
SUPERVISED TEACHING PRACTICE IN PHYSICAL EDUCATION: THE MOBILIZATION OF TEACHER KNOWLEDGES**ESTÁGIO SUPERVISIONADO NA EDUCAÇÃO FÍSICA: A MOBILIZAÇÃO DOS SABERES DOCENTE**Taynara Franco de Carvalho¹ and Samuel de Souza Neto¹¹Universidade Estadual Paulista Júlio de Mesquita Filho, Rio Claro–SP, Brasil.**RESUMO**

Este trabalho focaliza a formação de professores de Educação Física no Estágio Supervisionado. Ele tem como objetivo central compreender os saberes que são mobilizados no Estágio Supervisionado. Opta-se pela pesquisa qualitativa, estudo descritivo, utilizando como técnicas: entrevista com 10 estagiários e sete professores e análise de conteúdo. Os participantes apontaram que a construção dos saberes e o resgate das experiências são contínuas, tendo como influências a escolarização, a prática docente e a realização de cursos. A mobilização dos saberes (disciplinar, curricular, tradição pedagógica, ação pedagógica) pelos estudantes no estágio ocorreu de acordo com as necessidades e desafios desse processo, formando uma espécie de reservatório. Desse reservatório de saberes, os professores mobilizam o saber experiencial (uma amálgama de saberes) na supervisão e orientação do estágio. Nessa base de conhecimento, o professor se abastece, enquanto o estudante se orienta na prática de ensino.

Palavras-chave: Estágio supervisionado. Saberes docentes. Formação inicial.

ABSTRACT

This work focuses on the training of physical education teachers in the Supervised Teaching Practice. It aims to understand the knowledges that are mobilized in the Supervised Teaching Practice. The qualitative research, descriptive study, using as techniques: interview with 10 trainees and seven teachers and content analysis. The participants pointed out that the construction of the knowledges and the rescue of the experiences are continuous, having as influences the schooling, the teaching practice and the training courses. The mobilization of the disciplinary, curriculum, pedagogical tradition and pedagogical action knowledges by students in the internship occurred according to the needs and challenges of this process, forming a kind of reservoir. From this reservoir of knowledges, teachers mobilize the experiential knowledge (an amalgam of knowledges) in the supervision and guidance of the internship. In this knowledge base, the teacher is supplied, while the student is guided in the practice of teaching.

Keywords: Supervised teaching . Knowledge teachers. Initial teacher education.

Introduction

Teacher training encompasses three different stages: school education, initial formation and continuing education. Of these three stages, this work focuses on initial formation, understanding it as a special moment, although some do not recognize its meaning¹. This is mainly due to two factors: first, a linear vision of the transference of all that they learned in their courses to the professional practice, on the part of the graduates, and secondly, "[...] the problems with the initial formation curricula, which still repeat outdated practices, reissuing the old dichotomies between theory and practice, teaching and research, knowledge and experience"¹.

Consequently, the school has not been effectively recognized as a place of formation and production of knowledge, but of schooling. However, Tardif² points out that it should not be this way, since practice, as an intentional practice, necessarily brings theoretical reflection, bearing an "*epistemology of professional practice*" - "[...] a set of knowledges used by professionals in their workspace to perform all their tasks"². Thus, the internship as an opportunity to approach the professional future to its field of action can be considered as a moment of production/mobilization of knowledges. In this process, some questions emerge:

What are the knowledges mobilized in teaching practice? What is the origin of those knowledges? How are those knowledges organized and used?

In recent years, several researchers and scholars have investigated the training of teachers, mainly related to teacher knowledges, trying to understand which knowledges would be present in pedagogical practice²⁻⁵. Consulting the Bank of Theses and Dissertations of CAPES, we read 1,594 theses and dissertations, from the period between 2002 and 2017, dealing with the subject of teaching knowledges. Of these, only 58 studies were linked to the field of Physical Education, which corresponds to approximately 3.64% of this total. However, of this percentage, only four (4) studies⁶⁻⁹ addressed the subject of teaching knowledges, having as a research site the Supervised Internship (6.90% - 58).

