

12 - THE ROLE OF TRAINING CURRICULUM SUPERVISED TRAINING OF STUDENTS IN PHYSICAL EDUCATION IN THE CARIRI REGION.

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INTRODUCTION

In recent years, due to social and economic transformations occurring in the country, physical education has shown its vitality in many aspects, and increasingly organized academically, where it begins to be identified as having high human development, acquiring its own personality never before imagined (Soares et al, 2007).

To act in society, the graduate of this area should present a generalist, humanist, critical and reflective and be qualified for professional practice based on scientific rigor, intellectual and guided by the principle of ethics. The physical educator must be qualified for the job market with a lineup that includes the completion of the various expressions of human movement and physical activity (LDB, 9394). In this sense certain trends became evident. Currently, the resolution of the Federal Council of Education (CFE) No. 03187 which features training in physical education as a fundamental point bringing the possibilities of establishing the bachelor's program, besides the degree, both having a minimum of four years, totaling 2,880 hours (VERENGUER, 1996).

Also during the graduation shall be guaranteed the inseparability between theory and practice through the Practice as Component Course (PCC), Supervised Practices and complementary activities. The PCC should be addressed in the educational project, be experienced in different contexts of academic and professional application, since the beginning of the course. In turn, supervised training is the time of formation in which undergraduates will experience and consolidate the skills required for academic and professional performance in different areas of activity, being under the supervision of a qualified professional. (Art. 10: CNE / ESC 0058/2004). Thus the probation supervised is a part of the curriculum and constitutes a moment of learning developed within the school, typical in practice the knowledge acquired in college.

The internship must uphold the objectives of the education course, the rules of the Consolidation of Labour Laws (CLT) and the determinations of the board of the profession. The major concern of the resolution 24/00 of the Federal Council of Physical Education (CONFEF) is to call attention to the abuse that was done before the stage of regulation of the profession. . Most often the stage, which should make the student's adaptation to the labor market, was used as the possibility of cheap labor (Barros, 2003). Given the degree of importance of supervised curricular, inquiry was raised: the discipline in question, included in the curriculum has real significance for the undergraduate degree course in Physical Education? In the same circumstance that contributes to professional education of physical education teacher?

Thus, the general objective of this study is to analyze the role of supervised internships for undergraduate students graduate in Physical Education Cariri. For this it is vital to check as prominent factors: Identify the degree of relevance of the discipline of supervised probation for the undergraduate degree course in Physical Education, check the preparation of the trainees on completion of stage and realize aspirations and expectations with respect to them.

So this assignment is justified by the importance to inform and clarify the Institutions of Higher Education about the concerns, expectations and relevance of internships for undergraduates, with this information could redefine their practices, and also its importance for students of undergraduate course Physical Education, once they acquire a greater knowledge about the importance of internships for their supervised training.

MATERIALS AND METHODS

The study population consisted of undergraduate students graduate in Physical Education Cariri, who were attending these disciplines stage, thus 90 students. In this universe, 49 students of both sexes agreed to respond to the instrument, thus completing the sample, 23 males and 26 females.

As for the collection procedures was a visit to the IES in the region, seeking authorization to conduct the research. Were asked the level of disciplines and regulations that govern the stages of these institutions and the number of stage courses offered. . After the consent of the students participate in the research, expressed through the Term of Informed Consent - TCLE, the questionnaires were delivered, with appropriate explanations.

With respect to the instrument, we used the Questionnaire for students who are starting stage (WINCH et al, 2006), adapted to Questionnaire on Supervised Curricular for Scholars in Physical Education consists of 20 subjective questions.

For data evaluation we carried out a qualitative analysis of documents searched, and a content analysis based on the responses from the questionnaire. The questionnaire is organized into five sections, as follows: Block I - Role of supervised curriculum; Block II - Preparation of the trainee for the development stage; Block III - Expectation of trainees regarding internships supervised. From the analysis methodology proposed, the answers were transcribed verbatim. Then the central idea was taken from each response and tabulated according to the number of people assigned to the same idea.

PRESENTATION AND DISCUSSION OF THE RESULTS

Table 01 - Issues, central idea and quantity of responses on the Block I: Role of curricular stage.

