84 - PROFESSIONAL TRAINING IN PHYSICAL EDUCATION: AN INNOVATIVE EXPERIENCE

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1 INTRODUCTIONS

This article presents the Professional Training Project course Bachelor / Degree in Physical Education from the University Vila Velha the academic community as a contribution to the stage specificity of discussion in the bachelor's degree. Therefore, it was considered the guidelines established by the Ministry of Education and also by the higher education institution in question. Thus, from the guiding principles of intervention related to innovation and entrepreneurship, the traineeship is configured toward the structural constitution of academic companies. In this sense, the first major challenge of academic companies constitutes suit the "skills" offered the new "professional environment."

Thus, the theoretical frameworks that support the rapprochement between professional field and academic and scientific training are anchored in authors like Dornellas (2008) in discussions of management and Wiedemann (2007?) or Strunck (2001) on visual identity. Substantiating stage in the leisure, Werneck, Stoppa Isayama E.A. (2001) - on management and the labor market in the leisure perspective; Marcellino (1995) and Melo (2003) - on the profile of leisure and professional community on leisure; Zingoni (2007) - the development of projects, Schwartz (2006) - on adventure recreation.

The reasoning in the area of sports has basement of the various curriculum subjects whose discussions are informed on the theoretical framework of Greco and Benda (2007); Kröger and Roth (2002) and Greco (1998) as the sports teaching methodology. In management, covering the area of sports and also fitness are references studies Saba (2006). Based upon the constant bibliographies of the different disciplines of the conditioning area and training the framework of this area is broad, but mostly has Gobbi studies; Villar and Zago (2005).

To identify the specifics of the Professional Training project will be presented the theoretical foundation that sustains it, this stage construction stages and finally the presentation of the results obtained so far. They were 8 years of stage, consolidating 80 academic enterprises; 37 grantors and 4.000 care to the community in the areas of leisure (community and adventure); sport and fitness and physical training.

This qualitative study was established as a discussion of actions taken at the university stage project (UVV, 2015) and the reflection of these in the light of the relevant literature. It was also established as the document type. This methodological choice was made due to the particularities involving the sources analyzed, in this case, portfolios produced by graduate students in physical education during the compulsory internship period. Thus, the portfolio (printed) is no longer considered only as a bureaucratic tool stage of fulfillment, but a place that in its materiality provides significant evidence of learning pathways in relation to the formation of the Bachelor / Degree in Physical Education. With this, more than the narratives of the past, enter this material allows us to understand the meanings attributed to the training process for its practitioners.

From this perspective, tactical concepts and Certeau strategy (1999) contribute to the reflection as scholars during the portfolio construction process prepare their narratives from intentionalities going back appropriation and reappropriation of its shares during the traineeship everyday .

Similarly, in the process of historiographical inspiration it is possible, due to the time frame, identify specific traits of different periods involving the formation of the Bachelor of Physical Education course at the University of Vila Velha Physical Education course (UVV).

2 ANSWERING THE LEGISLATION

The Curriculum Guidelines for Physical Education, adopted in 2007 (Resolution CNE / CES No. 7 of October 4, 2007) distinguished stage actions differentiated for baccalaureate / graduate.

In baccalaureate / graduate stage is focused on professionalism; in different fields such as gym, leisure, sport. These spaces have special features for every professional action and also requires unique skills and competencies for professional practice.

The Resolution CNE / CES # 7, Article 10 deals with the theoretical and practical training and directly supervised curricular traineeship, as follows:

Art. 10. The formation of the graduate in Physical Education must ensure theory and practice inseparability through practice as a curricular component, curricular traineeship supervised and complementary activities.

§ 2. The curricular internship is a time of training in the graduate student should experience and consolidate the skills required for academic and professional practice in different areas of activity under the supervision of skilled and qualified professional, from the second half of the course .

I. -. The case of the higher education institution to opt for proposing core themes of deepening, as established in Article 7, § 1 of this Resolution, 40% of hours of supervised curricular traineeship must be fulfilled in the academic-intervention field correlative professional. (CNE, 2007)

Given that suggests the Guidelines, the Course of Physical Education, Sport and Recreation at the University Vila Velha, works with core themes which are: Biodynamics Center of Body Activities (NUBAC), Recreation Center and Leisure (NRL) and Management Center and Applied Theory of Sport (NATA). In the case of the stage there is still the support of the Professional Practice and Training Center in studies and educational meetings.

Approaching the professionality professional stage Course in Physical Education proposed by the deepening cores can be constituted from the action of management and / or professional intervention. A positive experience in this sense has been the "incubator" already present in the MBA courses as cited in Dornelas et al (2008).

Rethinking the stage character and translating their professional action in a concrete way, the Course of Physical Education, Sport and Recreation at the University Vila Velha, organizes Traineeship from the following assumptions: should form the manager of physical, sports and leisure and should form the worker / professional physical activity, sport and leisure. Based

on these assumptions and taking Internship as "incubator" discipline is achieved through the organization of an academic enterprise that must offer services in the area of management and intervention Leisure (Professional Stage I) in Sport (Internship II) and conditioning and Physical Training (Professional Stage III).

