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INTRODUCTION

The course of Degree Course in Physical Education, from Resolution 03/87 is a different vision and presents a new fan of opening for the professional of Physical Education, having a revealing landmark of this common base, the proper judgment of the Ministry of the Education and Culture, and that proclamation in its normative instrument. The course of Degree Course in Physical Education, from Resolution 03/87 is a different vision and presents a new fan of opening for the professional of Physical Education, having a revealing landmark of this common base, the proper judgment of the Ministry of the Education and Culture, and that proclamation in its normative instrument. I. General component: One intends a professional of generalist formation, critical humanist and, whose intervention is based on the scientific severity, the philosophical reflection and the ethically responsible behavior. It must be qualified to analyze the social reality critically, stops in it intervening academically and professionally by means of the different manifestations and expressions of the human movement, aiming at the formation, the magnifying and the cultural enrichment of the people, to increase the possibilities of adoption of a style of active and physically healthful life. II. Specific for the Permitted one: The Permitted one in Physical Education, beyond the presented general profile, will have to be able to act in the curricular component Physical Education in the Basic and Professional Education in its general requirements, such as social insertion of the school, pedagogical domain of the theories and processes (teach-learning) and them theories of the development of the individuals in pertaining to school age. Specific for Graduated/the Bachelor: Graduated/the Bachelor Physical Education, beyond the presented general profile, will have to be able for the full professional exercise in the fields of intervention in different social instances where the multiple manifestations it human movement if make gifts, such as porting training, preparation and physical evaluation, recreation and leisure, orientation and management in physical activity and sport.

Thus, the paper of the permitted one in Physical Education was reorganized on the basis of the new lines of direction of the liberal activities of the profession, based on the physical evaluation, coordination, supervision, consulter, auditorship, retreatar in would accommodations, management, management of the sport; management in leisure, bachelor in sports; physical activity and sport; science of the sport; promotion of events, sport and leisure; physical training and sports, and research applied among others. Observing practical social and the politics one perceives that two nets exist where the performance of the Physical Education is present in the work (CAVALCANTI, 1985). To the light of this trend, it is perceived necessity of the professional of the Physical Education to place in practical the corporal activities for the improvement of the quality of life in search of the balance of a society more joust.

For Steinhilber (2006, p.20), they are two distinct formations with separate professional interventions. For the Permitted one it is exclusiveness specifically to act in the curricular component Physical Education in the basic education, and to the Bachelor[...] is disabled the teaching performance in the basic education ". Of this form, if he concludes that those pupils who to desire to act as Professors of Curricular Physical Education in the Basic Education must look for to frequent the course of Degree Course, and those others that to desire to act in too much niches of the market of specific work of the Physical Education, must look superior courses of Graduation (bachelorship as already clarified), being clearly that one formed in Degree Course will be able to act in the area of the formed one in "bachelorship" course of. Of this form, the object of the study of the professional of Physical Education is the motor dimension of the human being, deepening the knowledge of specificity of its social function and ability to act in the full development of its professional formation and the improvement of the motor capacities of the individuals.

Necessary that if it makes a deepening on the qualification for the Degree Course or is bachelorship transforming the professor into a professional of the Physical Education with bigger area of knowledge. Therefore, she is necessary to recognize that the true identity of the professional of Physical Education if characterizes and if manifest for the study, education, intervention and improvement of the quality of life in its dimensions biological, mannerizing and socio cultural.

EXPECTATIONS AND EXPERIENCES

As for the expectations and experiences, Elton Mayo and its collaborators, already in the decades of 20 and 30, had launched some proposals with the objective to review the boarding's on the existing relation between the individuals and the organizations. In this study three points had been detached:

a) the economic incentive is not the only motivator force the one that the individual reacts; b) the individual does not react as an isolated professional; e, c) the extreme functional specialization does not create, necessarily, the organization most efficient (ETZIONI, 1971).

From this evidence it inside increased the importance given to the human factor of the organizations (Chiavenato, 2004) and the number of studies on motivation and satisfaction in the work (LOPES, 1980).

