42 - BACHELOR DEGREE OR BACHELOR: THE CRITERIA FOR CHOOSING ACADEMIC OF THE COURSE OF PHYSICAL EDUCATION UNIDAVI

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INTRODUCTION

Choosing a degree course at a university should be done with great responsibility, because this moment is that we choose the professional future. It is common to find people who still choose to continue after this indecisive, or do not know how to chose right. And the most aggravating is that physical education requires an immediate choice between the Bachelor and the Bachelor, where so many do not know how much are the scopes of each. For Barros (1995)

> "The degree is designed to prepare teachers of physical education teaching 1st and 2nd grades. The professional educator, in addition to specific knowledge of the area, must have a thorough knowledge of the social functions of the school, its history, problems and prospects in Brazilian society. This is more than meet the licensure legislation. Bachelor's degree in the physical education is considered a specific area of study of human movement. In this program students will have a choice as to more specific studies, two areas of professional field: High Performance Sport and Physical Activity General (sub areas: physical activity and health, recreation and leisure, and adapted physical education). Both programs also have a concern with the formation of a scientific attitude. "

So why does it occur? Search the response is what is proposed this study. It is critical to understand the criteria for choosing the Physical Education course, this is an area that increasingly goes through transformations, still seeking its own identity. There are several criteria for choice of course, but they are mostly personal choice, the result often influenced by experiences where much of the souvenirs of Physical Education are crucial and also the experiences of the sport, but with the changes in behavior of current society, we seek to understand whether these are the only deciding factors in this choice. Choose from Bachelors Degree, goes beyond choose one of the modes in the undergraduate course in question, it is also a strong link with the vocation. In academia it is argued that the market demands and nurture more space for professionals of activities in gyms, clubs and other segments outside of school, where the remuneration is very attractive, but it is the breadth of education that professionals are more monthly financial stability.

What this project aims to analyze the criterion of choice for Bachelors Degree or adopted by scholars of the Course of Physical Education UNIDAVI. As methodological organization, at first scholars of 1st and 2nd semesters of 2014. And will be analyzed after the 3rd and 4th semester 2014.

Understanding the criterion of choice for the Physical Education course in South River, believed to be possible to establish some relationships between the degree and the Bachelor, yet understanding the students' expectations. The project is relevant because the academics involved can reflect on the criteria that are adopted for the choice of the Physical Education course.

It is intended that the project will be developed throughout 2015, culminating in the preparation of this research paper and socialization in academic events in the area.

PHYSICAL EDUCATION AND ITS CHALLENGES

What value is Physical Education? What it represents for each individual that make up society? Does it have any value? If so, why is the arduous search for the academic and professional recognition? These issues are of great importance when the presence of that school discipline is questioned, in general, being placed at the level of inferiority in relation to others. And when it comes back as way for the pursuit of quality of life through physical activity. Long, we see the physical education professional placed on the margin of the institutions in which it operates, including in the school context. Professor of Physical Education, according to Teixeira (1993), shows up as a repeater undying procedures of dubious theoretical basis, without knowing its real function in the educational process as well as its potential contribution to the development of their students. For Teixeira Apud Morford (1993, p. 81), "this has direct impact on the status and prestige of a trader to society, oportunizado to several former athletes, coaches weekend and even curious compete on equal terms with Physical Education "professional.

According to the National Curriculum Guidelines, since February 18, 2004, the Degree in Physical Education, went on to form exclusively for professionals: Primary Education (Early Childhood Education, Elementary and Secondary), research related to teaching, coordination, supervision educational activities in the Common Base School and the School Curriculum Enrichment activities in Educational Institutions with Full Time.

However, another aspect of Physical Education, The Bachelor, professional non-school area (clubs, sports foundations, gyms, community centers, hotels, recreational associations, companies, ...), which aims to promote health through activity form physics (for children, youth, adults, seniors and persons with disabilities), athletic training (athletes), among others.

Teixeira (1993) makes an analysis on the loss of identity of Physical Education Course in recent times, as to the author the responsibility can not fall on the professionals, but on the institutions responsible for their academic progress. Thus highlighting three very obvious flaws in both the Bachelors Degree as the Higher Educational Institutions: 1 - no set target approach; 2nd - the development of motor skills rather than motor and pedagogical skills and 3 - lack of a theoretical framework that grounds and practical procedures and philosophy.

