03 - PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION: ASSESSMENT OF GRADUATE ABOUT THE QUALITY OF YOUR COURSE OF BACHELOR

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INTRODUCTION

Since its inception, the professional training courses in Physical Education Brazilians have gone through many changes, all consistent with the political moment in which Brazil was going through. The first courses were held exclusively by the military and were influenced also by physicians (QUELHAS AND NOZAKI, 2006). In 1931 comes the first course for civilians, this course which began operating only in 1934. In 1940 the Decree No. 5723 recognizes the Superior Course of the School of Physical Education of Sao Paulo and later the same happens in other regions of Brazil.

Until the 1970s there was a certain distance between the formation of Physical Education and other degrees, with respect to the prerequisites for the graduate to higher education, duration and content (QUELHAS AND NOZAKI, 2006). This situation remained until the time that the courses had to adjust the determinations of the Federal Council of Physical Education. Thus, in 1969, Opinion No. 894/1969 and No. 69/1969 CFE resolution structures determined curriculum, duration, and training centers, with two qualifications: Degree in Physical Education and Sports Technician.

The curriculum of training courses available in that period was heavily criticized. Example of these criticisms can be seen in Darido (1995), who prepared the courses uncritical professionals who valued only the sports performance of the students. Also analyzing the implications of this curriculum sportsmanship, Verenguer (1997, p.165) argues that, because of its technical approach "is formed" pseudo-teachers "or graduates with technical features and sports (...) superficially, human resources to work in the areas of Sports, Dance and Leisure / Recreation ". Adds Tojal (2003) that the training curricula generated unsafe to operate a professional outside the field of education, because they had a superficial formation with a focus on sports activities.

Due to procedural discussions resulting from dissatisfaction with the opinion, until then guiding the professional training courses, created the Resolution n.3/87 CFE, which restructured the Full graduate course in Physical Education. In addition to proposing new features and advances in curriculum, giving autonomy to educational institutions for regional adaptations (BENITES; SOUZA, HUNGER, 2008). This legislation has proposed an overhaul in the curricula of professional training in Physical Education from the recognition of practices outside of school, with the differentiation and separation of the Bachelor Degree and to meet the needs of the market and society, ie, teachers related to Physical Education, and professionals who work with physical education programs outside the school environment. Furthermore, it was apparent that widened the labor market for the Bachelor, with opportunities arising in clubs, gyms, condos and businesses, parks, and also more frequent hiring of physical education professional to take care of a personalized fitness. Thus, society is gradually to charge the new professional skills (GHILARDI, 1998).

In 1997 the National Council of Education has guidelines for curriculum guidelines, the majority opinion (CNE / CES No 776/97), that seem to originate new discussion about professional training, which results in Opinion CNE / CES 0058/2004 , which established the National Curriculum Guidelines for Undergraduate Physical Education course. According to Ali (2009) a feature of this legislation is the emphasis on educational and socio-cultural dimension in vocational training. Similarly, Benites, Souza and Hunger (2008) point out that the design features of pedagogical and curricular advocate integrated training, linking daily work and knowledge production.

Before this legislation, training courses have been slowly adapting its educational projects. After several years of implementation of this new proposal is considered important to assess the quality of these courses. An initiative of assessment has been conducted by the Ministry of Education, from the application of the National Survey of Students' Performance - ENADE, conducted by graduate students entering and graduating from higher education. In addition to this evaluation at the federal level, it is important that the courses themselves are seeking to assess the quality of education offered and, therefore, the share of graduates is critical, since from experience with professional intervention they can identify qualities and imperfections in the process of training.

From these assumptions, this study seeks to answer the following question: what is the perspective of physical education teachers on the quality of your training course? To answer this question the purpose of this study was to assess the prospects of graduates in Physical Education on the preparation offered by an undergraduate.

METHODS

We performed a descriptive qualitative research in traditional private university located in the Greater São Paulo, which had its course in Physical Education established in 2000. Full eleven years with high social recognition and rave reviews by the Ministry of Education. The institution was chosen following the criteria of accessibility and knowledge of this prestigious course in Physical Education.