Luna (2005) detaches the different agreements that if can have from the work concept, considering the implications of the cognitive, affective and axiological aspects that the work excites in the individual. It adds, still, that the work and, consequently, the professional identity adopted by each person, is constituent part of the individual identity, implying in "[...] existence of a work with meaning for who carries through it (...).The measure that vertiginously increases the divisions and subdivisions of the activities of work and consequently the mutual dependence between the individuals, more difficult if it becomes to locate an activity that if carry through in a multiple universe and complex relations and to supply it one meaning." (LUNA, 2005). The educational area does not escape of this reality and its researchers have, in accordance with the traditional theories, have adapted concepts, theories and evaluations of other areas. However, this occurs without the due consideration on the proper characteristics of educated education and with regard to the system of values, content and form of the employed work (professor or not-professor).

In the educational area, the study of the satisfaction in the work it assumes an uneven importance. It allows knowing the peculiar aspects to the school, such as, conditions of work, type of direction, characteristics of the one pupils determined

region, chances of professional growth, etc. Moreover, it can intervene in the school in the three segments: administrative, professors and pupils (NHUNDU, 1992). Segundo Coda (1990), the maintenance of certain levels of satisfaction in the work can contribute for one better quality of life.

One argues on the possibility of multiple factors of interpretation how much its influence and importance, varying of the linking's of the interactions between the public politics and of Human resources in the organizations, until the "satisfaction in relation to the content and the type of work" that is carried through by the individual. Moreover, experiences lived deeply in the work situations can affect of correlated form the future disposals and feelings. In this aspect it would compete investigating that values or meanings would be underlying to the work of the professor, more nominated, to the work of the professor of physical education.

METHODOLOY

Initially modifications had been carried through aiming at to the adequacy of the instrument to the necessities of this study, counting on the contribution and analysis of several other professors. Two instruments had been constructed, one for each one of the sub-groups of the sample. The questionnaire of the ingressions uses the verb in the future and of the egresses it has the verb in the past, these verbal variations had been used so that the agreement was equal for both the groups.

Concluded the alterations in the instrument it was initiated collects it of data next to the pupils who had entered the UnB in 1º and 2º semesters of 2004, with a total of 81 pupils ingressions, that the first stage of the collection of data of this study constituted. At as the moment, the instrument was applied next to the egresses (already formed) of the course of Physical Education of the UnB. In search of satisfactory results, the 200 instruments had been distributed and only 105 had had exploitation, the egresses had been looked in its workstations (schools, clubs, academics and even in residences).

The questionnaire possesses 12 questions that are divided by item. When carrying through the data-collecting was verified that the answers did not present significance in terms of values, was decided then, to group the data in factors that would allow a more significant analysis. The statistical procedure for analysis of the level of significance of the results was presented through Qui-Square.

The data-collecting through the questionnaire was become fulfilled to verify the level of agreement of the individual with a series of affirmations/situations that express something of favorable or favorable in relation to the study object and was opted to a scale of the Likert.que type is the used measurement more in the research of social sciences, especially in survey of attitudes, opinions and evaluations.

Segundo Pasquali (1991), the number of points more recommended for the construction of psychometrics instruments preferential varies between 5 and 7 points, having to be uneven to leave to the respondent the option of not committing itself, that is, to mark a neutral point in the way of the scale, therefore for the instrument used in this research, following the estimated theoreticians, was opted to the Likert scale of 7 points, where the 1 means worth or minor importance and the 7 means excellent or of bigger importance.

RESULTS AND DISCUSSION

In the total of 186 questionnaires ingressions had been answered by the pupils and egresses of the course of Degree Course in Physical Education, in the College of Physical Education of the UnB, presented given referring to the evaluation of the ingressions and egresses concerning the characteristics of the market of work in Physical Education.

In the comparison between the distributions that register the answers of the ingressions and egresses if verify that the contact of the egresses with the professional reality made with that they became much more selective, starting to have clarity on its future intentions, mainly on the places in which they do not desire to work. The percentile indices that accuse no interest had considerably increased in all the item where it had a significant difference between ingressions and egresses.

Thus being, more than 70% of the egresses do not intend to work with dance or martial arts, whereas more than 1/3 of the egresses do not have interest to work with: sportive administration, special Physical Education, activities of academy, therapeutically, personal physical activity training and communitarian sport, following the decreasing order of disinterest. The places with lesser index of rejection of the egresses are: sportive initiation, physical preparation, pertaining to school physical education and sportive training, in this order.

