03 - PROFESSIONAL TRAINING OF PHYSICAL EDUCATION IN BRAZIL: CHANGES AND CHANGES TO THE REGULATION OF THE PROFESSION

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1. INTRODUCTION

Unveiling the historical context of physical education in Brazil can also reveal political aspects of our society. The training of physical education is also a very controversial topic, and at the same time involves economic, political, social and ideological a given moment in history.

Faced with a compelling context emerges as the research problem that motivated this study: what changes in the courses of Physical Education after the regulation of the profession?

The aim of this study is to compare the training of physical education at the college level before and after the law 9696/98. Therefore, it has the following objectives: To understand the historical context of the formation of Physical Education Professionals in Brazil. Analyze the process of regulation of the profession and the creation of the CONFEF / CREFs. Identify the differences in training and Licensed Bachelor in Physical Education based on the new curriculum guidelines of teaching Physical Education, approved by the CNE / MEC.

The methodology adopted for the development of this research came from the qualitative data collection dating from the genesis of teaching physical education in Brazil until the most recent information on this subject in the literature review and consisted of works that address this topic.

2. HISTORICAL CONTEXT OF FORMÇÃO IN PHYSICAL EDUCATION IN BRAZIL

The genesis of physical education in Brazil dates back to 1851, when the club was included in the curriculum of primary schools through Law No. 630. But only with the obligatory gymnastics in the curricula of schools mean is that according to the Dictionary of Occupations (1978), felt the need of creating Schools of Physical Education who give training to these individuals to come to teach in primary, secondary and normal.

In 1922 it created the Military Physical Education Center, which had, among others, the purpose of preparatory courses for the training of teachers of Physical Education. However, this center began acting effectively in 1929.

> Since the year 1929 cogitated if there was the need for the establishment of Schools of Physical Education, so that they could send licensed professionals in physical education at primary, secondary and normal country was started this season on the job this, which was completed only in 1931, with the creation of the first School of Physical Education. (DICIONÁRIO DAS PROFISSÕES, 1978)

The center becomes independent from 1931 and two years later was replaced by the School of Physical Education Army (EsEFEx), which according to Marinho (1980) was created initially to train instructors, monitors, master of arms monitors, fencing and specialist doctors, and civilians also allowed to take part of the course. The influence of the military training of Physical Education Professionals in Brazil evident in the following statement:

As Leandro (2002), in 1931, the State of Espírito Santo creates the Special Course in Physical Education, with the aim of forming normalistas experts. However, in spite of civil, Melo (1999) describes as ENEFD [...] a highly militarized civilian school, being at first a continuation of the military project within the University of Brazil.

From the 40s various Colleges of Physical Education are recognized by Decree, as the Law of Physical Education (2000), Decree No. 5723 of 28 May, grants recognition Course Higher School of Physical Education of Sao Paulo.

And in 1969 the DecretoN º 64,905, of July 29, authorizes the MEC is RESOLUTION No. 9, October 6, the Federal Education Council, which sets the minimum content and duration to be allocated to teacher training in undergraduate , including physical education, which had the minimum hours and content established by Resolution No. 2068, dated November 6, the Federal Council of Education.

Training for Physical Education Professionals in the 70s, 80s and mid-90s, was grounded in a conception which according Albuquerque (2009) returned to the preparation of technical instructors or sports instead of teacher training. After the regulation of the Profession Physical Education through Law 9696 of 1 September 1998 are new aspects in training courses such professionals.

3. PHYSICAL EDUCATION SYSTEM AND REGULATED PROFESSION CONFEF / CREF 'S

According to CONFEF the process of regulation and creation of a Council for the Profession of Physical Education, began in the forties. This movement started with the initiative of the Associations of Teachers of Physical Education (APEFs) which founded the Brazilian Federation of Associations of Teachers of Physical Education (FBAPEF) in 1946.

The second step comes from the 80 to the fate of the bill for the regulation of the profession, as shown in the CONFEF:

> Thus, it is clear the issue of regulation is an old aspiration of the professional category. Something debated and discussed since the 50s in several events, by opinion makers, the remarkable area and by IES, having been transformed into effective action only from the 80's, when he found the issue of professional regulation actually being debated Streamlined and concrete actions.

The third and final step of regulation occurred from the mid-90s, concerned about the large number of lay people and professionals from other areas intervening in the field of physical exercise, sports, gymnastics, wrestling, dancing and other related areas of activity human physical, it was the turn of student groups to mobilize and fight to revive the regulation.

Despite all the enthusiasm for regulation, there was also a group of professionals that go against this movement, according to CONFEF, the board of directors of the Executive Board and the BCSS National Students showed up against the proposal.

Ferreira (1998) cites that the regulation of the profession has emerged as a need to control the workspace, injuring the right to equality, making it incompatible with the idea of the working class. The author states that the legislation focused only on the market, depoliticized discussion on physical education in society.

Following the line of critics to regulation Castellani Son (1998), lists some contradictions on the regulation of the profession as serve the corporate interest; regulation without discussion board formed and composed of owners of private colleges and universities and is noted also that the law does not define economic relations.