The study included ten (10) graduates of the course of Bachelor of Physical Education, who completed his undergraduate course recently, taking up to three (3) years of training. The selection of individuals was accessibility, without regard to age and sex specific. To collect the data, we applied a semi-structured interview with open questions, to record information in writing and recorded. The interviews were transcribed to allow for more careful analysis. Was also the object of analysis Pedagogical Project Course which, like the interviews was interpreted from the application of the technique of content analysis, according to procedures outlined by Bardin (2008).

RESULTS AND DISCUSSION

In analyzing the interviews, we identified four categories of analysis, each with subcategories. The first category identified involves the satisfaction of the course graduates with professional training. We found that nine subjects report being satisfied with the course and one of them feel partially satisfied. From the reasons given by individuals to assess the quality of the course, we identified seven subcategories presented in Table 1.

Subcategories	1	2	3	4	5	6	7	8	9	10
Do you feel prepared to perform	X					X				
Competent teachers	X	X	X	X	X	X	X	X	X	X
Infrastructure		X	X	X				X	X	X
Encouraging the construction of texts						X				
Program research and extension	X	X			X	X		X	X	X
Curriculum							X		X	
Recognition of Brand							X		X	

Table 1: Satisfaction with the quality of the course

All subjects considered competent and faculty say the interpersonal relationship between teacher and student made all the difference to your training. Three of them point out that these teachers are able to relate the knowledge presented in class applied to situations, a practice that generates satisfaction and safety to work in the area and allows the construction of the repertoire of activities. It is noteworthy, therefore, the importance of the competence of the university teacher as one of the fundamental parts of a professional course.

The infrastructure of the institution is complimented by six subjects, when they argue about the quality of courts, classrooms, library resources and materials available. Likewise, extension programs and research offered by seven of them are discussed. Starting with their own proposals and study groups at the University, enabling students to engage in this dimension and meet its workload required in so-called complementary activities, who are so fundamental to the training. All this represents a time of training in the undergraduate experience and should consolidate the skills required for academic and professional performance in different fields of intervention and supporting the ideas of Tojal (2003). It is worth noting that the project proposes the pedagogical value of scientific knowledge and approach to the real environment of intervention.

Stage curriculum, its structure and requirements are considered strengths in the process of training for three of them. Advocates Silva (2003) that really should connect curricular education and work, and application of knowledge and skills acquired during their initial training course. Benites, Souza and Hunger (2008), argue that the pedagogical practices and curricular must match an integrated training in the daily life and production of knowledge are reflected in the practice of the student.

The social recognition of the institution evaluated is highlighted by two individuals who report being well received by the institutions and favored opportunities to have graduated at this University. As seen in the table above, the graduates were satisfied with their training. However, when questioned, all also have their grievances about the current or proposed changes. The main factor of disgust involves the curriculum, as can be seen in Table 2, which presents the category dealing with grievances and suggestions proposed by the group of respondents.

Regarding the curriculum, were gathered in this sub-category different forms of dissatisfaction or suggestion. Eight subjects believe that there are subjects that should be included in the grid required, such as pounds and what are called kinesiology. Some also say that there are disciplines that are similar in terms of the contents and is offered by the same teacher. They believe that these subjects should be unified. Three reported dissatisfaction exclusively with preparation for work in the gym and that this could be improved with the establishment of kinesiology and more use in the hall at the University of fitness.

Subcategories	1	2	3	4	5	6	7	8	9	10
Curriculum	X	X	X	X	X	X	X	X	X	X
Lack of adherence to the discipline of the teacher		X		X		X				X
Practice with other groups in the curriculum		X						X		X
Insufficient number of practical lessons			X							
Stiffness with schedules and presence control			X				X		X	X
Orientation Traineeships				X	X					X

Table 2: discontents and suggestions

For four students, the course could offer electives such as dance, tennis, circus activities, water polo and fencing. Five others criticize some subjects, suggesting that they were optional, mainly because of the different qualifications proposed by the University and professional interests.