Physical Education focuses on preparation training, left to be desired in building background knowledge involving all sustainability information and theoretical concepts in building professional. The confused identity of the LINKED Physical Education is the lack of objectivity which, in the absence of a central focus, professional actions are justified by Generalism to achieve social values, it is unclear where specific references grounded and separate from each area (bachelor's degree and).

BACHELOR DEGREE OR BACHELOR

It is inevitable during training in Physical Education inquiries about the identity of course, due to the vast extent of performance in the workplace, reflecting the breadth, however there is a mass grief about the lack of objectivity in the curricular structure of each area.

The curriculum accommodation that was physical education in professional training, has been a strong contributor to the stagnation area and therefore discredits the course.

Curricular modifications, from the needs of the labor market, requires a choice of an area, or bachelor's degree, the academic. Given the recent changes, one still doubts among those who pay the entrance exam and those who are already enrolled in undergraduate or bachelor's degree.

The separation of Physical Education course in Bachelors Degree, shows us two ways to understand the situation because on one side we have the professional split, each defending those who may or may not act on the different options (or baccalaureate degree) and across specialization of each choice.

It is common knowledge that the course of Physical Education in universities is divided into two entries: Bachelors Degree and. Thus, professionals choose their area of expertise (classes in schools, gyms and recreation, etc.) and from this, initiate their initial training. That first moment presents itself of great importance, which will be decisive for actions that professionals play in the society in which he lives. Interest in the development of the teaching career is up to each professional, she is built individually, with large features and needs that arise after the training. It also indicated a concern with the scope of the statute, but with continued training, which makes a big difference to stay in the labor market. On school grounds, takes serious implications for pedagogical practices, and thus of the utmost importance to reflect on the values assigned by the Physical Education teachers to continuing education. School education is continually struggling, largely by teachers do not get or do not even try innovative practices (renovating) in their classes. Physical education, need professionals with various methods to be obtained by renewing their practices and can transmit manners with a behavior in society. There are many contents to be developed to the practice that take into account the interests of the student in the teaching method, we undertake to make him think sufficiently and endeavors in the classroom. Continuing education is vital for the ongoing professional development, and qualify for more knowledge in the area and is central to the practice of teaching practice. The educator should always check for updates and information, not only on facts but also on trends to schools or education. We emphasize that continuing education is to advance the functionality expansion and improvement in the various formats of teaching more efficiently, thus providing an effective instruction. Leveraging the expansion of knowledge, continuing education qualifications provide enhanced training, construction of own concepts, job satisfaction and career enhancement.

According Schnetzler (1996), to justify the continuing education of teachers, three reasons have usually been identified:

> [...] The need for continuous professional development and critical reflections on teaching practice itself, as an effective improvement of the teaching-learning process happens only by the action of the teacher; the need to bridge the gap between contributions of educational research and its use for the improvement of the classroom, implying that the teacher is also a researcher of their own practice; in general, teachers have a simplistic view of teaching activity, to conceive that to teach enough to know the contents and use some pedagogical techniques. (Schnetzler and ROSE, 2003, p.27)

Continuing education should not terminate a refresher course, but seen as a continuous process built daily in both school and non-school environment. It is observed that in reality is not quite what happens, since continuing education is usually given in short courses of short duration, symposia, meetings, practice of self training and collaborative learning among teachers, in which no breaks with the technical rationality . This is a misconception of continuing education and "remains tied to the role of 'enforcer and simple applicator recipes' that actually do not realize solve the complex problems of teacher pedagogical practice" (Schnetzler, 2000, p.23).

The University Institutions are limited to preparing future teachers of physical education in both the baccalaureate degree as in the act with bases in purely scientific expertise, as if that were enough to prepare planning, execution and or solve professional problems.

To advance curricular life after university training, gain and maintain a highly competitive market, the trader should seek a perspective line of reflective teacher. This does not exclude more reflective line with the technical rationality from the academic education, but adds core values necessary for effective teaching practice that can be learned and developed in continuing education.

To Saviani (2006), the evidence shows that educational work is the act of producing directly and intentionally, in each individual of the species, mankind that man builds in the historical and cultural work process that guarantees life itself). When educates Professor also educates, strengthens and builds your professional identity. On this view it becomes extremely tied to their teaching practice, to interactions and exchanges with peers, with students, the community and the social and political context in which he lives. The formation process beyond a simple absorption and reproduction of knowledge, without limitation specific space, ends up hitting shares valuable changes that accompany the rhythm imposed by the broader social context.

