

128 - THE PERCEPTION OF GRADUATES OF VOCATIONAL EDUCATION ABOUT PHYSICAL EDUCATION

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1. INTRODUCTION

Experiencing a different environment than usual teach, or know the reality that our students will face, was and will always be important, and this article had the opportunity to meet an institution that traditionally is a partner of IFMT Campus Caceres, both at the reception of trainees, but also of many graduates who are now gazetted this public agency, which gave me a series of experiments.

The INDEA - Institute of Agricultural Defense of the State of Mato Grosso, located in Cáceres city, Mato Grosso, created from the Law. 4171 to December 31, 1979, an autonomous government State, linked the Secretary of State for Rural Development (SEDER), with technical, administrative and financial. Divided into cities where poles are located system controller Regional Units (URS), one is located in Caceres, comprising 11 counties in western state of Mato Grosso, which has the largest cattle herd in Brazil, approximately 1,759,862 (one million seven hundred and fifty-nine thousand, eight hundred sixty-two) vaccinated during the last round of vaccinations against foot-and cataloged in the month of March 2009 (INDEA). According to IBGE (2000) the municipality has a population of approximately 82,000 inhabitants, and the distribution of income in the county is concentrated in the sectors agriculture, industry and services.

The INDEA aims the implementation of surveillance activities and animal and plant health protection, inspection, supervision, standardization and classification of products and by-products of plant origin, inspection and inspection of products and by-products of animal origin, identification and scaling of timber and other related activities delegated.

For this work in the area Agriculture, the area of my research, I could monitor how a public agency, and especially the work of Agricultural Technicians in particular and bring contributions to the school to improve the quality of education offered at our campus.

This professional experience / teaching allowed me to enrich my knowledge related to my research and my professional life in IFMT - Campus Caceres. I knew the reality of a public body, profile of professional practice and observe the daily activities of the company, with their respective programs and activities.

In this article we will be addressing the activities performed by technicians in agriculture, and their perceptions of physical education discipline as a curricular component, studied in their technical courses.

2. THEORETICAL FOUNDATIONS

The school is an institution of fundamental importance in today's society, exercising the essential function of transmitting part of cultural heritage from one generation to another. According to the design and Gómez Sacristán (2000), for its content, its forms and systems of organization, the school provides students, gradually and progressively, the appropriation of ideas, knowledge, concepts, rules and modes of conduct that society adult requires.

In this complex process, the school turns out to be an area that receives much criticism as to its organization in general, going through their projects, even the teaching practices developed in the classroom (Souza Júnior, 1999). The Physical Education occupies a space at least with different characteristics from other disciplines that make up the universe of school, and historically has always been marked by its binding. Castellani Second Son (1988: 16), with the landmark opinion in 224, 1882, by Ruy Barbosa, kept in the LDB in 4.024/61, and Educational Reform in teaching 1st and 2nd grades of 1971 (Act No 5692 / 71).

With Law 9394/96, remained the obligation of Physical Education, in its article 26, paragraph 3, the law says, "physical education, integrated into the school's educational proposal is obligatory curriculum of basic education, setting to the age and conditions of the school population and is optional in the evening classes." The binding of Physical Education at school Educational Policy Project is characterized by an achievement that could be stimulating the critical role of the school (CORREA, 2004).

In another aspect, beyond the obligation, Physical Education in their origin was outside influences, medical, emphasizing in speeches lined in hygiene, health and eugenics, the military interests. Also, from the late 1960s, dominant political groups, who saw a complementary tool in sports action. In this context, physical education now has the task of selecting the most suitable to represent the country in various competitions. The military government has supported physical education in school aiming both the formation of an army composed of a youth strong and healthy as the demobilization of opposing forces, tightening ties between sport and nationalism. From the 1980s, under the new political scenario, this model of high performance sport for the school came to be heavily criticized as an alternative and novel forms of thinking about physical education in school (Darido, 2006).

These changes began to unfold in the 80's, had the appearance of a vast literary output in the area and also the emergence of new trends for the Physical Education School, which emerged in order to break paradigms and overcome so far, is structured almost exclusively from the perspective of mechanistic biologist and physical fitness, and support public health doctors and the military, who defended the thesis that physical education was an eminently practical technique, aiming at the physical training, discipline, obedience and performance bodies involved. (FIORANTE, 2005).