In reading those four articles in full, some questions were raised: the duality theory and practice; the valorization of experiential knowledge and the plurality of knowledges. We found that in three of the four studies the training was appointed by teacher trainers and trainees as a special moment of acquisition of knowledge. Sousa⁶ points out that the internship was identified by trainees as a unique opportunity to acquire knowledge. It makes possible the experience and the analysis of real teaching situations, being a significant space of practical experience during the initial formation. Zancan⁷ considered the internship as a pillar for teacher construction, concluding that it is through lived experiences and experiences with teacher knowledges and teacher trainers' interventions that trainees go through the process of maturity⁸.

The idea of a teacher trainer, trained to receive the trainee, is something new in our literature, not appearing officially in the official guidelines after the LDBEN 9394/96. This conception is linked to the professionalization of teaching by recognizing the internship as a space for mobilization/acquisition of knowledge, occupied by different agents (university teacher, school teacher, etc.). It seeks to leave aside the perspective of normative (bureaucratic) internship, assuming the proposal of a professional internship. Therefore, the idea of an articulation between theory and practice is defended, aiming to open room to the knowledges that are produced/conveyed by the teachers and trainees (in the elaboration and implantation of the project of internship and lesson plan) - condition for the professionalization of teaching - since teaching as a profession lacks a knowledge base³. In this work, we deal with knowledge (*conhecimento*) and know-how (*saber*) in a broad and equivalent way².

Among the knowledges conveyed, in the studies selected, the internship is seen as an important means to get closer to and to know the school reality, but not to replace the professional work. Isse⁹ states that the internship allows experiences in real schools, with real students. But the trainees will only learn to work by working, a condition that will only occur when they are inserted in the professional life. With regard to knowledges, the data of the studies mentioned point to a greater appreciation of experiential knowledges, but also mention the knowledges of pedagogical action and disciplinary knowledges - considered the most significant to support teaching practice⁹. In relation to experience - practical or tacit - knowledges, the challenge is to identify them. Finally, when we refer to the knowledges involved in teaching work, we enter a field that requires specific knowledges, skills, dispositions and competences for the exercise of a professional activity: the teaching, and the need to articulate them as a whole.

On teacher knowledges, Gauthier et al.⁴, in re-reading the work of Tardif, Lessard, and Lahaye¹⁰, reorganized them in disciplinary, curriculum, sciences of education, pedagogical tradition, experiential and pedagogical action. In this process, we made a new reading of these works, considering them in the form of an amalgam of teacher knowledges involving double sides: on the one hand, there are the university knowledges [disciplinary knowledge (content to be taught); curriculum knowledge (transformation of the discipline in educational

program); and knowledge of the sciences of education (acquired during the training, being a specific knowledge that is not directly related to the pedagogical action)¹¹ and, on the other hand, there are professional knowledges [(temporal; plural and heterogeneous; customized and situated; relational)¹¹, that can be found in knowledges of pedagogical tradition (in the historical tradition of when the teacher began to teach to a collective rather than an individual student, impregnating the students with this process in their experiences); in the experiential knowledge (private judgements and of a particular jurisprudence of the professional practice, different from experiences lived in schooling) and in the knowledges of pedagogical action (routines and class schemes that are substantiated and made public)].

It is worth mentioning that this mapping is original, and this articulation has not been used yet, since, typically, we use the knowledges of a technical-scientific curriculum, disciplinary logic, leaving aside the professional knowledges, the logic of which is centered in the study of the task and of the teacher's work¹¹. For Tardif¹¹, the disciplinary logic turns to the questions of knowledge, since learning is knowing, without considering beliefs and representations about teaching; while in professional logic learning is doing and continuing to do. The teachers need to mobilize a set of knowledges and skills, because their action is guided by emotional (student motivation), social (discipline and class management), cognitive (learning the subject matter) and collective objectives (school educational project).