QUESTION	4. What do you mean by pre-professional curricular (EC)?				
CENTRAL IDEA	Area of professional preparation	Space to put the theoretical knowledge in practice	Opportunity to experience the reality of school	It is the way to evaluate the student in educational practice	
	25	12	11	01	
QUESTION	5. What role / meaning you assign to the formation of CE in the future (as) teachers (as)?				
CENTRAL IDEA	Important for professional preparation and insertion in the labor market	Important as experience in the reality of the school	Important, as is the space to put into practice the theoretical knowledge	Important for the construction of professional identity	Important to target the area of interest or personal identification
	19	15	06	05	03

Based on data presented in Table 01, one can see that for the students, the majority presented as a form of professional preparation, represented by the response of one participant when she reports: "The opportunity to supplement learning for training of a professional profile from the teacher-student and teacher education institution..»

Regarding the question on the role / meaning assigned to the stages during training, for most participants gave an important experience for professional preparation and insertion in the labor market, this idea can be well represented in the following sentence: "He is important for the training of teachers giving the opportunity to perform in the classroom and also prepare the professional to act in the labor market, because in CE the stage while he teaches, learns from the student. «

In a survey conducted by Moura e Silva (2004) in which respondents were 101 undergraduate Physical Education in São Paulo, the evident results in terms of significance and role assigned to internships or obtained the same result of the responses, ie the professional training, thus demonstrating compatibility in the responses of the two studies.

Table 02 - Questions, central idea and quantity of responses on the Block II: Preparation of the trainee for the stage.

QUESTION	6. How do you rate your preparation course that brought you to the realization of the EC?					
CENTRAL IDEA	Excellent	Satisfactory	Weak or falls short	There was no preparation	Need more theoretical approaches.	Others
	20	14	08	03	02	02
QUESTION	7. How do you feel to start and develop your JV? Comment.					
CENTRAL IDEA	Prepared because of the knowledge acquired.	Unprepared, by lack of knowledge.	Unsafe to start.	Prepared to act in some levels of education.	Finds it difficult not to have affinity with the area.	
	22	11	10	04	02	

For the preparation of the trainee in the development stage (Table 02), it realizes that for most respondents, the resulting preparations by the IES are going exceptionally well, it was well stated by one participant to describe how "excellent because enable experiences, education and learning." However there were in "other" two central ideas: Low because it prepares for the different situations experienced (1), and insufficient to have a very weak theoretical foundation (1).

According to Barros (2003) is the responsibility of training courses which students are enrolled to provide the conditions necessary for its capabilities, meeting the needs of theory and practice so that students master the knowledge, skills and techniques needed for professional .

Therefore, it is noteworthy that preparations affected by HEIs should provide students with the mastery of a set of techniques that are essential for training, thereby giving rise to satisfactory results.

Referring then to the second question of the block under discussion, it was found that a large number of students who feel prepared to ensure the development of internships in effect the knowledge already acquired, is very well described by one participant stating that if you feel "prepared by both content with theory but also about education, and also by the practical contents and related areas that are interrelated with our values and serve as a complement.»

Only one student said he was ready due to the support of teachers. The remainder of those surveyed say they are unprepared, or unsure, or prepared to act only on certain levels of education, being affirmed when it was declared that "Initially there's a bit of difficulty because it is something new to both the class that will be an internship, how to the trainee, and knowledge about the average age of students was not enough, as there were few classes that developed the practice before the stage.»

Therefore, it is noted that IES are having to revise their way of theoretical preparation from disciplines offered before the power amplifier and also provide a more practical experience, rather than being so concerned with collections of documents, which often are bypassed to meet the requirements for teachers.

According to Table 03, with regard to the development of EC in undergraduate courses, obtained the highest rates the idea of a chair internship per semester (15) and a better theoretical basis on the content and approach to be worked .

Still regarding this issue, other central ideas were taken: Conduct meetings to discuss problems experienced (02), promote discussions about the reality of school and work experience (02), are satisfied with the way EC is targeted (02) , participation in different educational activities and design (02), involvement and responsibility of the intern (02), accompanied daily by a professional trained in the area (01), include only one stage of observation (01), just do internships in public schools (01), and decrease the workload (01).

Table 03 - Questions, central idea and quantity of responses on the Block III: The expectation stage.

