo.simoess@uece.br

Universidades públicas do Estado do Ceará. Este estudo foi desenvolvido através de uma metodologia de investigação qualitativa, descritiva, interpretativa, concretizada pela coleta de dados realizada através de entrevista semiestruturada. Como resultado, verificamos que nas percepções da maioria dos participantes do estudo os dois cursos de formação inicial de professores de educação física abordam conhecimentos que formam e preparam para o trabalho com o desenvolvimento integral da criança. Contudo, alguns atores apontam as formações complementares e continuadas como elementos imprescindíveis para esse aperfeiçoamento profissional em desenvolvimento integral da criança.

PALAVRAS-CHAVE: *Formação inicial de professores. Educação física. Desenvolvimento integral da criança. Perspectivas de atores.*

RESUMEN: *La percepción de los coordinadores, docentes y estudiante sobre la formación inicial de los docentes de Educación Física en el desarrollo integral del niño, se caracteriza como un estudio que buscó verificar las perspectivas de estos actores sobre si la formación inicial proporciona el abordaje de la educación física en una lógica de desarrollo integral del niño, en los cursos de formación inicial para maestros de Educación Física de dos Universidades públicas en el Estado de Ceará. Este estudio se desarrolló a través de una metodología de investigación cualitativa, descriptiva e interpretativa, concretada por la recopilación de datos realizada a través de una entrevista semiestruturada. Como resultado, verificamos que en las percepciones de la mayoría de los participantes del estudio, los dos cursos de formación inicial para docentes de Educación Física abordan conocimientos que forman y preparan para el trabajo con el desarrollo integral del niño. Todavía, algunos actores señalan las formaciones complementarias y continuadas como elementos esenciales para esa evolución profesional en desarrollo integral del niño.*

PALABRAS CLAVE: *Formación inicial del profesorado. Educación física. Desarrollo integral del niño. Perspectivas de los actores.*

Introduction

The initial formation of teachers is constituted through an academic process that prepares the future teacher to act in an intellectual, educational, pedagogical and ethical manner in the development and constitution of the students' knowledge (CUNHA, 2015; PINHO; PEIXOTO, 2017).

Regarding the initial formation of physical education teachers, the teacher must be prepared, when completing the teaching degree studies, to act in order to provide the integral development of the child in all school stages (MACIEL; QUEIROZ, 2020; QUEIROZ, 2019 ; QUEIROZ; FERREIRA, 2017; 2018). In this sense, the school physical education teacher has a significant role in promoting the child's integral development and, therefore, he must be able to plan and execute activities that are appropriate to the age group and individual levels of development, promoting psychomotor development, social-affective and cognitive

development of students in an integrated way (OLIVEIRA *et al.*, 2018; SANTOS; PRETTE; PRETTE, 2018; ZANELLA; SOUZA; VALENTINI, 2018).

In this context, we establish the following research problem: what are the perceptions of coordinators, teachers and students of physical education courses, from two public Universities in the State of Ceará - Brazil, about whether initial formation provides the approach to physical education in a logic of integral development of the child?

Based on this research problem, we established the following general objective for the investigation: to verify the perspectives of course coordinators, teachers and students of two courses of initial formation for physical education teachers from two public universities in the State of Ceará about whether the Initial formation provides a physical education approach based on the integral development of the child.

Next, we present the theoretical foundation on the concept and learning to be carried out in the initial formation of teachers, the concept of integral development of the child and the importance of the initial formation of physical education teachers in the integral development of the child. Following, we present the research methodology, the problem and the objective, the procedures for collecting and analyzing data, and the questions regarding the perceptions of coordinators, teachers and students about this formation. Finally, we present and discuss the data from the interviews and the final considerations.

Initial teacher formation

The initial formation of teachers consists of a period of intense learning of knowledge and professional skills, through the association of pre-existing knowledge with new knowledge, necessary to act in the school environment to meet the current challenges of teaching (CUNHA, 2015; SILVA; CRUZ, 2017).