With these new discussions of Physical Education has provided a vision of expanding the area, both as regards their nature, and as it relates to their pedagogical assumptions of teaching and learning. Be reevaluated, and emphasized to psychological, social, cognitive, affective and policies, designing the student as a whole human being (Darido, 2004)

The role of physical education teaching goes beyond sports, gymnastics, dance, games, rhythmic activities, and significant knowledge about their bodies for all, in its fundamentals and techniques (the procedural) and includes also their underlying values, attitudes that students should take bodily activities (scale attitudinal), and finally, the student's right to know who is doing this or that movement, that is, concepts which are linked to these procedures (conceptual dimension), Darido (2004).

In high school, often the physical education programs tend to repeat elementary school, summing up the practice of some sports grounds and enforcement of gestures coaches. It is as if physical education was restricted to this. It is not obviously despise such practices in the school context, but rather resignify them. There is a variety of learning skills to be mastered, as well as proposals for discussion on the different forms of teacher performance in the conduct of teaching, with a view to training under the new proposals (National Curriculum Parameters for Secondary Education, 2008).

It is with this expectation that we seek to understand and analyze the Physical Education Professional Education, known to history through the perceptions of graduates of the Agricultural Technical Course, trying to appropriate knowledge aiming to contribute to the formation of our current students and improve teaching practice within our institution.

3. METHODOLOGY, RESULTS, ANALYSIS AND INTERPRETATION OF DATA

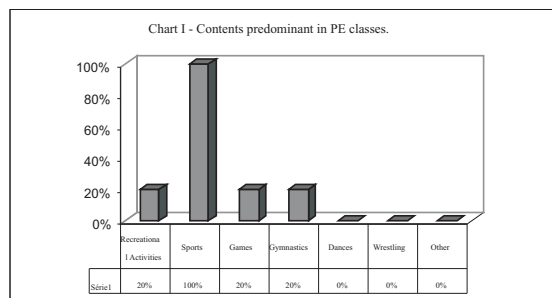
This article appeared during the course of Professional Training conducted by UFRRJ - Rural Federal University of Rio de Janeiro / PPGE - Graduate Program in Agricultural Education, and was developed by URS / ULE Cáceres, in the period 18-29 January 2010, totaling 80 hours. I followed the Technicians in Agriculture, which has the specific function of Tax Agents of Defense Agriculture and Forestry, and were the following activities:

- Visit the properties of different crops, soybeans, cotton, corn, sorghum, teak;
- Visit the Settlements, Verification and Due Diligence Report;
- Reporting, Scheduling Vaccine and vaccination against FMD;
- Surveillance of Agricultural Stores;
- Visit the Sanitary Barriers;

During the implementation stage activities, the contacts I had with the Agricultural Technicians today Fiscal Agents of Defense Agriculture and Forestry, I could talk, track, listen to reports on experiences of school life in the former Federal Agrotechnical School of Cáceres, and applied a questionnaire mixed with 05 (five) of them, the population of 08 (eight) within the URS / ULE Cáceres, because there were some who were on vacation, and other barriers in health, in other regions of the state.

In the general issues of identification, both under the age 45 to 50 years, 80% formed the Federal Agrothechnic School of Cáceres, today IFMT / Campus Cáceres, while the same percentage, formed in the 80's, and all are gazetted.

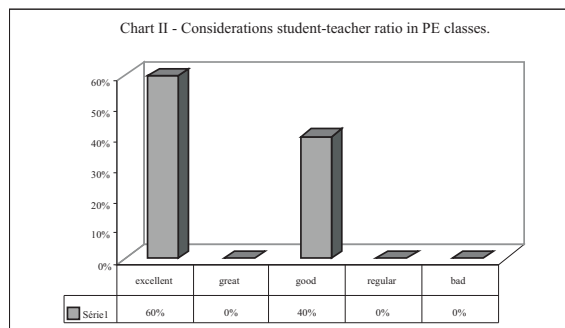
Specific issues of Physical Education (PE), all reported that the teaching schedules were performed within the normal schedule of classes. Where 100% said the content was the predominant sport in some instances had games, recreational activities and gymnastics (Chart I). Since the activities have always been proposed by the teacher, was never built with the students.



The layoffs took place only in classes with health problems, and so waived to submit the Health Certificate, and need not participate, what happens now different, and opportunity to the participation of lectures.

The evaluation procedures were the predominant participation and attendance in class, and 20% said they had written evaluations, which today has also sought to observe other components, other criteria, to support and enhance teaching and learning offered.

Talking about the teaching of discipline, 60% rated good, 20% felt excellent, and 20% regular. Regarding the learning, 80% reported that EF contributed to its formation. Satisfaction with the teacher-student relationship was highly praised, with 60% considered excellent, good, and 40% (Chart II).