3 THE INCUBATOR

Early in the course, in the second period, the Recreation discipline, an academic task of consulting companies providing leisure services approach the graduate course of Physical Education of the idea of the professional stage in this subject.

The discipline of Theory and Practice of Leisure I cursada is in the fourth semester and aims to present to academics the basics of leisure as a social phenomenon, its concepts and meanings in different historical moments and their cultural interests; reflect on the leisure organization in Brazil and its Public Policy; and build an academic company providing service in the Community town. The construction of the academic business starts in the second quarter, after the conceptual basis of leisure.

In the fifth period the academic courses through the discipline of Theory and Leisure II Which aims to present to academic basic fundamentals of the adventure activity in nature in the leisure perspective. topics are discussed such as mapping trails, risk management, safety proposal and preparation of adventure leisure projects.

3.1 The constitution of the company

Scholars are empowered to think and build academic enterprise from school for periods prior to the stage and reinforces the objectives of this. Generally, the teacher helps this time as a consultant. Carried out basic reflections on the number of components, the desires, interests, doubts, weaknesses and strengths of this company constitution.

Not all students can participate in the organization of an academic enterprise. Two reasons are common: lack of interest in participating in this institutional format traineeship or incompatibility personal schedules with colleagues from different academic companies. The latter is due to the working hours or the deperiodization of the student. In these cases there is the possibility of making the individual professional stage. However, this is not an option the academic, but a choice due to the situation presented to the teacher who sees no prospect of the formation of the company, even if individual. In this process the academic is responsible for seeking the grantors companies for your internship, catalog them with the professional stage of coordination and wait for the release for his performance.

3.2 GOING TO FIELD

The first experience in organizing events still occur in the fifth period with the support and collaboration of scholars trainees Recreation and Leisure Center (academic laboratory). Experiencing difficulties, successes, interpersonal group, contact with sponsors, potential problems occur, sustainability, the end of the fifth period is the time of (re) adjusts to the composition of the company group and capture the potential grantors.

4 STAGES

4.1 Professional Stage I

The compulsory subject of Professional Practice in Physical Education I occurs in the sixth semester of the course of Physical Education / UVV. This course is materialized in the area of recreation and leisure. This stage can happen under the Community leisure or adventure leisure. The scholars of this period must submit an academic company providing service in one of these two areas of activity. The coordination of the stage shall submit its grantors partner professional stage and each academic choose one company to act.

The teacher-supervisor demands that the academic enterprise, its visual identity, its mission, its values, its members and functions; as well as the professional stage of the action plan along with its respective licensor.

The grantor company follows the identification, preparation, implementation and evaluation of services provided by academic companies.

After the intervention process, the teacher of the discipline also mediate reflections on vocational training physical education from the perspective of recreation and leisure; and on experiences oportunizadas the professional stage.

4.2 Professional Stage II

In Professional Stage II, the same company shall, if necessary, adapt to the new professional action. In this case, the company will be focused on the interests of the sport, preferably the yield. Generally this change occurs only when the logo, mission and objectives are directly aimed at leisure, without possibilities of association to the sport.

At this stage of the stage, keeping the idea of service as a consultant / advisor, it is up to the academic companies provide services to grantors who work with sport. In this way, the grantors may be private sector or the public sector, since open spaces for activities in the tactical technical training area and the management of teams and / or sports entities.

4.2.1 Tactical Technical Training

The intervention of the academic enterprise in the sports space has technical feature. This should provide technical aid service technical training at the tactical, noting and analyzing statistics and scout, suggesting moves and pointing solutions to technical problems during training and / or competition.

From the planning of actions to the implementation of the suggestions in training and competitions the participation of companies must take place with the team coach and at the same time, in line with the proposed training for the season. At times in the season exceeds the school year, may occur stage be brought forward to the holiday period, in agreement between the academic enterprise, the grantor and the stage of the teacher-advisor.

4.2.2 The management teams and entities

The team management is performed with the accompaniment of the entire training process and competitions. It involves monitoring and technical assistance from the registration of the athlete, their follow-up (including frequency to training), training organization (semi-annual, weekly and daily), local management use and conservation of materials, communication to the organization, parents and the general public. Also, in case of travel, involves the organization of the trip as a whole, from the inscription in the championship to rental accommodation and transport.

In terms of management entities such as clubs, associations and sports federations, the aid is given from the administrative organization, technical and financial to the follow-up meetings and meetings with members and affiliates.

4.3 Professional stage III

As in Internship II, if necessary will be made changes to the logo, mission, objectives and composition of the company. Although most of the grantors are gyms, there are also fields in the Performance Sports. When it comes to clubs / sports teams, it

is often the same company that has served in the Professional Stage II continue the previous grantor paying now assistance in sports physical training area.

In Stage III the grantors Professional companies can be linked to two aspects: physical fitness and sports training.

4.3.1 Monitoring Professionals

The intervention takes place from the observation of the professional work. Through meetings, professional and trainee discuss the performance of both planning and intervening together. By decision of the head coach of the grantor may occur academic company or each of its components intervene in one or more ways: fitness, gymnastics, gymnastics, wrestling, dance, etc.