Ferreira (2017, p. 264, our translation) points out that the curriculum of a teacher's initial formation course must be constituted through the integration of the different components of learning and professional constitution, because only in this way "will future teachers be able to carry out significant learning from different knowledge and acquire the professional skills necessary for teaching".

The school, the environment in which this professional future operates, is a space for experiencing and creating new needs and learning that stimulate the integral development of students, giving them their personal development, and the child's adaptation to social complexity (SILVA; CRUZ, 2017).

Initial formation courses should structure their curriculum in such a way as to integrate the different components of formation and meet the needs of students who attend school, which consequently meets the needs of society. In this sense, this initial formation should promote the acquisition of knowledge and the development of teaching knowledge/skills, which enable the future teacher to teach with scientific, curricular, didactic-pedagogical, organizational and ethical knowledge (CUNHA, 2015; SILVA; CRUZ, 2017).

Integral development of the child

The integral development of the child consists of the complex relationship between the acquisition and the development of skills and aptitudes (physical, motor, cognitive and psychosocial), which are acquired throughout life and that are stimulated by scientific and non-scientific processes (PESSOA *et al.*, 2017).

During the process of integral development, the child goes through several transformations that are related to its biological constitution, its hereditary characteristics and changes acquired and shaped through its social interaction and with the historical knowledge of human society (CORDERO *et al.*, 2019).

Cordero *et al.* (2019) states that the process of integral development of the child, related to its interaction with the environment, is evident in four elements: the context, which comprises the family and the environments with which the child will share his experiences of learning and development; the process, which consists of experiences and interactions related to development needs; the person, who shows that development is a unique process for each being; and time, which emphasizes that each being develops in its own time.

Thus, we can see that the integral development of the child is characterized as a continuous and dynamic process of mutual influence of the functional groups (affective, motor and cognitive), in which the conquest/evolution of a stage of development is characterized by the mastery of a stage previous (ARCÓN; SÁNCHEZ, 2018; LUZ *et al.*, 2017).

In this sense, the importance of the teacher's role in the integral development of the student is reinforced, since the child must learn and experience knowledge that promotes his personal (as a unique being) and social (who needs to live and interact socially) development (ARCÓN; SÁNCHEZ, 2018; LUZ *et al.*, 2017).

Initial formation of physical education teachers in integral child development

In Brazil, the main educational legislative documents (Law of Guidelines and Bases (LDB); National Curriculum Guidelines (DCN) for basic and higher education; the Curriculum Parameters and References prepared by the Ministry of Education; the guidelines of the National Council of Education ; and the National Curriculum Guidelines for undergraduate and teaching degree courses) signal that the school should promote the integral development of students and recommend that the initial physical education formation courses should prepare future teachers to work in basic education in order to guarantee the integral development of all students (PONTES, 2017; QUEIROZ, 2019; QUEIROZ; FERREIRA, 2017; 2018).

The discipline of physical education at school constantly works on the relationship of the individual with his body, on the relationship with himself (development of self-confidence and learning to know and dominate their bodies) and with others. Thus, the teacher of this discipline will be an extremely important element in the school environment for the promotion of the integral development of students (BAGNARA; FENSTERSEIFER, 2019a; 2019b; QUEIROZ; SANTOS; PRETTE; PRETTE, 2018).

To meet the objectives of the educational environment in promoting the integral development of students, the physical education teacher must obtain professional formation that enables him to act in order to guarantee this integral development (QUEIROZ, 2020; ROCHA; NASCIMENTO, 2017).

In this sense, the initial formation of physical education teachers must offer adequate and necessary professional knowledge so that the future teacher is able to plan, execute and evaluate activities that meet the real needs of each student, according to the age group and level of development, so that they can achieve, effectively, their integral development (TRIANI; MAGALHÃES; NOVIKOFF, 2017; ZANELLA; SOUZA; VALENTINI, 2018).

Thus, the initial formation of physical education teachers is consolidated through the process of acquiring knowledge and professional, personal and social skills, which enable the future teacher to intervene in the school environment in order to promote the integral development of his students (BAGNARA ; FENSTERSEIFER, 2019a; 2019b; QUEIROZ; FERREIRA, 2017).