On the question of what was most significant in the EF, being more remarkable? The affective relationship between students and teachers, competitions held attended by creating the opportunity for integration, were quoted.

If he returned to study what they like to learn the EF?

Technician 1 - "The relationship between the human body and the utilization of food" was cited, where you'd like to know the relationship between physical activity and nutrition, energy expenditure and balanced diet.

Technician 2 - "The theoretical part should be more thorough in order to better understand the exercises applied", and would like to develop the theme more knowledge on the part of the body, anatomy, physiology and biomechanics.

Technician 3 - "The interrelationship of the discipline of physical education to other disciplines of the Technical Course" shows us a vision of a person who does not act in Education, but which can visualize an interdisciplinary approach in an attempt to improve or contribute with the training received.

About current healthy habits, 60% do physical activities at least 2 times a week. All are not smokers, by contrast, 100% drink alcohol, and 20% 2-3 times per week, 40% 1 time per week and 40% one time per month.

4. DISCUSSION AND FINAL CONSIDERATIONS

This internship allowed me to learn, experience, experience the reality of our graduates of technical courses in farming, formed in the former Federal Agrotechnical School of Cáceres, Cáceres today IFMT Campus, working approximately 25 years on the job.

Numerous questions were very rich, first, the curiosity of servers to receive a physical education teacher in the workplace. Both used to receive trainees from technical courses, scholars of Agronomy, Veterinary, Animal Science, Forestry, wet-technical areas, what I was doing there? After this first time, explaining what he was doing a Masters in Agricultural Education / PPGE / UFRRJ, and soon realized they could help me a lot, and rewarding receptivity.

I highlight the work area of technicians, which has the function of Tax Agents of Defense Agriculture and Forestry, where they work, interpersonal relations, ergonomics, knowledge of his own body, such as diet, physical limitations, I was passing and exchanging knowledge important that might contribute to their quality of life in activities, among them visits to properties, on the long trips sanitary barriers, vaccinations scheduled and executed FMD.

Another important aspect of the experience of going through this everyday of the technical area, never having had this opportunity, which made me rethink my practice within the school.

Within the specific area of the questionnaire, about physical education course in Farming Technician, confirmed what historically happens, the content taught was the predominant sport and is always proposed by the teacher, assessment procedures have always been made eminently attendance and participation. But one point I think good reporting, the fact that considering the EF 60% good and 20% excellent, 80% satisfied, saying that the teacher-student relationship much praise, noting that participated in the competitions held and integration through sport, dismistificando that physical education was exclusionary, intended only engine looks very technical way, and not being pleasant.

About healthy habits and quality of life, say they are within the normal range, 60% do physical activities at least 2 times a week. There are smoking, but have the habit of drinking alcohol.

If he returned to study what they like to learn the EF? The "relationship between the human body and the utilization of food" was cited, where I would like to know the relationship between physical activity and nutrition, energy expenditure and balanced diet. "The theoretical part should be more thorough in order to better understand the exercises applied", and would like to develop the theme more knowledge on the part of the body, anatomy, physiology and biomechanics.

An interesting phrase, "the interrelatedness of the discipline of physical education to other disciplines of the Technical Course" shows us a vision of a person who does not act in Education, but which can visualize an interdisciplinary approach in an attempt to improve or contribute to the training received.

Highlight the great work that INDEA, partner IFMT / Campus Cáceres, and provide our many students who matured professional practice, quite serious, and strengthening agricultural health of our state. And I finish this delightful work, saying that besides knowing a new reality for me, the work that our students may face, I prepare for the challenges yet to come before this major expansion project of the Vocational Education, held by Law 11892/2008, which established the Federal Network of Professional Education, Science and Technology, and created the Federal Institutes of Education, Science and Technology. Providing grants that will improve my practice within the school, reviewing the teaching and learning provided.

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THE PERCEPTION OF GRADUATES OF VOCATIONAL EDUCATION ABOUT PHYSICAL EDUCATION**ABSTRACT**

In this article we seek to experience the practice of tasks performed by graduates of the Agricultural Technical Course in INDEA - Institute of Agricultural Defense of the State of Mato Grosso, and identify their perception of Physical Education offered in the period of their formation, making their historical correlation about teaching physical education in Brazil, the changes that have occurred, and seeking to improve the current teaching practice of teaching and learning practiced in Vocational Education. This is a qualitative research, where a questionnaire was mixed, interview and follow-up activities, with experts in agriculture, fiscal agents of defense agriculture and forestry, working in the URS / ULE Cáceres, working in the border-Brazil Bolivia. Both aged 45 to 50 years, 80% formed the Federal Network. We know a new reality of work that our students may face, providing support that will improve the practice within the school.