At the plenary session of 30 June 1998 the House of Representatives, the bill 330/95 is discussed, examined and approved with the assent of all the speakers. From July 1st the bill can be analyzed and assessed by the Senate and on 13 August the project was included in the agenda of the Senate.

Finally on 1st September 1998, the President, Fernando Henrique Cardoso, sanctions the law 9696/98, published in the Official Gazette on 02/09/98. Steinhilber (1998) states that the recognition of professional physical education was a historical process full of ups and downs.

4. NATIONAL COUNCIL OF EDUCATION AND GUIDELINES AND LICENSORS BACHELOR

According to the Journal EF (2002), [...] the National Education Council - CNE issued the Opinion on the Guidelines of the Training Course for Teachers of Basic Education and convened a public hearing for the proposed reformulation of other courses graduation. Thereafter were performed by System CONFEF / CREFs various regional forums and also the National Forums.

The National Forum of Higher Education Institutions in Physical Education, developed in the city of Belo Horizonte, in August 2000, according Tojal (2002) [...] approved the initial steps of a qualification policy of professional preparation in area and discussed and defined, the remaining steps, which were established by the documents and the construction of Occupation and Professional Intervention.

The II Forum of National Institutions of Higher Education in Physical Education was held 18 to 20 July 2002 and aimed to restore the importance of physical education professionals in a context of major world transformations. For both were raised discussions about curriculum guidelines, continuing education, physical education, professional ethics and other topics.

The Article 4, paragraphs 1 and 2 of Resolution MEC / CFE 03/87 defines the two areas of training of Physical Education Professionals, the Graduates and Graduates respectively. It is noteworthy that in the case of undergraduate courses, this is driven by the CNE / CP 1, February 18, 2002 which contemplates the formation of Basic Education Teachers thus

> The scaling degree also involves the development of curricular components of pedagogical training of pedagogical knowledge and specific methodologies, as well as the research of pedagogical practice. All this requires a set of knowledge, skills and attitudes that coordinate all aspects of training and intervention in education. (MARTINS ett. All., 2005).

What is still not understood the term Bachelor of differentiation for other careers and graduate only for Physical Education. On this subject Martins ett. al. (2005) highlights the Article 44 of the LDB 9394/96, which relates to graduate as one of the higher levels of training that begins right after high school or equivalent, and prior to graduate. Within this perspective may be considered graduated degree or any other course of higher level, such as technologists. The more correct that the CNE would equiparasse terms for all areas Licensee; Bachelor and Technologist.

Finally the technical note is issued No. 003/2010 - CGOC / DESUP / SESu / ECM, which provides clarification on menu for courses in Physical Education degree and Bachelor Degree.

This document has been issued by the inquiries by the Federal Council of Physical Education, about the legality of Physical Education courses offered by certain institutions that form alumni and graduates in a single course or curriculum that have identical courses for both degrees. In response to CGOC / DESUP / SESu / MEC concludes that

Therefore, the courses of Bachelor / Full Degree could be offered together on a regular basis until 15/10/2005. say that being lawful only freshmen to date courses in Physical Education were able to get the degree of "bachelor and graduate in Physical Education." Thereafter, the courses of Bachelor of Physical Education and Bachelor of Physical Education came to represent different degrees.

5. CONCLUSION

We can thus conclude that the influence of the military in the formation of Professional Physical Education was very important. The Physical Education followed all the changes in Brazilian society in the course of its historical process of formation, and was adapting to the new demands of the population.

The regulatory process was undoubtedly decisive in this reformulation of Professional Physical Education of Brazil. Possibly the biggest change and at the same time, the greatest benefit brought by the rules of the profession, took place precisely in the field of vocational training, as well as being extinct courses in high school, getting training restricted to higher education.

It is delimited fields of action for the Professional Licensee, being able to act in this teaching in basic education level. And the Professional Bachelor, which can not act at school, but his performance takes place in gyms, clubs, hotels, businesses, hospitals, among others.

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PROFESSIONAL TRAINING OF PHYSICAL EDUCATION IN BRAZIL: CHANGES AND CHANGES TO THE REGULATION OF THE PROFESSION

ABSTRACT

The article below is focused on the training of physical education in higher education in Brazil and departed the following question: what changes in the courses of Physical Education after the regulation of the profession? This study aims to compare the training of physical education at the college level before and after the law 9696/98. Therefore, we sought to know the historical context of the formation of Physical Education Professionals in Brazil; analyze the process of regulation of the profession and the creation of the CONFEF / CREFs and identify differences in the formation of Licensed and Bachelor in Physical Education based on new Curriculum Guidelines of the teaching of Physical Education, approved by the CNE / MEC. The methodology adopted for the development of this research came from the qualitative literature review of works that address this topic. With this it was possible to see that among other benefits, after the regulation of the profession, the training of physical education achieved improvements especially in the delimitation of the fields, where the Licensed Professionals are trained to act exclusively in teaching this subject in Basic Education (schools), while the Alumni Professionals are trained to work in other niches of human physical activities (clubs, businesses, hospitals, gyms, etc.), but can not act Basic Education.