Methodology

Considering the problem and the objective of this study, it seemed appropriate to us to use a qualitative research methodology, with descriptive, interpretive and phenomenological characteristics (LAKATOS; MARCONI, 2017). Using as a scenario the initial formation course for physical education teachers, in the teaching degree modality, of two universities in the State of Ceará, this research was structured in the exploratory study model of two cases (LAKATOS; MARCONI, 2017). We emphasize that this article is characterized as an excerpt from a broader study on the formation of physical education teachers, but at this moment, for this study, we will emphasize the perceptions of following actors who participated in the study: 1 coordinator; 4 teachers and 6 students from each of the courses studied. To access the perceptions of the aforementioned actors, we conducted a semi-structured interview with each actor. The data collected were subjected to content analysis (BARDIN, 2016), from which the following categories and subcategories emerged: Coordinators, categories (formation in integral development of the child) and subcategories (contribution of the curriculum to the performance in integral development of the child and future perspectives); Teachers, categories (formation in integral development of the child), and subcategories (contribution of the curriculum to performance in integral development of the child); and Students, categories (preparation to act in integral development of the child), and subcategories (apt; complementary formation during initial formation; complementary formation after graduation; teachers' contribution).

Perception of coordinators on formation in integral development of the child

The coordinators of the initial formation courses for physical education teachers participating in the study were asked whether they consider that the formation provided in the course they coordinate prepares future teachers to work with the child's integral development. The coordinators replied:

I think that our students have been able to work well in this, both because of this general curricular organization, as well as the internships, I think that the internships have helped a lot (Coordinator University 1, our translation).

So, I do not think that our professionals are educated for the integral development of the child in stages of basic education. [...] they are better prepared than before [...]. But, I believe that in a few years we will be able to have a specific course for the integral education of the child (University Coordinator 2, our translation).

In the perception of the coordinator of the course at University I, the course curriculum contributes to the future teacher being able to act with the integral development of the child. According to Queiroz and Ferreira (2017; 2018), the curriculum of an initial formation course is related to the learning of the future professional in the exercise of his teaching to promote integral development.

We can still observe that Coordinator 1 refers to internships as important subjects in the formation of the future teacher in relation to the integral development of the child. According to Mendes (2016), the internship is characterized as a mandatory curricular discipline for the completion of initial formation courses and constitutes a moment of formation in which the future teacher experiences the profession, acquiring professional knowledge and skills.

In the perception of the coordinator of the physical education course at University II, the curriculum does not prepare future teacher students to act in a perspective of the child's integral development. We emphasize that in Brazil the teaching degree course aims to qualify the future teacher to teach his/her discipline in all stages of basic education, ranging from early childhood education to high school and which is responsible for promoting integral development of students in the school environment (MACIEL; QUEIROZ, 2020; PONTES, 2017; QUEIROZ; FERREIRA, 2017; 2018).

The coordinator of University II also states that, although it is not ideal, currently this formation of future physical education teachers already shows improvements from the perspective of the child's integral development. And shows that he has perspectives that, in the future, the course he coordinates may offer a curriculum with more emphasis on the development of skills for the promotion of the integral development of the child.

Teachers' perception of the contribution of the curriculum of courses in qualifying in integral development of the child

Regarding the perceptions of teachers about the contribution of the curriculum, they state the following:

The contribution mainly consists of the emphasis on the reflective process about the epistemological-conceptual and theoretical-methodological ambiguity that permeates the notion of integral development, so that students develop a rigorous, sensitive and (self)critical stance in their educational practice as teachers (Professor 1 - University I, our translation).

[...] there are indications of some subjects in the course that look after this integral perspective of a child (Professor 2 - University I, our translation).

The contribution is very relevant, as they work with content that identifies the child's biopsychosocial areas and how to work in order to contribute to their better development, identifying specific phases, appropriate work methodologies, practical experiences about this group etc. (Professor 4 - University II, our translation).