Tardif¹¹ points out that a possible solution to break with this disciplinary logic would be the constitution of a reservoir of knowledges based on the study of the professional knowledges of the teachers in a working situation, such as: managing classroom; considering the school teachers co-researchers of the works linked to the pedagogical practices; reviewing the university formation, considering university and school as places of formation and the internship as a key point in the formation of the teacher. The internship is:

a context in which they [trainees] confront the knowledges that come from initial formation with practical reality. Moreover, it is in this environment that they end up identifying, mobilizing and/or acquiring a set of competences, skills and knowledges that become necessary to their educational practice¹².

Within this understanding, the Supervised Internship, in the initial formation, emerges as an extremely significant occasion for the mobilization and constitution of knowledges. Thus, the central objective was to understand the knowledges that are mobilized in the Supervised Internship. Specifically, we seek to analyze and identify the knowledges that are mobilized in teaching practice by the trainees; as well as to analyze the knowledges that are mobilized by the teacher in supervising the internship in the school.

Methods

This is a qualitative research, a descriptive study involving 10 trainees (E1 to E10) from a public university of the state of São Paulo, from the eighth semester of the degree in Physical Education; and seven Physical Education teachers (P1 to P7) who receive the trainees at the school where they will do their supervised internship.

The Physical Education course chosen had a workload of 4,160 hours, with the Supervised Internship covering from the 5th to the 8th semester, with four semesters, in a total of 420 hours. We emphasize that in the first two years the course follows a common base and there is no differentiation between a Degree and a bachelor's course. Subsequently, in the passage from the 4th semester to the 5th semester, students choose a Degree or a bachelor's degree course. According to its pedagogical project, the Physical Education Degree Course focuses on teacher training for basic education, emphasizing the knowledge of human

motricity applied to the educational phenomenon. With regard to the school teachers, in table 1 it is possible to visualize the educational municipal or state networks with which they are linked.

Teacher Categories	P1	P2	P3	P4	P5	P6	P7
Educational Network	State and Municipal	State	State	Municipal	Municipal	State	State
Length of Service	27 years	28 years	28 years	23 years	5 years	23 years	5 years
Supervision Time	13 years	12 years	12 years	10 years	3 years	13 years	3 years
Professional Life Cycle	Diversificati on Affirmation	Diversificati on Affirmation	Diversificati on Affirmation	Diversificati on Affirmation	Entry	Diversificati on Affirmation	Entry

Table 1. School Teachers

Source: The authors

Participating teachers are in the professional life cycle of the career, considering only the supervision time in the internship, from: entry (one to three years); stabilization (four to six years); diversification (seven to 25 years)¹³. However, if we consider this classification in Physical Education, Farias et al.¹⁴ state: entry (one to four years); affirmation and diversification (five to nine years); consolidation (10 to 19 years). Although there are two classifications, Huberman's is more original, because he only worked with school teachers, while Farias et al. put together teachers and academics.

To collect the data, the instrument chosen was the semi-structured interviews with the trainees and the school teachers. The first step was to contact the trainees during their theoretical internship classes at the university. The 10 trainees were chosen at random and invited to participate in the research, while the teachers were those who received the trainees at the school where the students would practice. All participants in the research signed the free and informed consent form approved by the ethics committee (Protocol n. 0337). The interviews, which were first recorded and then transcribed, were conducted individually, according to each one's availability at the schools and at the university.

To treat the data, the analysis of content proposed by Lüdke and André¹⁵ was used in the form of thematic units. The outcomes were two thematic axes: "*The knowledges and their constitution in formation, socialization and teaching identity*", which includes the origin/location of acquisition of those knowledges and "*The knowledges mobilized by students in the Supervised Internship*", considering the descriptions presented about the internship process.