QUESTION	8. How do you think the EC should be developed as part of their degree course? Try to enumerate and comment on the main aspects that should guide this development.					
	A discipline of internship per semester	Best theoretical basis on the content, approach	Improved monitoring and guidance by the teacher advisor.	Make an internshp in pairs.	Carry out an agreement with the schools of the area	Prepare physical education teachers to work in basic education
	15	14	10	06	04	03
QUESTION	9. During the completion of your internship, what you waiting for (a): a) Professor (a) guiding the class b) Professor (a) responsible (owner / ruler) of the class					
CENTRAL IDEA	TEACHER SUPERVISOR					
	Improved monitoring and supervision.		Better theoretical foundation for the development stage.		Better explanation of normalization.	
	38		07		02	
	CLASS TEACHER					
	Help in the development of activities.	There is no teacher.	Promote information on classes and school.		Is satisfied.	
	34	05	04		02	
QUESTION	10. What conditions do you believe are important and should be offered to the achievement of the EC, on the part of: a) Higher Education Institutions: b) Basic Education Schools					
CENTRAL IDEA	IES					
	More books and materials of the area		Better participation and involvement of the teacher advisor of the stage.		Better interaction through University-School partnerships.	
	10		05		03	
	SCHOOLS					
	Best materials and available space for classes.		Support and cooperation from school to intern.		Improved monitoring of school teacher.	
	09		09		08	
QUESTION	11. What challenges do you foresee find during the course of your JV? How do you want to face them?					
CENTRAL IDEA	CHALLENGES					
	Learn the correct way of dealing with students.	Lack of material	Lack of physical space for classes	Use of new content	Depreciation of physical education classes in schools	
	27	14	09	04	03	
	HOW TO FACE THEM					
	Interact optimally	Using recycled material	Use creativity	Adapt to available spaces	Add new content so enjoyable	
	14	07	07	spaces	03	

With regard to the expectation of the trainee in the stage, note that there are many expectations from the students regarding internships, thereby failing to qualify in order of the highest prevalence. These expectations are often resulting from poor teaching methodology stage, which is often only concerned with the collection of documents without doing justice to the real importance of these to professional preparation. Thus, it is expected that IES to review their methods of application of the stages, so that they instead of coming to harm students, to collaborate in a good professional preparation.

Regarding the teacher who directs the stage are higher expectations for the monitoring and / or supervision, as well as affirmed declared "I hope the teachers of stage commitment in supervision, and examining and correct any possible errors present during classes. "Thus, there is a notorious collection of students regarding good supervision, since teachers are not doing anything other than what falls to them. With respect to the major professor, suggested that he still did not require activities beyond the stage (01), as to the class teacher to give more autonomy to the intern (01).

Since it is the main teacher of the class, the largest number of responses was their help in the development of classes, being demonstrated in the following statement "I expect support, assistance and help in the development of my internship assisting in activities." Thus, as already was perceived as a stage is to prepare students to work in the labor market, in aid of a professional trained in the area, so both the teacher who guides the stage as the main teacher of the class are essential to a successful completion of stages and maturity of students. In the case of school teachers in class is very important that they realize their potential to play a formative role and that of future teachers to take on responsibilities in this process.

For conditions that they believe is important and should be offered for completion of stages most of the students believe they should offer more books and materials in the area. Making mention the schools of basic education, a large number of students responded that they must offer better materials and space available for classes and that schools should support and collaborate with the intern.

Thus, it is considered as essential for students that IES offer more support to students through books and materials of the area, confirmed the following statement "The IES should provide more tools, such as books, room to same work and even textbooks. " These conditions are made real help in the development of better work and better satisfaction into consideration in developing this.

With the responses achieved in the case of basic education schools, there was a tie for largest number of responses in which students reported being offered the same important conditions, better materials and space available for holding classes, and support and collaboration with the intern.

According to LIMA (2004) work with supervised training can not be considered in isolation. He is part of a collective project of training courses for teachers. [...] The network of relationships also extends to where the trainees will work, so it is not

just the teacher supervisor responsible for the work of unity between theory and practice.

So not only IES should cooperate in the development stages, but also basic education schools are extremely important to achieve these by providing materials and space available for your practice as well as supporting the trainee in any situation that it will pass during the entire route.

The last issue of this block will question students about what challenges they expect to find during the implementation stages, and how they intend to address them. Reported that the challenge is finding the correct way to deal with students and said it was the lack of material

With regard to the ways in which scholars will address these challenges, said it was trying to interact optimally and said they would be using their creativity. Still other challenges were identified as: lack of vacancy in schools (03), lack of support from the school teacher (02), use of different methodology of the teacher (02), large classes (02), insecurity (01) and avoidance (01). Other suggestions were also mentioned: Have more interest and study (02), find new schools (01), carry out participatory planning (01).

It can be seen then that there are many challenges that students encounter while providing the performance of the stages, however, to mention the challenges, the students themselves exposed as ways of tackling the alleged unpleasant situations that are inherent in human situations, and however that the student is prepared to practice amounts to another situation in which there is not a ready recipe, because it is experiencing something new every day.