CONCLUSION

For the most part of the item that had had a significant difference if observes the trend of an overestimated expectation of the ingressions when compared with the egresses, with exception of special the Physical Education and the sportive administration, only places where the preference of the egresses was bigger of what of the ingressions. This reflects, with certainty, the chances offered currently for the resume of the UnB to the students who, when participating of projects and events can investigate its vocations discovering performance fields and developing corresponding abilities that leave them prepared and premade use to act in these areas. Analyzing the other extremity it registers the preferred places in which the ingressions and egresses intend to work in Physical Education if it verifies a great inversion in the preference order, at least as for the pertaining to school Physical Education, that in the case of the ingressions appeared in 8º place, starting being the place of bigger preference of the egresses, 1º place.

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THE PROFESSIONAL IN PHYSICAL EDUCATION: EXPECTATIONS AND EXPERIENCES IN THE WORK MARKET

ABSTRACT

The paper of the permitted one in Physical Education was reorganized on the basis of the new lines of direction of the liberal activities of the profession, based on the physical evaluation, coordination, supervision, consultant, auditorship, recreate in hotel, management, management of the sport; management in leisure, bachelor in sports; physical activity and sport; science of the sport; promotion of events, sport and leisure; physical training and sports, and research applied among others. In the educational area, the study of the satisfaction in the work it assumes an uneven importance, such as, conditions of work and chances of professional growth. The data-collecting through the questionnaire was become fulfilled to verify the evaluation of the ingressions and egresses concerning the place where they would have interest to work with Physical Education. In the comparison between the distributions that register the answers of the ingressions and egresses if verify that the contact of the egresses with the professional reality made with that they became much more selective, starting to have clarity on its future intentions, mainly on the places in which they do not desire to work. This reflects, with certainty, the chances offered currently for the resume of the UnB to the students who, when participating of projects and events can investigate its vocations discovering performance fields and developing corresponding abilities that leave them prepared and premade use to act in these areas. Analyzing the other extremity it registers the preferred places in which the ingressions and egresses intend to work in Physical Education if it verifies a great inversion in the preference order, at least as for the pertaining to school Physical Education, that in the case of the ingressions appeared in 8^o place, starting being the place of bigger preference of the egresses, 1^o place.

WORD-KEY: experience - expectation - market of work

LES PROFESSIONNELS DE L'EDUCATION PHYSIQUE: LES ATTENTES ET LES EXPERIENCES DE TRAVAIL DANS LE MARCHÉ

RÉSUMÉ

Le rôle du licencié dans Éducation Physique a été réorganisé sur base des nouvelles directives des activités libérales de la profession, basée en l'évaluation physique, la coordination, la surveillance, la consultant, l'auditorat, l'amuseur dans hôtellerie, la gestion, la gestion du sport ; gestion dans loisir, bacharelado dans des sports ; activité physique et sport ; science du sport ; promotion d'événements, sport et loisir ; formation physique et sports, et recherche appliquée entre autres. Dans le secteur scolaire, l'étude de la satisfaction dans le travail il suppose une importance inégale, tels comme, conditions de travail et occasions de croissance professionnelle. S'est réalisée l'enquête de données à travers le questionnaire pour vérifier l'évaluation des admissions et les sorties concernant le lieu ils où auraient intérêt de travailler avec Éducation Physique. En la comparaison entre les distributions qui enregistrent les réponses des admissions et les sorties se vérifient que le contact des sorties avec la réalité professionnelle a fait avec qu'ils se rendaient davantage sélectifs, en étant à remplacer par clarté sur leurs intentions futures, principalement sur les lieux nous lequel ne désirent pas travailler. Cela reflète, avec certitude, les occasions offertes actuellement par le curriculum vitae de l'UnB aux étudiants qui, à participeront de projets et des événements peuvent étudier leurs vocations en découvrant champs de performance et en développer des habilités correspondantes qui les laissent préparations et predisposés pour agir dans ces secteurs. En analysant l'autre extrémité enregistrent les lieux préférés nous lequel les admissions et des sorties prétendent travailler dans Éducation Physique se vérifient une grande inversion dans l'ordre de préférence, pour le moins en ce qui concerne l'Éducation Physique scolaire, qui dans le cas des admissions figurait dans 8^o place, en passant être le lieu de plus grande préférence des sorties, 1^o place.