Teachers 1 and 2 at University I and professor 4 at University II show effective and real contributions from the curriculum in the formation of future teachers in integral development of the child. These perceptions are in accordance with all official educational documents that state that the school, and consequently the teacher, plays a significant role in promoting the full development of the student in the school environment (BAHIA, 2016; QUEIROZ, 2019).

The perception of teacher 1 also indicates that the curriculum of the course at University I promotes a convergence of contextualized knowledge that provides the student's formation in a critical/reflexive way, facilitating the understanding and formation of the future teacher to work in the school environment, promoting the integral development of the child. This perception is in accordance with the guidelines of the National Education Council, which state that initial formation courses should promote critical/reflexive academic-professional formation, based on the congruence of knowledge for reflection, understanding and construction of pedagogical practice. (FRANCO; LONGAREZI; MARCO, 2019; QUEIROZ, 2019; QUEIROZ; FERREIRA, 2017; 2018).

For professor 4 of University II, the curriculum of the initial formation course for physical education teachers contributes to the formation in integral development of the child and presents as significant elements of this formation, the contents of the disciplines, the pedagogical activities and practices developed by the teaching staff. This perception is in line with Queiroz (2020), and Rocha and Nascimento (2017) when they affirm that the structuring and execution of the curriculum are essential to provide formation for the future teacher for the exercise of teaching in the promotion of the integral education of the child.

Still analyzing this narrative excerpt, Professor 4 of University II also relates child's development with knowledge about the child's 'biopsychosocial' areas. This is reported by Luz *et al.* (2017), Pessoa *et al.* (2017), Arcón and Sánchez (2018), who affirm that the promotion of integral development is related to the development of the child while being constituted through biological, natural transformations and social interaction.

We emphasize that the other professors participating in the research did not contribute with answers to this item.

Students' perception on the formation in integral development of the child

When students were asked two courses for initial teacher formation on whether they consider that the formation they obtain enables them to teach physical education in a perspective of the child's integral development, they answered the following:

No. Well, I would need to go deeper into the subject in general (Student 1 - University I, our translation).

Yes. Well, the basis we have in these four years at the university, on motor skills and abilities, which is what I understand about integral development, is enough (Student 2 - University I, our translation).

Yes. Despite the deficiencies in the curriculum. Because, we have four internships where we go through each stage of basic education [...] (Student 3 - University I, our translation).

Yes. Yes, my formation provided sufficient subsidies (Student 4 - University I, our translation).

Yes. But, I also believe that I need to continue studying, to understand this integral development more (Student 5 - University I, our translation).

Well, I feel qualified for that, but not just because of the university. The university had a very important role, but in parallel to that I sought other forms of learning. [...] I worked in kindergarten and elementary school, so this internship, it gave me a very good baggage to work with children. We learn some theories and observe them in some everyday places, it is the knowledge that we acquired here, putting into practice (Student 6 - University I, our translation).

But, in relation to development, we cannot guarantee: yes, I am qualified! No! [...] You are under construction of your formation to work with these children. [...], but it is up to me, or any other professional, or any other graduate student, to seek more knowledge (Student 1- University II, our translation).

I consider myself prepared, yes. [...] Because within my undergraduate course, I was able to participate in all supervised internships, we end up going through all stages of teaching, from kindergarten to high school. In addition, I was a PIBID scholarship holder, so I could be active for a year, having a supervisor to guide me. [...] very often, we have been looking for another type of formation (Student 2 - University II, our translation).

I believe that I really need a deepening because we see it in general. From the moment I complete my degree, I will specialize, I will study (Student 3 - University II, our translation).

Yea! Considering what I told you there, which is to work skills and abilities, then yes (Student 4 - University II, our translation).

I don't think so, one hundred percent, right! But, I believe that the course gave a very good basis, that I feel prepared to try to contribute to the child's development. [...] And the course also stimulates a lot, the university itself, for you to continue looking for knowledge (Student 5 - University II, our translation).