Although the gym is a very common area, including non-mandatory internship offers, there are scholars who have the Internship his first experience in this space.

4.3.2 The Management of Academy

The academies constantly seek consulting and advisory services to solve problems such as: loyalty, adherence, customer acquisition. It also appears as critical care quality. Academic companies can offer the grantor consulting services company in the academy management area / fitness space, technical intervention in the management of people / classes and technical training in the auxiliary function of fitness professionals, physical trainers and teachers of "group lessons".

The purpose of this new stage of time forward to take up with the grantor company a propositional condition from a point of observation and diagnosis. Academic companies are challenged to diagnose, design and implement an intervention project in the gaps diagnosed. Thus, advances in the direction of extrapolating, in most cases, the dimensions of specific events. There is then the supply of products / services, even after the end of the probationary period, may continue to be developed by grantors companies.

5 FINAL THOUGHTS

The understanding of the structural organization graduation stage (bachelor) in Physical Education is only elucidated when it articulates the demands set in the professional market and the changes in the legislation proposed by the National Education Council, towards the Curriculum Guidelines for Higher Education.

These demands have led to thinking a stage to collaborate with the improvement of the professional market. The way it is proposed this internship establishes relationships beyond the academic banks and displays a first contact with the future client, not as a player of professional market shares which is used as space only to meet academic credits.

The innovative experience allowed some academics, to complete the undergraduate degree, officially registered academic company and acted in the area generating a financial source and also a labor camp for other professionals and internship for undergraduate academic course.

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This article presents the Professional Training Project course Bachelor / Degree in Physical Education from the University Vila Velha the academic community as a contribution to the stage specificity of discussion in the bachelor's degree. Therefore, it was considered the guidelines established by the Ministry of Education and also by the higher education institution in question. Other references used reveal the specifics of the stage and its innovative character. Qualitative research of documentary character used portfolios as corroborative sources of innovative stage action. The stage model presented orients academic for professionalism and allows entering the labor market glimpsing a future project or job in the areas of leisure, sport or fitness and physical training.

Key words: Professional Internship, Bachelor, Physical Education

STAGE PROFESSIONNELLE DANS L'ÉDUCATION PHYSIQUE: UNE EXPÉRIENCE INNOVANTE

Cet article présente le cours Projet de Stage Professionnelle Bachelor / Licence en éducation physique de l'Université

Vila Velha la communauté universitaire en tant que contribution à la spécificité de stage de la discussion dans le baccalauréat. Par conséquent, il a été tenu compte des lignes directrices établies par le Ministère de l'éducation et par l'établissement d'enseignement supérieur en question. Autres références utilisées révèlent les détails de stage et son caractère novateur. La recherche qualitative du caractère documentaire utilisé des portefeuilles en tant que sources concordantes d'action de stage innovante. Le modèle d'étape présenté des guides pour le professionnalisme académique et permet d'entrer sur le marché du travail entrevoyant un projet ou futur emploi dans les domaines de loisirs, le sport ou la condition physique et l'entraînement physique.

Mots clés: Stage Professionnel, Baccalauréat, Éducation Physique

FORMACIÓN PROFESIONAL EN EDUCACIÓN FÍSICA: UNA EXPERIENCIA INNOVADORA

En este artículo se presenta el curso del Proyecto de Formación Profesional Licenciatura / Grado en Educación Física de la Universidad de Vila Velha la comunidad académica como una contribución a la especificidad etapa de discusión en la licenciatura. Por lo tanto, se consideró las directrices establecidas por el Ministerio de Educación y también por la institución de educación superior en cuestión. Otras referencias utilizadas revelan los detalles de la escena y su carácter innovador. La investigación cualitativa de carácter documental utiliza carteras como fuentes de corroboración de la acción innovadora etapa. El modelo de etapas presenta guías para el profesionalismo académico y permite acceder al mercado laboral vislumbrar un futuro proyecto o el trabajo en las áreas de ocio, deporte o gimnasio y entrenamiento físico.

Palabras clave: prácticas, Licenciatura, Educación Física Profesional

ESTÁGIO PROFISSIONAL EM EDUCAÇÃO FÍSICA: UMA EXPERIÊNCIA INOVADORA

Este artigo objetiva apresentar o projeto de Estágio Profissional do curso de Bacharelado/Graduação em Educação Física da Universidade Vila Velha à comunidade acadêmica como forma de contribuição para a discussão da especificidade do estágio no bacharelado. Para tanto, considerou-se as diretrizes estabelecidas pelo Ministério da Educação e também pela instituição de ensino superior em questão. Outras referências utilizadas evidenciam as especificidades do estágio e seu caráter inovador. A pesquisa qualitativa de caráter documental utilizou os portfólios como fontes comprobatórias da ação inovadora do estágio. O modelo de estágio apresentado orienta o acadêmico para a profissionalidade e permite adentrar no mercado de trabalho vislumbrando um futuro empreendimento ou emprego nas áreas de lazer, esporte ou condicionamento e treinamento físico.

Palavras chaves: Estágio Profissional, bacharelado, Educação Física