Results

The knowledges and their constitution in teacher formation, socialization and identity

The trainees (Es) and the teachers (Ps) reported that they do not have all the knowledges, observing that they are always under construction. This is made clear in E3's report:

"Not everything, I think I can go on constructing it, I think it's in process, because sometimes, when I look, I think some things are stronger than others, or maybe those knowledges do not even exist yet, but I think it's something of time, of teacher identity formation".

P1, on the other hand, points out: "Look, I think those knowledges are always under construction according to what happens". In the same way, P3 states that "[...] some knowledges I still have to learn". Considering this continuous construction of knowledges that takes place over time, since they are transient, changing over time, we also verify that those knowledges are acquired in different contexts. Among the trainees, E1 describes: "I do not know if I have it, but I think I got a little bit during my practice with the internships". E5 shares the same idea, reporting that the constitution of knowledges takes place "with practice and dedication to school". In the case of the students, they oscillate between what they see in university and what they do in the practice of teaching in terms of correspondence, because this mediation takes a while, because it reconstructs the theory from the practice. As the logic of learning in teaching activity has been disciplinary, that passage takes a while¹¹. In the case of teachers, courses and readings are cited as important for the constitution of knowledges and can be treated as curriculum knowledge¹¹. On the one hand, P3 points out that:

"... we cannot stop, I'm taking courses. I took volleyball, inclusion, athletics, rugby. I am doing all of them, because those knowledges, I no longer remember and some I've never had. So, I have to redo it and know how to teach now, because the way I learned is different from today, the dynamics has already changed a lot".

This was also identified in P2's statements:

"[...] in terms of training, I don't stop studying [...] in terms of knowledge, it is what I said, we try to learn from the State, the courses that are offered, or we look for them by ourselves, sometimes to graduate into something different from your own pocket".

On the other hand, the process of socialization¹⁶ in the school is not overlooked as a great influence for pedagogical practice. E4 says that:

"Certainly because we remember a lot of 'ah, how it was in my school days, how I felt when I was a student'; and we can predict more or less how the students are feeling, or how we should work, I think that influences a lot".

On this lived experience in basic education, on the part of the Es, we can verify two main perspectives. First, the contribution of the process of primary socialization as associated with the role of their Physical Education teachers, since some pointed out that they were based on the practice of their former teachers (knowledges of the pedagogic tradition), since the learning of teaching also involves a biographical and relational identity process. E10 points out that his school days contributed to his performance, because he had "a well-taught Physical Education, the teacher was good, so I think some things I had... not that I reproduced it completely, but I used the idea or how to pass it on, the way to behave with the students". Thus, E10 does not fail to mention the relational process¹⁶.

In the second perspective, feelings and experiences emerge from the time they were school pupils. Thus, E3 reported that the experiences of that process:

"... were important, because, for example, I sometimes remember when I was a student and I thought, 'Wow, I have to do it again', so sometimes I understand that being in the student's position is boring. So, when I see a student with difficulties, unmotivated, I try to remember this, 'well, when I was a student, I also went through this', what can I do to make it different? What can I do to motivate this student? What other way can I take?".

For E7, the school times were extremely important because "[...] previous experience... is what we have as a student, so you go trying to resignify your experience with what you've seen", recognizing school as the source of a plural and heterogeneous knowledge¹¹. As for E4, the practical experiences he had in class were important:

"In my case it contributed, because in my school, in the P.E. classes, I had many things, not mentioning high school, that was more into sports. I had athletics, futsal, handball, basketball, volleyball, swimming, trekking, gymnastics and, at the end of each year, there was an Olympiad between all elementary education students from the 5th to the 9th grade, several practices, tug of war, several athletics, I lived that, so it contributed a lot".