CONCLUSION

Through the data presented it can be said that the internships are supervised very important for academics, since they gave the stage the key role in vocational training, and primary means of integrating theory arising out of undergraduate courses with practice This development of knowledge.

In the case arising from the preparation by the institution for the development stages, it was realized that most students stated that the preparation by the IES is occurring satisfactorily, yet to ask how they feel to start and develop their training it was noted that most shows are insecure, unprepared, or prepared only for some levels of education, so IES should review their forms of practice and theory and in this context include the question of legislation and regulation governing the stages, emphasizing the need to seek methods to inform students of the internal rules for placements, instead of worrying about the collection of documents that often end up being bypassed to meet the demands from the teachers.

Underscoring the expectations of the academics in relation to the stages, it is noted that they expect more support from the IES and the schools of basic education, since it also has significant role in training future professionals.

Given what has been stated there is a need for greater involvement of IES in the schools of basic education and students, enabling the process of teaching / learning of them, and showing the true meaning of supervised probation in vocational training.

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THE ROLE OF TRAINING CURRICULUM SUPERVISED TRAINING OF STUDENTS IN PHYSICAL EDUCATION IN THE CARIRI REGION.

ABSTRACT

Internships are seen as a process of professional preparation and as a means of knowledge responsible for the integration of theory with practice, present in the construction and acquisition of knowledge. From this premise we decided to investigate the role of supervised internships for undergraduate courses of Bachelor of Physical Education in the IES Cariri. This research is characterized as descriptive, a fieldwork and qualitative. The sample comprised 49 participants (23 males and 26 females). The instrument used was the Questionnaire About Supervised Curricular Course for Academic Degree in Physical Education (adapted from Winch et al, 2006). The data were divided into blocks and analyzed qualitatively through content analysis. Analyzing the block I (Role of supervised curriculum), it was noted that for most, the stage has key role in professional preparation. As for Block II (Preparation of the trainee for the development stage), we found that for students the institution has prepared about the development of internships, but they do not feel fully prepared to initiate and develop the same. Analyzing the Block III (Expectation of trainees regarding supervised curricular), revealed a number of anxieties on the part of students and the completion of stages, demonstrating the need for more support from the IHE and schools of basic education. It follows therefore

that there is a lack of link between medical schools and schools of basic education, making it difficult to grip the trainees to it. It is necessary a greater commitment of both, so that these stages become important vehicles in academia, can contribute in enabling their inclusion in the labor market in a homogeneous way

KEY WORDS: Internship, Physical Education, Graduates.

LE RÔLE DES PROGRAMMES DE FORMATION DE SURVEILLANCE DE FORMATION ETUDIANTS EM EDUCATION PHYSIQUE DANS LA RÉGION DE CARIRI

RÉSUMÉ

Les stages sont considérés comme un processus de préparation professionnelle et comme un moyen de connaissance responsable de l'intégration de la théorie à la pratique, présente dans la construction et l'acquisition des connaissances. A partir de cette prémisse, nous avons décidé d'enquêter sur le rôle des stages supervisés pour les cours de premier cycle du baccalauréat en éducation physique dans le Cariri IES. Cette recherche se caractérise comme descriptif, un travail de terrain et qualitative. L'échantillon comprenait 49 participants (23 hommes et 26 femmes). L'instrument utilisé est le questionnaire propos supervisé curriculaires des cours pour universitaires Licence en éducation physique (adapté de Winch et al, 2006). Les données ont été divisées en blocs et une analyse qualitative par analyse de contenu. Analyser le bloc I (Rôle des programmes d'études surveillées), il a été noté que pour la plupart, la scène a un rôle clé dans la préparation professionnelle. Comme pour le bloc II (préparation du stagiaire pour la phase de développement), nous avons constaté que pour les étudiants de l'établissement a préparé sur le développement des stages, mais ils ne se sentent pas tout à fait prêt à entreprendre et développer les mêmes. Analyse de la Block III (Espérance de stagiaires en ce qui concerne supervisé scolaires), a révélé un certain nombre d'inquiétudes de la part des étudiants et l'achèvement d'étapes, ce qui démontre la nécessité de davantage de soutien de l'IHE et les écoles de l'éducation de base. Il s'ensuit donc qu'il ya un manque de lien entre les écoles de médecine et de l'éducation de base, ce qui rend difficile à saisir les stagiaires à elle. Il est nécessaire un plus grand engagement des deux, de sorte que ces étapes devenues d'importants véhicules dans le monde universitaire, peut contribuer à permettre leur intégration dans le marché du travail si homogène.

