

DEVELOPMENT OF THE FUTURE CRITICAL TEACHER: THE IMPLICATIONS OF PARTICIPATION IN THE INSTITUTIONAL PROGRAM OF SCHOLARSHIPS FOR INITIATION TO TEACHING AS AN ENRICHING OPPORTUNITY FOR INITIAL TRAINING IN PHYSICAL EDUCATION



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ABSTRACT

The process of training Physical Education teachers goes beyond traditional methodologies, requiring practical experiences that are essential for professional development. The Institutional Teaching Initiation Scholarship Program (PIBID) offers Physical Education degree students the opportunity to experience teaching practice in a guided and critical way, allowing future teachers to apply theoretical knowledge in a real school environment, helping them to face the challenges of the profession and develop successful pedagogical practices. Thus, the present work aims to evaluate the importance of PIBID in the initial training of Physical Education students at the State University of Ceará (UECE) through a review of articles related to PIBID and documents (scholarship

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holders' reports and field diaries), produced during nine months of work in the program (May to December 2023). As a result, it was observed that the training of physical education degree students, PIBID scholarship holders, becomes more robust and critical, essential to face the labor market and the challenges of teaching. In addition, PIBID promotes continuing education with topics relevant to school practice, strengthening the knowledge of scholarship holders and increasing their confidence to act as teachers in basic education. Early performance in school during the teaching degree course helps to consolidate values and skills that will be crucial in the professional future of students, while breaking with the theoretical model often isolated from practical reality. In conclusion, PIBID is an essential tool in the training of Physical Education teachers, providing a practical experience that is simultaneously critical and transformative, contributing significantly to the training of teachers who are more prepared and aware of their role as educators and agents of social change.

Keywords: PIBID. Teacher Training. Basic Education.

INTRODUCTION

The process of training a teacher in Physical Education goes beyond the traditional formats of teaching and transits through formative elements that are fundamental for the construction of a teacher (FIGUEIREDO, 2004). Through the experience in the Institutional Teaching Initiation Scholarship Program (PIBID), the higher education Physical Education student can experience a critical and transformative praxis in a real and guided way. This factor can be considered as one of the pillars in teacher training during the training course (BRASIL, 2024b), which is often neglected in the initial experiences and is only sensitized at the end of training, when it is essential to carry out mandatory internship subjects.

The late awakening to the teaching practice makes the ability of the licentiate student to evaluate the value related to this experience complex, due to the set of adversities, such as: lack of remuneration during the mandatory internship, inexperience to work in schools, among other factors, such as the activities of closing the undergraduate course, which can make the experience very challenging (FRONTOURA, 2005).

Bringing it to the light of the debate, PIBID is a Brazilian federal program, which aims at the integration between theory and practice in initial teacher education, plays a significant role in promoting the integration between academic theory and school practice, breaking down barriers about what is created in the university and its practical applicability (BRASIL, 2024b). Such criticism is transformed and refined when we evaluate the potential that PIBID has in allowing the professional development of future teachers.

By promoting direct experience with the school reality, PIBID helps to prepare future teachers to face the challenges of the profession and implement more effective pedagogical practices, the gradual process of learning teaching practice, allowing the scholarship holder to progress and consolidate their praxis in a safe and supported way (BRASIL, 2024b).

Regarding the performance itself, during the nine months experienced by the present author, having the opportunity to work in a high school became a true immersion in the school context, diversifying the experience as a student of the Physical Education course at school. Still in the centrality of PIBID, in relation to the production of field diaries and monthly reports, the PIBID scholarship holder can systematize his learning throughout his journey of action, allowing him to enrich his critical professional training in the area of school teaching in detail. Another important point to be highlighted is the complementary training that PIBID scholarship holders are subjected to during the scholarship period, with

essential and fundamental themes for working in the school, promoting more sedimentation of knowledge and security for performance.