The stages, at first praised by two individuals, are criticized by other three. However, the presentation of critical praise and is not characterized by the existence of opposition among respondents. Those who praised argue about the experience and approach to the work environment provided by stages, the main purpose of this type of activity (VERENGUER and FREIRE, 2007). Already critics refer to activities undertaken at the time of stage direction within the university, questioning the format and volume of required tasks. One respondent suggests more experiences in local contracts with the institution as a way to perhaps bring more reliability assessments.

To that extent, there is no dispute about the need for training. However, they seem to indicate that the discussion held in each discipline needs to be rethought. At this point, it is important how the stage is arranged in the course. Compulsory training activities are initiated in the fourth semester of the course and continue in four semesters. The total of 400 hours is distributed in 14 disciplines, in which he discusses the stage of an integrated program contents selected by the teachers responsible, conducting orientation activities. Thus, during a semester, the graduate performs stage linked to different disciplines. This is the main reason of dissatisfaction of the students, because while recognizing the contribution of this organizational model for the construction of significant professional knowledge, and Verenguer and Freire (2007) proposed, it demands great dedication by students, this commitment does not always possible.

One aspect that draws attention, pointed out by four graduates, is the lack of adherence of some teachers to courses for which they are responsible. Thus, although the competence of teachers is strongly emphasized, there is some discontent with the professionals responsible for different disciplines, and in many cases, such as 6 exposes the subject, provide content that is not repeated and deepened.

Four of the respondents believe that a lot of stiffness in relation to the presence and control of the start and end of classes. However, recall that this is a Federal policy, considering that the course is face. This requirement is often described in the Statute of the University of Concepts and Procedures.

In the third category identified presents the skills and knowledge built by professionals during their initial training course. We identified eight subcategories presented in Table 3.

Subcategories	1	2	3	4	5	6	7	8	9	10
Diagnostic work up of the public	X				X					
Prepare the intervention planning	X	X	X		X	X			X	X
Building good repertoire of activities	X				X			X		
Being a reflective practitioner	X		X		X	X	X		X	
Specific knowledge of disciplines		X	X			X				
Requesting information		X								
Acting ethically				X				X	X	
Whether express (written and oral)						X	X			

Table 3: Knowledge and skills acquired during the course.

In the analysis of the interview it is clear that, according to the graduates, the course built the power to a critical and reflexive action. Thus, they argue that examine their own involvement, trying to perfect it. They claim to seek new challenges and improve their activities. Moreover, learned in the university to seek serious and relevant information in their area of expertise, be attentive to the care of a better quality of life, so you can defend your profession. This concern with the preparation of a reflective practitioner is one of the objectives proposed in the Education Programme of the course. This report identifies competencies to be built as: capacity for critical analysis, synthesis and problem solving; techniques for appropriation, production and dissemination of new knowledge, ability to understand their role in society, to analyze, discuss, support and justify the presence of Physical education in society, to plan, implement and evaluate programs in your area. In view of the subjects evaluated, this goal was achieved.

Although I understand the limitation of the research conducted here, we can say that the participants' reports provides further evidence that the course in question takes the view in the guidelines in force for the curriculum of undergraduate courses in Physical Education (Brasil, 2004) and search for a professional preparation that emphasizes not only biological and technical aspects, but to prepare professionals to reflect critically on their intevenção (ANTUNES, 2009).

In the same vein, the course seems to prioritize the knowledge directly related to professional intervention, the current trend of undergraduate courses in the area (Soriano, 2010). This priority is perceived in the speech of seven graduates surveyed believe that competent to make a diagnosis of the public being served, as well as prepare and implement projects of Physical Education. Two of them also have built out competency to act in the face of unforeseen problems. To Freire, Reis and Verenguer (2002), these are skills that characterize professional knowledge specific to that undertaking the intervention in the area. The fact of the graduates reported that judge to have them built shows that, in their perception, the course is not distant from the daily work.