Among the teachers, only one mentioned that his school days did not contribute to his practice. Those who identified those days as an important moment in their formation can be divided into two perspectives: the first, related to the teacher's posture, and the other, the experiences as students. From the teachers' perspective, P5 refers to relational knowledge by stating that his teacher was his example:

"[...] she did not treat the student as if he were just anybody. The student, for her, was unique and even today, after not having seen her for twenty years, I met her in the gym, and she called me by my name, it makes a difference".

P7 shows that teachers in school formation influenced on their practice:

"What I learned from Physical Education classes, is that I had good classes and not-so-good classes. There were those teachers who were more committed to teaching, and others not so much, and also regarding other disciplines. Today I use those teachers with whom I had affinity as examples to develop my classes, I see what I liked from the things the teacher did and I try to apply also, because I know that the students can like it".

Regarding the experiences, as a student, P2 indicates that the desire to teach came from his school days, confirming the relevance of the socialization process:

"[...] even my desire to be a teacher was just that. I liked being a student, I liked school, so it seems like a way to continue that contact I liked, I had good experiences at school, I had bad experiences too, but I think the good ones were better".

P6, on the other hand, points out the relevance that the university and school set of knowledges acquired had in his formation and practice, helping him not to make mistakes, since

"... the knowledges that I had, even as a student, were fundamental for me to form my practice, not to make the mistakes that I think were made with me as a student, and try to improve something, as the good examples contribute so far".

With the notes made on this topic, we understand that the teachers' knowledges are always under construction and that the process of schooling - socialization, pedagogic practice, participation in courses are significant moments for acquiring knowledges and teaching identity.

The knowledges mobilized by students in the Supervised Internship

In this process of learning how to teach at the internship, the students contact the schools to make observations (practicum), prepare their internship projects and start teaching in the classroom, alternating pre-established roles (observer, co-participant and regent) with regard to teaching. This work can be done individually or in groups of up to three trainees for each classroom. Thus, the Es were asked about the sources used for the elaboration of the project of internship and teaching plan for the school. By identifying the sources used by the Es, we understand that during the internship the mobilization of knowledges in the lived experiences (knowledges of the sciences of education, disciplinary knowledge, curriculum knowledge, pedagogic tradition knowledge) occurs, rather than the experiential knowledge (proposed from the professional practice). E1 and E2 said, regarding the lived experiences and observed realities:

"To construct the Project, we were based on the texts that were given to us during the Supervised Internship discipline. We base our work on both the practicum and the regency internships. We also based our work on the state curriculum, in the booklets - state textbooks, laws and stages of development of each age group" (E1).

"[...] first, in the experiences we had in the university classes that we do in these practices of discipline, a little of what I remembered from my classes in school, as a student, and a little experience from other classes, observation" (E2).

Besides the knowledges of the pedagogical tradition, we can identify other knowledges (sciences of education, curriculum, disciplinary) mobilized during the preparation for teaching practice. When analyzing the reports of the Es, we found that they used different resources for the development of the internship. Those articulated resources allow the constitution and identification of knowledges. For example: E3 used documents and books to acquire the disciplinary knowledge, configuring a more theoretical knowledge.

In this case, we understand that the resources used during the internship include consulting the fundamentals of Physical Education and the proposal of Physical Education of the state of São Paulo, influencing the choice of objectives, methodologies and contents to be worked in class. In this elaboration of the teaching project, we identify the mobilization of a curriculum knowledge, because the trainees are based on the curriculum proposal to establish the strategies and organize the content they will work with the students, in the same way that a disciplinary knowledge can be identified in the proposal of the internship project, when the conception of Physical Education is presented. Thus, although some trainees cite different sources of knowledges, references to the use of content from undergraduate courses were common. E2 points out that in the elaboration of the project he used references related to the age group: "psychology, I remember that we used a lot", "the history of Physical Education" and "internship, of the theoretical classes"; while E4 pointed out that the:

"knowledge came more from the disciplines studied during undergraduate. I remember well our first project of Physical Education in children's early education, the discipline of School Physical Education I was very important. There were some authors in teaching practice who were also very important. I think those undergraduate disciplines that were related to the teaching degree were most important for me to write the [internship] project" (our emphasis).