By analyzing the opportunity of PIBID, we understand and measure the value of such a program for the student of the Physical Education degree and thus we highlight as the objective of the present work to analyze the participation of PIBID Physical Education-CCS-UECE as a factor of professional development of the future teacher of basic education, in addition to drawing lines of critical thinking about the paths to be taken by the physical education student that will lead him more quickly to the development of the Physical Education Degree. for teaching with the teaching profession.

METHODOLOGY

The present study is characterized as an exploratory, bibliographic and documentary, qualitative and longitudinal research, through a literature review (articles related to PIBID Physical Education) and documentary analysis (based on monthly reports, with a total of 9 (nine) reports produced by the scholarship holder who authored the study and 1 (one) field diary with notes of intervention in a class of 1st year of high school, a 2nd year class and 4 3rd year classes, which was collected during the days of observation and performance at school). This material was produced during the 9 (nine) months of work with PIBID (May to December 2023), as well as a retrospective recall of the productions in the participating school, to identify implications of PIBID as an enhancer in the training of future Physical Education teachers.

For the selection of articles and construction of the *research corpus*, a search was carried out in the various scientific platforms, which are centralized through the *Google Scholar® tool* and redirected to the repositories. At the time of the search, the following keywords were used: PIBID, Physical Education, Teacher Training, World of Work, Teaching, Licentiate, Extended Education and Social Class.

For the selection criteria of articles, theses and books, the congruence of the contents addressed with the theme was analyzed so that the analysis of the importance of PIBID in the training of future teachers in Physical Education could be carried out, initially considering the title and abstract of the work and then the full text itself.

Despite the establishment of a production deadline for the articles, which should be from the last 15 (fifteen) years, some of the selected articles exceeded this time frame, often due to the unique content necessary for the current discussion.

In the first phase of article selection, 35 articles that were generally related to PIBID, Physical Education, Teaching and the World of Work were evaluated. From the process of filing and studying the productions, 23 (twenty-three) productions were used, including articles, publications, editorials, official material and other timeless consolidated works that always integrate academic knowledge, to become the initial theoretical reference for the work.

In addition to all this, the documentary analysis of the field diaries and nine monthly reports and a final report delivered in March 2024, produced by the author of the present study, which allowed a more accurate reading of the performance in the partner public school that was part of the core of PIBID Physical Education-CCS-UECE (Health Sciences Center – State University of Ceará).

RESULTS AND DISCUSSION

The educational process at the university allows students to evolve personally and professionally, due to the various experiences offered throughout their journey (GOULART JÚNIOR; SOUZA; MUNIZ, 2019). Based on this assumption, the teaching and learning that occur in the Physical Education course at UECE, being the reference for the object of this study, prepares in a broad way for working in the world of work.

However, when we combine the opportunity to participate in PIBID, it is perceived that the theoretical field is instantly applied in our praxis so that the performance leaves the field of simulation, leading the future teacher to a practical truth, far from a controlled environment, in which everyone contributes to the success of the realization of the proposed activities. Being able to get to know and relate to the field of teaching in the initial semesters of the Physical Education course, consolidating values and actions that will be fundamental in the future job market, in addition to allowing a construction of knowledge more aligned with reality.

Even though we are currently going through an educational process of theoretical emptying, as a neoliberal strategy of destruction of the productive forces (DUARTE; MAZZEU; DUARTE, 2020), and in this case referring to the training of Physical Education teachers in a superficial way, PIBID becomes a breath of fresh air for academic society, because, when investing in the training of a future teacher, there will probably be a break in the repetition of merely hygienist and militaristic educational cycles, which once sought

only the physical development of the body, so that they were fit and healthy to carry out daily activities (QUIZZINI, 2023).

By bringing transformative elements that overcome the social contradictions of intellectual emptying, we advance towards an emancipatory educational model from the neoliberal conditions imposed today (NOZAKI, 1999, p.5 and p.6):

In view of the posture of ensuring the extension of neoliberal policy to the level of education, as well as this new onslaught with regard to human exploitation and alienation, we perceive, nowadays, the need, on the part of capitalism, for the formation of a new model of worker. The reconfiguration of work, caused by the introduction of new operational technologies, alters the technical basis of production, and brings, unlike the worker of the Taylorist/Fordist model (KUENZER, 1986 *apud* NOZAKI, 1999), executor of repetitive and segmented tasks, the imperative of training for competitiveness: a flexible, abstract and polyvalent training (FRIGOTTO, 1996 *apud* NOZAKI, 1999).