From these results, we can consider that the course in question appears to conform to the guidelines proposed in the curriculum guidelines that, according Benites, Souza and Hunger (2008), favor the formation of a professional who "competent" to be entering the labor market and at the same time, an expert in their jobs. It also seems that it overcomes the dichotomy between theory and practice and the appreciation trend of scientific knowledge originating in so-called "parent disciplines", sometimes far from the real environment of intervention (SORIANO, 2010).

Another aspect that draws attention to the statements from that is highlighted by the skills they involve, predominantly, procedural knowledge and attitudes. Similar results were obtained by Araujo et al. (2006), in a study with students of Physical Education course. For these authors, this may imply a lower appreciation of conceptual knowledge, which involves "knowledge about the work in Physical Education" (FREIRE, REIS E VERENGUER, 2002). If this is the case, we can consider such an attitude of concern, as the competent intervention depends upon the domain of conceptual knowledge updated.

Another hypothesis to explain the dominance of procedural and attitudinal dimension in competence highlighted by respondents can be more positive. It is possible that elements of conceptual, procedural and attitudinal are so well integrated and targeted for intervention, that there should be mentioned individually. One of the graduates confirms this hypothesis by declaring feel competent to seek updated knowledge, a core competency today (FREIRE, REIS E VERENGUER, 2002).

However, it is important to note that despite the perception of competence submitted by professionals, when asked about the difficulties faced in their daily life, presented in Table 4.

Subcategories	1	2	3	4*	5	6	7*	8	9	10
Dealing with parents and children	X							X		
Intervention with Bodybuilding	X	X			X					
Insecurity to perform			X		X					
Adapting to the Workplace						X			X	X

Table 4: Difficulties in daily life.

Some respondents stated uncertainty to act, as noted in the section highlighted below:

Now that I'm getting, my main problem is insecurity in acting. You think, "I do not know what I do not know the place." When you're on stage, you always have a teacher guiding, has the power to give you support. Now it no longer has someone do for you. (Subject 3)

It is likely that this and other difficulties are related to the phase of the career in which the professional is (HUBERMAN, 2000). However, we believe that identifying the origin of these difficulties it is important to improve the quality of the course evaluation.

CONCLUSIONS

The present study was to evaluate the perspective of the Bachelor of Physical Education, on the quality of their initial training course and, therefore, interviews were conducted with ten graduates. These participants were satisfied with the progress made. But believe in the need for some changes, especially involving the curriculum.

Jurisdiction built, graduates interviewed highlight the construction and application of physical education programs and activities in a critical and reflective. It can be seen, therefore, a consistency between the interviewees and professional profile

proposed in the Education Programme of the course that meets the curriculum guidelines in force. However, participants identify difficulties in their daily work, which may be related to recently active in the market.

These results may indicate that the course has given priority to professional intervention and scientific knowledge presented are directly related to the actual environment found in the graduate job market. It is worth noting that this is an initial research that is not intended to generalize the results obtained here, but can contribute to an improvement of the course in question. In addition, the evaluation performed here may inspire other studies on the subject.

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PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION: ASSESSMENT OF GRADUATE ABOUT THE QUALITY OF YOUR COURSE OF BACHELOR

ABSTRACT:

The Physical Education course curriculum goes through many changes and its guidelines since their emergence, related to the needs of society and changes in the labor market. The study aimed to verify the prospect of graduateds in Physical Education about the preparations provided by their professional training course. The research conducted with ten (10) graduates from the Physical Education in a particular institution in the outskirts of the city of São Paulo. The interview was semi-structured questionnaire and were analyzed by the methodology of content analysis. Respondents were satisfied with the quality of the course, faculty, programs offered by the institution and infrastructure, in addition to assessing reflective practitioners, able to develop intervention planning ethical and efficient. However they have grievances they aim changes to improvement for the quality of the course. According to the interviewees, they fit the job profile offered by the institution and presents features and knowledge built during the formation.