CONCLUSION

Today Physical Education is looking for its regulation and its professional recognition in society. The professionals are revisiting concepts and ideas to the physical education overcomes his identity crisis and conquer their professional status, whether in school or non-school context. The creation of the Bachelor of Physical Education is included in this conceptual reformulation process. Intellectual position before a need to inform and educate professionals imbued with technical, behavioral and distinctive competence with the schooling process (licensed) and professionals working in other sectors unrelated to school (bachelor). We know that training in the traditional mold already become obsolete and outdated and should therefore be rethought and restructured, so that professionals are able to understand the human being in motion in the various contexts in which it belongs may be formed. To Rezer (2013, p. 225) "in general, it can be seen in different fields, especially training with adaptive to market concerns, in view of the individual success of graduates." Problem is not a problem to think about individual success, but also that it is necessary to move towards a life in society, which has as its objective the common good.

Abdicate reflection, ignore the changes and despise knowledge is to condemn Physical Education and its professionals to compete in the job market adventurous (laity) who base their procedures on motor experiences in practical experiences throughout life, for improvisation, intuition natural or imagination for the moment. The essence of the analogy is that physical education meets the needs of society and, above all, launch new prospects for the area.

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BACHELOR DEGREE OR BACHELOR: THE CRITERIA FOR CHOOSING ACADEMIC OF THE COURSE OF PHYSICAL EDUCATION UNIDAVI.

ABSTRACT

This study aims to examine the criteria used by students of Physical Education UNIDAVI, for the same choice. We propose a reflection so we suggest choosing the Bachelor Degree or, taking into consideration all necessary for proper and worried about the future professional teacher training priorities, without forgetting the orientation in life in society for the common good. The students of Physical Education UNIDAVI be searched - University for Development of Alto Vale do Itajaí, where a semi-structured interview questions prepared in advance will be made according LAVILLE (. 1999, p 333) semi-structured interview "is series of open questions asked orally in an expected order, but in which the interviewer has the possibility of adding questions for clarification. "This study will have completed its development in 2015. Physical education has been characterized in recent times by the scope and ramifications of attractive jobs. The great supporter of the career choice of many young people's sport, but the physical training, physical activity focused on the health and quality of life, are the reasons for choosing the professional branch. In another aspect, a career school teacher seems to be a more stable monthly financial choice of employment. Given all that, many young people are at the doors of the labor market and so many others in more difficult circumstances, are forced to choose since the vestibular their academic and professional option, with concerns about the size and diversity involving both professional licensure as baccalaureate. The demands in the labor market beyond the borders of the undergraduate course and traverse the path of continuing education to stay alive in the working world.

KEYWORDS: bachelor degree, Bachelor, Physical Education

BACCALAURÉAT OU BACCALAURÉAT: LES CRITÈRES DE CHOIX THÉORIQUE DU COURS D'ÉDUCATION PHYSIQUE UNIDAVI.

RÉSUMÉ

Cette étude vise à examiner les critères utilisés par les étudiants en éducation physique UNIDAVI, pour le même choix. Nous proposons une réflexion que nous vous suggérons de choisir le baccalauréat ou, en tenant compte de toutes les mesures nécessaires pour le bon et inquiets pour l'avenir professionnel des priorités de formation des enseignants, sans oublier l'orientation dans la vie en société pour le bien commun. Les étudiants en éducation physique UNIDAVI être recherchés - Université pour le développement de l'Alto Vale do Itajaí, où une questions entretiens semi-structurés préparés à l'avance seront effectués selon LAVILLE semi-structuré interview "est la série de questions ouvertes (1999, p 333). demandé par voie orale dans un ordre attendu, mais dans lequel l'intervieweur a la possibilité d'ajouter des questions de clarification. "Cette étude aura terminé son développement en 2015. l'éducation physique a été caractérisé ces derniers temps par la portée et les conséquences d'emplois attrayants. Le grand partisan du choix de carrière du sport de nombreux jeunes, mais l'entraînement physique, l'activité physique axée sur la santé et la qualité de vie, sont les raisons du choix de la branche professionnelle. Dans un autre aspect, un professeur de l'école de carrière semble être un choix financier mensuel emploi plus stable. Compte tenu de tout cela, de nombreux jeunes sont aux portes du marché du travail et tant d'autres dans des circonstances plus difficiles, sont forcés de choisir depuis le vestibulaire leur option scolaire et professionnelle, avec des préoccupations au sujet de la taille et de la diversité impliquant à la fois un permis professionnel baccalauréat . Les exigences du marché du travail au-delà des frontières de la cours de premier cycle et traversent la voie de la formation continue pour rester en vie dans le monde du travail.