Within this context, bringing to the center of the debate, the experience lived in the nine months of action, which were intensely lived through a guided and transformative experience, when related to the praxis of Physical Education at school. Still in time, some points should be highlighted, such as, for example, the school structure and its location.

When we observe the school and the locality in which it is inserted, we realize that the possibility of developing quality education becomes possible, because, despite being a public high school, it offered the structural conditions for students and teachers to develop quality work. The school participating in PIBID Physical Education-CCS-UECE was the Otávio Terceiro de Farias State High School (EEEM OTF) which is a regular time school specific to the high school level, has an excellent structural aspect and qualified general faculty, in which most teachers have a postgraduate degree.

The school is located in the neighborhood of José Walter, in the city of Fortaleza, in the state of Ceará, and has a Human Development Index (HDI) of 0.395, which places it in the 43rd position, out of the 118 neighborhoods of Fortaleza, according to the study carried out by the Municipal Secretariat of Economic Development of Fortaleza (SDE, 2010).

Another point to be highlighted is the great demand during the enrollment period (information provided by our supervisor), probably due to the qualities demonstrated by the school. Such a dispute promotes in the institution a very heterogeneous student body in terms of the family social stratum belonging, democratizing quality public education, even though we have this reality in a punctual way in the public schools of Fortaleza-CE.

Promoting such democratization of quality public education, for students from different social classes, marking upwards the level of school quality is fundamental to break

with concepts pre-established by a current economic conjuncture, which clearly separates "conviviality", as a mechanism of social control and racism, in which human beings have different values according to the place they frequent.

The construction of the modern idea of race and the derived social relations have shaped racial hierarchization, the contemporary structural and structuring racism of capitalism, which in Brazil is at the base of the inequities of access to rights when comparing the living conditions of white populations with black and indigenous populations. Race refers to racism, slavery, colonialism, and historically constructed images of "being black", "being indigenous", and "being white", that is, it has a political and ideological meaning that creates and perpetuates social inequalities and privileges linked to the racialization of social groups (SILVA, 2022, p.177).

In recent decades, public schools have presented themselves as a space of economic segregation. This misconception was part of a current economic-social project that imposes on the individual the concept of "meritocracy", suggesting that progress, reward and success in a society are based on individual merit, such as competence, skills and efforts. In theory, "meritocracy" promotes equal opportunities, as all people would have the chance to ascend socially based on their performance. However, scientifically and socially, meritocracy is a much more complex concept and has been the target of criticism and reinterpretations in recent years (MARQUES; SILVA; SOUZA, 2022).

Understanding that the universalization of quality public education is one of the mechanisms of equal and equitable opportunities, we understand that guaranteeing such a right will be the possibility of breaking the barriers established by the economic condition (COSTA; GERALDI, 2024). Further enriching the debate on social classes and their relationship with education, we observe in Capi's notes (2019, p. 156) that "the conception of social class is based on the perspective of using the term to give the idea that there are social abysses, that is, individuals and groups have differences among themselves and occupy disparate places in society".

When we appropriate this concept and consider the period of work in that school (May 2023 to March 2024), it is possible to observe students from different social classes enjoying it in an equal way, but not equitably, because although the school as an institution guarantees the basic rights of students, there are different social conditions in which they are inserted, therefore, the analysis becomes subjective and broad.

For Souza (2003 *apud* CAPI, 2019, p. 156), in "modern" Brazil, the debate on class struggle is concealed, camouflaged, in order to naturalize the differences, the inequalities that exist between classes. To better understand the division of classes in society, it is essential to understand the concept of social stratification.

Such observation becomes fundamental in the formation of a "PIBIDian" student, as it is possible to glimpse in such a complex scenario, economically and socially, the social transformation through education, understanding the role of the teacher as one of the catalysts of this process (COLARES; FOSTER; COLARES, 2021).