From the statements, we identified that the Supervised Internship is a significant period for the mobilization of knowledges in the sciences of education, curriculum knowledge, disciplinary knowledge and, above all, the knowledges of the pedagogical tradition. In this way, during the internship, the Es have the opportunity to experience school

reality and the particularities of the environment, enabling them to acquire, develop and understand those knowledges.

Discussion

Practice as a locus of formation and production of knowledges

In the data analysis, it was necessary to consider that the Es and the Ps are in different moments of their careers. Thus, the position from where each one speaks is different. Although there is this distinction, we have verified that in both cases (Es and Ps) the idea of knowledge construction was evidenced over time¹¹, which leads us to understand that knowledges are not acquired only during academic formation or simply during the practice.

The fact that this knowledge is always under construction also indicates that "teacher training is, therefore, continuous, which means that, as long as the teachers are in activity, new knowledges are being constituted. Thus, they are renewed and transformed every moment through their social life"¹⁷. So that in the acquisition of teacher knowledges - a social, but also plural and heterogeneous, situated and personalized knowledge from human beings to human beings¹¹, therefore relational -, practice becomes fundamental for their constitution. This fact was pointed out by the participants of the research, since the practice (the experience), as an intentional practice, is a carrier of knowledges, since it necessarily leads to a reflection and acquisition of knowledges in action. This idea corroborates Martiny and Silva¹², when they point out that "the school experience in their day to day, their routine, their usual habits and behavior, that is, the school culture, causes the teacher to acquire experiences (positive or not) and to incorporate into them into their teaching action".

To think of practice as a significant moment for the constitution of knowledges means to consider that formation does not only occur "from the outside to the inside", but also from "the inside to the outside"¹⁸. There is a teaching culture being polished. It means bringing teacher training "into" the profession, based on the acquisition of a professional culture, in which more experienced teachers play a central role in the training of the younger generation¹⁸. This training starts to consider what the teacher is and does, starting from the aspects that govern the profession. In this sense, we point out that the participation of experienced teachers is essential, since they act as teacher educators, mobilizing, from a reservoir of knowledges, the experiential knowledge⁴ formed by the amalgam of those different knowledges¹¹.

However, Gauthier et al.⁴ point out that, although experiential knowledge is important, teachers cannot acquire all the knowledge through it, needing a corpus of knowledge that helps them to read reality and to face it. Thus, focusing only on the knowledge of experience impairs the "emergence of professional recognition of teachers"⁴, i.e., it becomes opportune to know this corpus of knowledges.

The reservoir of knowledges: the basis for the constitution of a body of knowledges

Besides the importance of practice, the trainees and teachers reported that much of what was lived and observed by them during the school period, in the lived experiences of a pedagogical tradition, influenced them in their teaching performance, reflecting on their knowledges. They consider that through reflection, they re-signify these experiences, i.e., they understood that they did not just repeat the experience they lived or observed. On the contrary, they began to think of different alternatives and strategies towards a knowledge of pedagogical action, of a knowledge that starts to be grounded.

In this context, we can infer that the schooling process is a rich moment of socialization for teacher's formation and can assist them in their pedagogical practice. According to Tardif²,

Teachers are workers who have been immersed in their workplace for about 16 years (around 15,000 hours) before they even begin to work. This immersion is expressed in an entire baggage of previous knowledges, beliefs, representations and certainties about teaching practice. (p. 67)

Thus, when students enter the academic degree of teacher education, they come to the university with a certain understanding of what it is to be a teacher¹², bringing, underlying them, some practices that stem from the knowledges of a pedagogical tradition⁴. Therefore, we can consider that the knowledges, the conceptions are mainly acquired in the school period, and should be resignified during formation. We consider that initial formation courses will assist the future teachers to resignify their knowledges so that they can reconstruct them individually and collectively, because, if the teachers in formation do not confront their knowledges, they run the risk of only reproducing what they have lived as experience.