KEYWORDS: History, Education, Physical Education, Regulatory.

FORMATION PROFESSIONNELLE DE L'ÉDUCATION PHYSIQUE AU BRÉSIL: CHANGEMENTS ET MODIFICATIONS À LA RÉGLEMENTATION DE LA PROFESSION

RÉSUMÉ

L'article ci-dessous est axé sur la formation de l'éducation physique dans l'enseignement supérieur au Brésil et partit à la question suivante: quels sont les changements dans les cours d'éducation physique après la réglementation de la profession? Cette étude vise à comparer la formation de l'éducation physique au niveau collégial avant et après la loi 9696/98. Par conséquent, nous avons cherché à connaître le contexte historique de la formation des professionnels de l'éducation physique au Brésil, d'analyser le processus de réglementation de la profession et de la création de la CONFEF / CREF et identifier les différences dans la formation de licence et d'un baccalauréat en éducation physique basée sur Curriculum Guidelines nouvelles de l'enseignement de l'éducation physique, approuvés par le CNE / MEC. La méthodologie adoptée pour l'élaboration de cette étude sont tirées de la revue de littérature qualitative des œuvres qui abordent ce sujet. Avec cela, il était possible de voir que, parmi d'autres avantages, après la réglementation de la profession, la formation de l'éducation physique réalisé des progrès notamment dans la délimitation des champs, où les professionnels agréés sont formés pour agir exclusivement dans l'enseignement de ce sujet dans l'éducation de base (écoles), tandis que les professionnels diplômés sont formés pour travailler dans d'autres créneaux de l'homme des activités physiques (clubs, entreprises, hôpitaux, gymnases, etc), mais ne peuvent pas agir l'éducation de base.

MOTS-CLÉS: Histoire, éducation, éducation physique, de la réglementation.

FORMACIÓN PROFESIONAL DE LA EDUCACIÓN FÍSICA EN BRASIL: CAMBIOS Y CAMBIOS EN LA REGULACIÓN DE LA PROFESIÓN

RESUMEN

El siguiente artículo se centra en la formación de la educación física en la educación superior en Brasil y se fue la siguiente pregunta: ¿qué cambios en los cursos de educación física después de la regulación de la profesión? Este estudio tiene como objetivo comparar la formación de la educación física en el nivel universitario, antes y después de la ley 9696/98. Por lo tanto, se buscó conocer el contexto histórico de la formación de Profesionales de la Educación Física en Brasil, analizar el proceso de regulación de la profesión y la creación de la CONFEF / CREFs e identificar las diferencias en la formación del Licenciado y Bachiller en Educación Física basada en las nuevas directrices curriculares de la enseñanza de la Educación Física, aprobado por el CNE / MEC. La metodología adoptada para el desarrollo de esta investigación surgió a partir de la revisión de la literatura cualitativa de las obras que se ocupan de este tema. Con esto se pudo ver que entre otros beneficios, después de que la regulación de la profesión, la formación de la educación física conseguido mejoras sobre todo en la delimitación de los campos, donde los profesionales autorizados están entrenados para actuar exclusivamente en la enseñanza de esta materia en la Educación Básica (escuelas), mientras que los profesionales egresados están capacitados para trabajar en otros nichos de actividades físicas humanas (clubes, empresas, hospitales, gimnasios, etc), pero no puede actuar en la Educación Básica.

PALABRAS CLAVE: Historia, Educación, Educación Física, Reguladora.

FORMAÇÃO DOS PROFISSIONAIS DE EDUCAÇÃO FÍSICA NO BRASIL: MUDANÇAS E TRANSFORMAÇÕES COM A REGULAMENTAÇÃO DA PROFISSÃO

RESUMO

O artigo a seguir apresentado tem como tema central a formação de profissionais de educação física em nível superior no Brasil e partiu da seguinte indagação: quais as mudanças nos cursos de Educação Física após a regulamentação da profissão? Este trabalho tem como objetivo comparar a formação dos profissionais de educação física em nível superior antes e depois da lei 9696/98. Para tanto, buscou-se conhecer o contexto histórico da formação de Profissionais de Educação Física no Brasil; analisar o processo de regulamentação da profissão e a criação do Sistema CONFEF/CREFs e identificar as diferenças na formação de Licenciados e Bacharelados em Educação Física com base nas novas Diretrizes Curriculares do ensino da Educação Física, aprovadas pelo CNE/MEC. A metodologia adotada para o desenvolvimento deste trabalho de pesquisa qualitativa partiu da revisão bibliográfica das obras que abordam este tema. Com isto foi possível perceber que entre outros benefícios, após a regulamentação da profissão, a formação dos profissionais de educação física alcançou melhorias especialmente na delimitação dos campos de atuação, onde os Profissionais Licenciados são formados exclusivamente para atuar no ensino desta disciplina na Educação Básica (escolas), enquanto que os Profissionais Bacharéis são formados para atuar nos demais nichos da atividade física humana (clubes, empresas, academias hospitais, outros), porém não podem atuar Educação Básica.

PALAVRAS CHAVE: História, Formação, Educação Física, Regulamentação.