MOTS CLÉS: Stage, l'éducation physique, diplômés.

EL PAPEL DEL PLAN DE ESTUDIOS DE FORMACIÓN EN LA FORMACIÓN DE LOS ESTUDIANTES EN LA EDUCACIÓN FÍSICA EN LA REGIÓN DE CARIRI

RESUMEN

Las pasantías son vistos como un proceso de preparación profesional y como un medio de conocimiento responsable de la integración de la teoría con la práctica, presente en la construcción y adquisición de conocimientos. Desde esta premisa decidimos investigar el papel de prácticas supervisadas para los cursos de pregrado de la Licenciatura en Educación Física en las instituciones de la Region de Cariri. Este estudio se caracteriza por ser descriptiva, de campo, transversal y cualitativo. La muestra está compuesta por 49 participantes (23 hombres y 26 mujeres). El instrumento utilizado fue el cuestionario sobre Encuadramiento curricular del curso académico de Licenciado en Educación Física (adaptación de Winch et al, 2006). Los datos se dividen en bloques y análisis cualitativo a través de análisis de contenido. Analizando el bloque I (El papel del plan de estudios supervisados), se observó que para la mayoría, la etapa tiene un papel clave en la preparación profesional. En cuanto al Bloque II (preparación del alumno para la fase de desarrollo), se encontró que para los estudiantes de la institución ha preparado sobre el desarrollo de pasantías, pero no me siento totalmente preparado para iniciar y desarrollar el mismo. Analizando el bloque III (La expectativa de los alumnos sobre supervisión curricular), reveló una serie de inquietudes por parte de los estudiantes y el logro de la etapa, lo que demuestra la necesidad de más apoyo de las instituciones y escuelas de educación básica. De ello se desprende que existe una falta de conexión entre las instituciones y escuelas de educación básica, lo que dificulta la adherencia a los participantes a la misma. Es necesario un mayor compromiso de ambos, de modo que estas etapas se convierten en vehículos importantes en el mundo académico, puede contribuir para permitir su inclusión en el mercado de trabajo en una homogénea.

PALABRAS CLAVE: Prácticas, Educación Física, Estudiantes universitarios.

O PAPEL DOS ESTÁGIOS CURRICULARES SUPERVISIONADOS NA FORMAÇÃO DOS GRADUANDOS EM EDUCAÇÃO FÍSICA DAREGIÃO DO CARIRI

RESUMO

Os estágios são vistos como processo de preparação profissional e como meio responsável pela integração dos saberes da teoria com a prática, presente na construção e aquisição dos conhecimentos. Partindo dessa premissa optou-se por investigar o papel dos estágios curriculares supervisionados para graduandos dos cursos de Licenciatura em Educação Física nas IES da região do Cariri. Esta pesquisa caracteriza-se como descritiva, de campo, transversal e de caráter qualitativo. A amostra foi composta por 49 participantes (23 do sexo masculino e 26 do sexo feminino). O instrumento utilizado foi o Questionário Sobre os Estágios Curriculares Supervisionados para Acadêmicos dos Cursos de Licenciatura em Educação Física (adaptado de Winch et al, 2006). Os dados foram divididos por blocos e analisados de forma qualitativa através da análise de conteúdo. Analisando o bloco I (Papel do estágio supervisionado curricular), percebeu-se que para a maioria, o estágio apresenta papel essencial na preparação profissional. Quanto ao bloco II (Preparação do estagiário para o desenvolvimento do estágio), observou-se que para os alunos a instituição possui preparação quanto ao desenvolvimento dos estágios, porém, os mesmos não sentem-se preparados totalmente para iniciar e desenvolver o mesmo. Analisando o Bloco III (Expectativa dos estagiários quanto aos estágios curriculares supervisionados), evidenciou-se inúmeros anseios por parte dos estudantes quanto a realização dos estágios, demonstrando a necessidade de mais apoio por parte das IES e escolas de educação básica. Conclui-se portanto, que existe uma falta de vínculo entre as IES e as escolas de educação básica, dificultando a aderência dos estagiários à mesma. Faz-se necessário um maior comprometimento de ambos, para que esses estágios se tornem veículos importantes na formação acadêmica, capazes de contribuir na capacitação inclusão dos mesmos no mercado de trabalho de forma homogenia.

PALAVRAS-CHAVES: Estágios, Educação Física, Graduandos.