Yes, today I consider myself. Fortunately, I had great teachers, with extensive knowledge, and who contributed a lot to my formation (Student 6 - University II, our translation).

In the perception of students 2, 3, 4, 5 and 6 of University I and students 1, 2, 3, 4, 5 and 6 of University II, the initial formation provided enables them to work in the school environment promoting the integral development of the child. This perception agrees with Queiroz (2019), who state that the initial formation courses for physical education teachers should promote professional qualification that enables the future teacher of education for teaching in order to guarantee this integral development of the students.

However, student 1 at University I reports that he does not feel able to work with the promotion of the child's integral development and emphasizes that he needs to expand his professional formation to act in this direction. Cruz (2017, p. 1168, our translation) indicates a possible reason that may justify the fact that future teachers do not feel capable for teaching in schools:

In general, the finding prevails that teacher formation suffers from a lack of practical preparation, highlighting the lack of coordination between specific formation subjects and pedagogical formation.

The need to expand their professional knowledge about the promotion of integral child development reported by students 1 and 2 at University I, is also mentioned by students 1, 3, 5 and 6 at University II. Even considering themselves apt for teaching physical education for the child's integral development, these future teachers emphasize the importance of continuing education for the improvement of their professional practice in relation to this theme. This continuing education is mentioned by Cunha (2015) and Bahia (2016) as complementary formation, which contributes to increment the professional knowledge and skills that initial formation is unable to provide.

Student 6 from University I and student 2 from University II, indicate the complementary formation (internships and personal experiences), acquired during their academic formation, as one of the reasons that provides the feeling of being able to work with the integral development of the child. We emphasize that complementary formation activities must be offered by courses and educational institutions in order to qualify the formation of professionals and that these activities are ensured by Brazilian legislation (FRANCO; LONGAREZI; MARCO, 2019; QUEIROZ, 2019).

Regarding the perception of the importance of complementary formation offered during initial education, student 2 of University II mentions the importance of the Institutional Program of Scholarships for Teaching Initiation (PIBID) for their formation for the teaching work in integral development of the child. PIBID is a federal government program that offers scholarships to students of teaching degree courses, with the aim of providing students with extra-curricular internship hours in public schools, providing an extension of their experience with their school routine to better understand the interrelationship between theory and professional practice (MENDES, 2016; TRIANI; MAGALHÃES; NOVIKOFF, 2017).

Student 2 of University II also highlights the importance of monitoring and guiding the teacher in the initial teacher formation course during his experience at PIBID for the acquisition of knowledge about the child's integral development. Students 5 and 6 of University II reported the importance of the accompaniment and guidance offered by the University and by the teachers of the initial formation course to incentive future teachers to seek improvement of their initial formation, through complementary activities and continuing education. This evidence of the encouragement, monitoring and guidance of the University and teachers is mentioned by Cunha (2015) and Bahia (2016), as they suggest that, during the initial formation of teachers, the formative activities that collaborate for the improvement of teaching practice should be offered and stimulated.

Final considerations

The perceptions of coordinators, teachers and students at University I show that the initial formation of physical education teachers at this institution provides an approach to physical education in a logic of integral development of the child. And they state that this professional knowledge is constituted by the proposition of activities that stimulate critical/reflective formation, bringing together the mobilization of theoretical knowledge with contextualized professional practice. The perceptions of University II teachers and students

indicate that the initial formation course at this institution contributes to the qualification for integral development of the child and presents as significant elements the contents of the pedagogical disciplines and practices. However, the perception of the coordinator of this course at University II differs from the perceptions of professors and students, as he believes that, although transformations and improvements in the curriculum have already occurred, currently, students in this course are not prepared to teach in a logical of integral development of the child due to gaps in their initial formation. This coordinator also makes it clear that he has expectations that, in the future, the initial formation for physical education teachers may have a curriculum more focused on the improvement of skills for the promotion of the integral development of the child, or even the creation of a specific course. Students from both courses also state that complementary and continuing education are important elements for professional qualification in integral development of the child.

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