KEY-WORDS: Agricultural Education, Professional Education, Physical Education, Teaching and learning

LA PERCEPTION DES DIPLOMES DE L'ENSEIGNEMENT PROFESSIONNEL SUR L'EDUCATION PHYSIQUE.**RÉSUMÉ**

Dans cet article, nous cherchons à l'expérience de la pratique des tâches effectuées par les diplômés du cours de technique agricole dans Indea - Institut de l'agriculture de la Défense de l'État du Mato Grosso, et d'identifier leur perception de l'éducation physique offerts dans la période de leur formation, ce qui rend leur corrélation historique sur l'enseignement d'éducation physique au Brésil, les changements qui ont eu lieu, et en cherchant à améliorer la pratique de l'enseignement actuel de l'enseignement et l'apprentissage pratique en matière d'enseignement. Il s'agit d'une recherche qualitative, où un questionnaire a été mélangé, entretien et suivi des activités, avec des experts en agriculture, les agents financiers de la défense de l'agriculture et la sylviculture, qui travaillent dans l'URS / ULE Cáceres, qui travaillent dans l'intérieur des frontières du Brésil Bolivie. Les deux âgés de 45 à 50 ans, 80% formé le Réseau fédéral. Nous savons une nouvelle réalité du travail que nos élèves peuvent être confrontés, fournissant un appui qui permettra d'améliorer la pratique au sein de l'école.

MOTS-CLÉS: enseignement agricole, la formation professionnelle, éducation physique, enseignement et d'apprentissage

LA PERCEPCIÓN DE LOS GRADUADOS DE LA EDUCACIÓN PROFESIONAL EN EDUCACIÓN FÍSICA.**RESUMEN**

En este artículo tratamos de experimentar la práctica de las tareas realizadas por los graduados del Curso de Técnico Agrícola en INDEA - Instituto de Defensa Agropecuaria del Estado de Mato Grosso, y determinar su percepción de la Educación Física se ofrecen en el período de su formación, por lo que su correlación histórica sobre la enseñanza de educación física en Brasil, los cambios que se han producido, y que buscan mejorar la práctica docente actual de la enseñanza y el aprendizaje practicado en materia de educación. Se trata de una investigación cualitativa, donde se mezcló un cuestionario, entrevista y las actividades de seguimiento, con expertos en la agricultura, los agentes fiscales de la agricultura y la silvicultura de defensa, que trabajan en la URS / ULE Cáceres, que trabajan en la frontera-Brasil Bolivia. Ambos de 45 a 50 años, el 80% formaron la Red Federal. Sabemos que una nueva realidad del trabajo que nuestros estudiantes pueden enfrentar, la prestación de apoyo que mejoren la práctica dentro de la escuela.

PALABRAS CLAVES: Educación Agrícola, Educación Vocacional, Educación Física, la enseñanza y el aprendizaje

A PERCEPÇÃO DE EGRESSOS DA EDUCAÇÃO PROFISSIONAL SOBRE A DISCIPLINA EDUCAÇÃO FÍSICA.**RESUMO**

Neste artigo buscamos vivenciar a prática das atividades desenvolvidas pelos egressos do Curso Técnico em Agropecuária, no INDEA – Instituto de Defesa Agropecuária do Estado de Mato Grosso, e identificar sua percepção sobre a disciplina Educação Física ofertada no período de sua formação, fazendo sua correlação histórica sobre o ensino da educação física no Brasil, as mudanças que ocorreram, e buscando melhorar a prática pedagógica atual do ensino-aprendizagem praticada na Educação Profissional. Trata-se de uma pesquisa qualitativa, onde foi aplicado um questionário misto, entrevista e acompanhamento das atividades desenvolvidas, com técnicos em agropecuária, agentes fiscais de defesa agropecuária e florestal, que atuam na URS/ULE Cáceres, trabalhando na faixa de fronteira Brasil-Bolívia. Ambos na faixa etária de 45 a 50 anos, 80% formados na Rede Federal. Conhecemos uma nova realidade do trabalho que nossos alunos poderão enfrentar, fornecendo subsídios que irão melhorar a prática dentro da escola.

PALAVRAS-CHAVE: Educação Agrícola, Educação Profissional, Educação Física, Ensino-aprendizagem