MOTS-CLÉS: baccalauréat, baccalauréat, l'éducation physique

TÍTULO DE GRADO O LICENCIATURA: LOS CRITERIOS PARA ELEGIR ACADÉMICO DEL CURSO DE LA EDUCACIÓN FÍSICA UNIDAVI.

RESUMEN

Este estudio tiene como objetivo examinar los criterios utilizados por los estudiantes de Educación Física UNIDAVI, para la misma elección. Proponemos una reflexión por lo que sugerimos que la elección de la licenciatura o, teniendo en cuenta todo lo necesario para el correcto y preocupado por las futuras prioridades de formación de docentes profesionales, sin olvidar la orientación en la vida en la sociedad para el bien común. Los estudiantes de Educación Física UNIDAVI ser buscados - Universidad para el Desarrollo del Alto Vale do Itajaí, donde un semi-estructurados preguntas de la entrevista preparadas de antemano se harán de acuerdo LAVILLE entrevista semi-estructurada "es la serie de preguntas abiertas (1999, p 333). Preguntado por vía oral en un orden esperado, pero en la que el entrevistador tiene la posibilidad de añadir preguntas de aclaración. "Este estudio habrá completado su desarrollo en 2015. la educación física se ha caracterizado en los últimos tiempos por el alcance y ramificaciones de empleos atractivos. La gran partidario de la elección de carrera de deporte muchos de los jóvenes, pero el entrenamiento físico, la actividad física se centró en la salud y calidad de vida, son las razones de la elección de

la rama profesional. En otro aspecto, un maestro de escuela de carrera parece ser una opción financiera mensual más estable del empleo. Teniendo en cuenta todo eso, muchos jóvenes se encuentran en las puertas del mercado de trabajo y tantos otros en las circunstancias más difíciles, se ven obligados a elegir desde la vestibular su opción académica y profesional, con preocupaciones sobre el tamaño y la diversidad que implica tanto la licencia profesional como bachillerato. Las demandas del mercado de trabajo más allá de las fronteras del curso de pregrado y recorren el camino de la educación continua para mantenerse con vida en el mundo del trabajo.

PALABRAS CLAVES: título de grado, licenciatura, Educación Física

BACHARELADO OU LICENCIATURA: OS CRÍTERIOS DE ESCOLHA DOS ACADÊMICOS DO CURSO DE EDUCAÇÃO FÍSICA DA UNIDAVI.

RESUMO

Neste trabalho queremos discutir, analisar os critérios utilizados pelos acadêmicos do curso de Educação Física da UNIDAVI, para a escolha do mesmo. Propomos uma reflexão para podermos sugerir a escolha do Bacharelado ou da Licenciatura, sempre levando em consideração de todas as prioridades necessárias para formação docente adequada e preocupada com o futuro profissional, sem esquecer a orientação numa vida em sociedade, visando o bem comum. Serão pesquisados os acadêmicos do curso de Educação Física da UNIDAVI – Universidade para o Desenvolvimento do Alto Vale do Itajaí, onde será feita uma entrevista semi-estruturada com perguntas previamente elaboradas, segundo LAVILLE (1999, pag. 333) entrevista semi-estruturada “é série de perguntas abertas feitas oralmente em uma ordem prevista, mas na qual o entrevistador tem a possibilidade de acrescentar questões de esclarecimento”. Este estudo terá o seu desenvolvimento concluído em 2015. A Educação Física vem se caracterizando nos últimos tempos pela abrangência e atrativas ramificações de trabalhos. O grande incentivador da escolha profissional de muitos jovens é o esporte, mas o treinamento físico, atividade física voltada para a saúde e a qualidade de vida, têm os motivos para a escolha pelo ramo profissional. Em uma outra vertente, a carreira de docente escolar parece ser uma escolha mais estável financeira mensal de emprego. Diante de tudo isso, muitos jovens estão às portas do mercado de trabalho e outros tantos em situação mais difícil, são obrigados a escolher já no vestibular sua opção acadêmica e profissional, com inquietações sobre a dimensões e diversidades que envolvem tanto o profissional da licenciatura quanto do bacharelado. As exigências no mercado de trabalho, ultrapassa as fronteiras do curso de graduação e percorre o caminho da formação continuada para se manter vivo no mundo do trabalho.

PALAVRAS-CHAVE: Licenciatura, Bacharelado, Educação Física