PALAVRAS-CLÉ: expérience - attente - acheté de travail

EL PROFESIONAL EN LA EDUCACIÓN FÍSICA: EXPECTATIVAS Y EXPERIENCIAS EN EL MERCADO DE TRABAJO

RESUMEN

El papel de permitido en la educación física fue reorganizado en base de las nuevas líneas de la dirección de las actividades liberales de la profesión, basadas en la evaluación física, coordinación, supervisión, consultoría, auditoría, recreador adentro hotelería, gerencia, gerencia del deporte; gerencia en el ocio, bacharelado en deportes; actividad y deporte físicos; ciencia del deporte; promoción de acontecimientos, del deporte y del ocio; el entrenamiento y los deportes físicos, y la investigación se aplicaron entre otros. En el área educativa, el estudio de la satisfacción en el trabajo asume una importancia desigual, por ejemplo, condiciones del trabajo y ocasiones del crecimiento profesional. La reunión de datos a través del cuestionario fue convertida para verificar la evaluación de los ingresos y de las salidas referentes al lugar en donde tendrían interés de trabajar con la educación física. En la comparación entre las distribuciones que colocan las respuestas de los ingresos y de las salidas si verifique que el contacto de las salidas con la realidad profesional hecha con ésa ellas llegó a ser mucho más selectivo, comenzando a tener claridad en sus intenciones futuras, principalmente en los lugares en los cuales no desean trabajar. Esto refleja, con certeza, las ocasiones ofrecidas actualmente para el currículo vitae del UnB a los estudiantes que, cuando el participar de proyectos y de acontecimientos puede investigar sus vocaciones que descubren campos del funcionamiento y que desarrollan las capacidades correspondientes que las dejan preparadas y preparados para actuar en estas áreas. Analizando la otra extremidad coloca los lugares preferidos en los cuales los ingresos y las salidas se preponen trabajar en la educación física si verifica una gran inversión en la orden de la preferencia, por lo menos en cuanto a referente a la educación física de la escuela, que en el caso de los ingresos apareció en el lugar 8^o, comenzando siendo el lugar de una preferencia más grande de las salidas, lugar 1^o.

PALABRA-LLAVE: experiencia - expectativa - mercado del trabajo

O PROFISSIONAL EM EDUCAÇÃO FÍSICA: EXPECTATIVAS E EXPERIÊNCIAS NO MERCADO DE TRABALHO

RESUMO

O papel do licenciado em Educação Física foi reorganizado com base nas novas diretrizes das atividades liberais da profissão, fundamentada na avaliação física, coordenação, supervisão, consultoria, auditoria, recreador em hotelaria, gerenciamento, gestão do esporte; gestão em lazer, bacharelado em esportes; atividade física e esporte; ciência do esporte;

promoção de eventos, esporte e lazer; treinamento físico e esporte, e pesquisa aplicada entre outros. Na área educacional, o estudo da satisfação no trabalho assume uma importância ímpar, tais como, condições de trabalho e oportunidades de crescimento profissional. Realizou-se o levantamento de dados através do questionário para verificar a avaliação dos ingressos e egressos acerca do local onde teriam interesse de trabalhar com Educação Física. Na comparação entre as distribuições que registram as respostas dos ingressos e egressos se verifica que o contato dos egressos com a realidade profissional fez com que se tornassem muito mais seletivos, passando a ter clareza sobre suas intenções futuras, principalmente sobre os locais nos quais não desejam trabalhar. Isso reflete, com certeza, as oportunidades oferecidas atualmente pelo currículo da UnB aos estudantes que, ao participarem de projetos e eventos podem sondar suas vocações descobrindo campos de atuação e desenvolvendo habilidades correspondentes que os deixa preparados e predispostos para atuar nessas áreas. Analisando o outro extremo registra os locais preferidos nos quais os ingressos e egressos pretendem trabalhar em Educação Física se verifica uma grande inversão na ordem de preferência, pelo menos no que se refere à Educação Física escolar, que no caso dos ingressos figurava em 8º lugar, passando a ser o local de maior preferência dos egressos, 1º lugar.

PALAVRAS-CHAVE: expectativas – experiências – mercado de trabalho

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