KEYWORDS: Graduates, Physical Education, Professional preparation

PREPARATION PROFESSIONNELLE EN EDUCATION PHYSIQUE: EVALUATION DE TROISIEME CYCLE SUR LA QUALITE DE LEUR PROGRAMME DE BACCALAUREAT

RÉSUMÉ:

Le cours d'éducation physique passe par de nombreux changements dans le curriculum et ses directives depuis sa création, liée aux besoins de la société et les changements du marché du travail. L'étude visait à étudier la possibilité de diplômés en éducation physique sur le cours de préparation offerts par votre formation. L'enquête a été menée à l'Université privée traditionnelle de São Paulo et l'échantillon était composé de dix (10) diplômés du cours de baccalauréat en éducation physique. L'interview a été semi-structurées des questions ouvertes et analysées par une méthodologie d'analyse de contenu. Les répondants étaient satisfaits de la qualité du cours, les professeurs, les programmes offerts par l'établissement et l'infrastructure, ainsi qu'une appréciation de praticiens réflexifs, capables de développer l'éthique et la planification des interventions efficaces. Cependant, les griefs, des difficultés dans la vie quotidienne et de croire en des changements pour améliorer la qualité de la formation. Selon le discours des sujets, ils répondent au profil d'emploi offertes par l'institution et fonction et des connaissances construites au cours de sa formation.

MOTS-CLÉS: Diplômés. L'éducation physique. Préparation professionnelle.

LA PREPARACIÓN PROFESIONAL EN EDUCACIÓN FÍSICA: EVALUACIÓN DE POSTGRADO EN LA CALIDAD DE LOS PROGRAMAS SUS LICENCIATURAS

RESUMEN:

El curso de Educación Física, a lo largo de su creación, ha pasado por muchos cambios debido a las nuevas necesidades de la sociedad y a los cambios del mercado laboral. El objetivo del estudio fue evaluar por los licenciados en Educación Física, el curso de preparación ofrecido para su formación. La encuesta se realizó en la Universidad privada tradicional de Sao Paulo. La muestra fue de diez (10) egresados del curso de la Licenciatura en Educación Física. La entrevista fue estructurada con preguntas abiertas y analizadas a través de la metodología de análisis de contenido. De acuerdo con los resultados obtenidos, los encuestados estuvieron satisfechos con la calidad del curso, el profesorado, los programas ofrecidos por la institución y la infraestructura del mismo. Los licenciados también estaban de acuerdo con la ética professional desarrollada en sus cursos y la adecuada planificación de actividades. Las quejas actuales fueron las dificultades en la vida cotidiana y quisieran algunos en cambios para mejorar la calidad del curso. De acuerdo con el estudio, los candidatos se ajustan al perfil de trabajo que ofrece la institución y a la función y el conocimiento adquirido durante su formación.

PALABRAS CLAVE: Graduados. Educación Física. Preparación profesional.

PREPARAÇÃO PROFISSIONAL EM EDUCAÇÃO FÍSICA: AVALIAÇÃO DO GRADUADO SOBRE A QUALIDADE DO SEU CURSO DE BACHARELADO

RESUMO:

O curso de Educação Física passa por inúmeras transformações curriculares e de suas diretrizes desde o seu surgimento, relacionadas às necessidades da sociedade e mudanças do mercado de trabalho. O estudo teve como objetivo verificar a perspectiva de bacharéis em Educação Física sobre a preparação oferecida por seu curso formação profissional. A pesquisa foi realizada em Universidade privada tradicional da grande São Paulo e a amostra foi composta por dez (10) graduados do curso de Bacharelado em Educação Física. A entrevista foi semi-estruturada com questões abertas e analisadas através da metodologia de análise de conteúdo. Os entrevistados se mostram satisfeitos com a qualidade do curso, corpo docente, programas oferecidos pela instituição e infra estrutura, além de se avaliarem profissionais reflexivos, capazes de elaborar planejamentos de intervenção éticos e eficientes. Contudo, apresentam descontentamentos, dificuldades no cotidiano e acreditam em mudanças para melhoria da qualidade do curso. De acordo com o discurso dos sujeitos, eles se enquadram no perfil profissional proposto pela Instituição e apresentam características e saberes construídos durante sua formação.

PALAVRAS-CHAVE: Graduandos. Educação Física. Preparação Profissional