Within the experience as scholarship holders, the performance of several daily activities guided by the supervisor allowed the sedimentation of various knowledge acquired at the university, as well as confronting theory and practice in the workplace, allowing the "PIBIDian" student to increase his capacity for action and problem solving, which in controlled environments are not so present, connecting and transforming their academic training along with reality.

The creation of activities for classes, students' health assessment portfolios, bimonthly evaluations at school, corrections of activities and evaluations are examples of actions directly linked to teaching practice and participating in these activities, which are inherent to the teacher, promotes true immersion (SANTOS et al., 2020).

Organizational activities, such as science fairs, trails, electives, and professions, as well as interclass are other examples of events that provided scholarship holders with valuable experiences in the training path of the PIBID program.

The search for the approximation between theory and practice in the training process is defended by many theorists in the area of Physical Education (RANGEL-BETTI; BETTI, 1996; DARIDO, 1995; FREIRE, 1989 apud LIMA *et al.*, 2019). Teacher training, whether initial or continued, needs to envision new directions to make the students' performance solid in the future, so it supposes that both the university needs to rethink its pedagogical process, and the school institution itself must provide conditions so that the licentiate students can enter the school and the teachers in practice continue to add knowledge to improve their pedagogical practice, in which theory and practice are understood as a unit (LIMA *et al.*, 2019, p.18).

Finally, another moment to be highlighted during the journey was the access to several face-to-face training courses made available by the PIBID Area Coordination. Such training was directed to latent themes, grounding all participants of the PIBIDian cycle, with content that is pertinent to the performance in schools. We soon understand that the current role of the teacher in the school is expanded, much more than a mere relay of content, requiring other skills inherent and fundamental to teaching (ARAÚJO; CASTRO, 2022). Consequently, the theoretical foundations throughout the PIBID period increased

and expanded the capacity for learning and applying practices, becoming fundamental experiences in our training process.

According to Lima *et al.* (2019), PIBIDiano, throughout his personal journey of development, manages to intertwine the paths between the university and the school, bringing in his praxis discussions within a perspective of school reality, recognizing the value and possibilities of the discipline of Physical Education.

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Ribeiro, Afonso and Cavalli (2013, *apud* LIMA *et al.*, 2019, p. 19) highlighted that the experiences provided to future teachers within the scope of Pibid Physical Education in the early years of Elementary School, in which they were faced with a uni- teacher teacher assuming the discipline of Physical Education and basically teaching the sports content (soccer and volleyball), led to reflections that contributed to the school professionals themselves reflecting on the erroneous and limited view of Physical Education, showing them that the teaching of the discipline goes beyond the sports content and the technical valuation of the subjects.

The potential related to the development of teachers' performance through PIBID is essential during the formative path of the student of the Physical Education degree, as it breaks with the traditional and superficial molds of the praxis of school Physical Education, allowing the future teacher a critical and expanded perspective during his performance.

CONCLUSION

When we draw a line of thought about the development of a critical teacher, through PIBID, we must consider the various nuances related to their learning journey. Considering that fundamentally not all the recipients of the program will be at an ideal level of performance, there may be a discrepancy when comparing one nucleus with others. However, such heterogeneity plays an important role in the construct of knowledge, because, through this scenario, we can go through the engendering of expanded education in a critical and transformative perspective.

Having this contact in the initial semesters with teaching through PIBID allows the student of the degree in Physical Education, a course that has its peculiarities when we compare its regency to that of other curricular components, places the scholarship holder linked to two practices: the practice of teaching and the practical classes of Physical Education. Still in this reflection, how powerful the teaching-learning process can be when the exposure takes place in the initial semesters and a network of teachers dedicated to this training, it will be possible to foster and forward more research and guidelines for an even more accurate training, developing Physical Education as a whole.

Finally, the dialogue between academia and the field of work occurs in a purer and more immediate way, in which the scholarship student will be able to experience almost immediately his learning in the formal field of activity, making his notes and mainly developing research and criticality, refining his knowledge.

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