Thus, in the practice of teaching, the trainees indicated the use of different knowledges, such as sciences of education, disciplinary, curriculum and pedagogical tradition⁴, mainly during school times and academic formation. Regarding the academic formation, Marcelo Garcia¹⁹ indicates that "the academic period corresponds to the beginning of the systematized formation. At this stage, the future teacher acquires much of the specific knowledges [...]"¹⁰. Considering training as a basic element in the constitution of a knowledge base³.

Hence, from the data collected in the interviews conducted with the trainees, we understand that there is not only a single knowledge that is used as a source in teaching practice. This can be justified by the fact that teachers, in pedagogical practice, "[...] seek to achieve different types of objectives, the execution of which does not require the same types of knowledge, competence or aptitude"¹¹. So, teachers' knowledge does not present a theoretical unit, but a pragmatic coherence in which it mobilizes a reservoir of knowledges according to the needs of the teaching action.

Conclusions

In this work we have focused on the knowledges mobilized by students and teachers in situations of teaching practice and internship supervision. From the perspective of the participants in the study, the construction of the teaching knowledges is continuous, where the process of schooling, teaching practice and courses carried out are highlighted.

This research allowed us to bring into the academic debate a new configuration of teacher knowledges, aiming to understand how these knowledges are mobilized. In this process, two new elements were introduced, the knowledges of the pedagogical tradition and the knowledges of the teaching activity. Regarding the knowledges of the pedagogical tradition, we verified that every student who enters university has an idea of what involves a lesson plan, as well as some indications of the teachers' action and of their identity as teachers mediated through a process of primary socialization (family and school) and secondary socialization (university).

Concerning the teachers of the schools that participated, the experiential knowledge occupied a more limited place, considering that, in taking up the condition of a professional of education in the effective exercise of their activity, they began to occupy a position of professionals exercising teaching practice in the school. The school teacher, in mobilizing experiential knowledge in the trainee's guidance, merges aspects of curriculum knowledge, disciplinary knowledge, knowledge of the pedagogical tradition and knowledge of the sciences of education⁴, i.e., of a base of knowledges, but without referring to it.

Five of the seven Ps are in phase of diversification of the teaching career in the professional life cycle. At this stage, teachers tend to "master knowledge on the basic routines

inherent to the profession (how? when? what?), also showing they master the knowledge on aspects related to the profession" (p. 446)¹⁴, which is very significant. However, Gauthier et al.⁴ also remind us that experiential knowledge leads the teachers to live different experiences from which they can benefit greatly. But if these experiences are limited to the teacher, generating private judgments that lead to a private jurisprudence, they lead this very teacher to be limited to their mistakes and beliefs, because they do not base what they do nor make it public, constituting a challenge to go beyond of experiential knowledge.

In the case of the 10 Es, we observed that they still present a relationship with the disciplinary knowledge, curriculum knowledge, the knowledges of the sciences of education and, more, with the knowledges of the pedagogical tradition. The knowledges of the pedagogical tradition do have a relationship with the experiential knowledge in the sense of the lived experiences. However, they are distinct⁴ when presenting different pre-requisites. In this study, based on the authors referred, experiential knowledge corresponds to the moment the person officially takes on a professional life. Thus, the knowledge of the pedagogical action that would correspond to the foundation of the tips, routines and private jurisprudence of the schemes that the teacher develops in the experiential knowledge was not observed in this study in an objective way.

Finally, there are advances in the mobilization of knowledges insofar as we observe traces of university knowledges and professional knowledges¹¹ in the descriptions of the trainees, and a mediation between these two blocks of knowledges, considering that knowing and doing are not in opposition, can be established. The biggest challenge lies in overcoming the disciplinary view that has engendered teacher formation courses as a whole.

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