04 - PROFILE OF PHYSICAL EDUCATION PROFESSIONALS WHO WORK IN GYMS IN PARINTINS TOWN/AM

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INTRODUCTION

The search for longevity, for better quality of life and body beauty increased significantly in recent years, which in turn led to greater demand for physical activity in the academies and training centers, thus making this environment more popular and well liked by society. The physical activity promotes numerous health benefits, which are widespread in the literature, which ranges from the physiological and functional until the psychosocial, with emphasis on duration, intensity and frequency of exercise (USDHHS, 2008).

Given these benefits, the Professional Physical Education emerges as an important intercessor of physical activity, having an important role to society and those who seek to improve their health, whether related to health promotion, aesthetics, competition, education and prevention diseases, thus contributing to the objectives are achieved (SOUZA, LOCH, 2011).

Novaes and Vianna (1998) argue that because of this relentless pursuit of health and beauty, the Professional Physical Education had need to worry more about their technical and scientific basis, to get to meet the interests of society, although many of these professionals are still rooted in the outdated concepts and do not have much interest in the improvement and innovation, and this is a great demand of professionals working in the market, but little is known of the degree qualification thereof.

The Federal Council of Physical Education (CONFEF, 2002) is the body representing the Professional Physical Education within the national context and in conjunction with the Curriculum Guidelines expect professional intervention process is capable of: diagnose, plan, organize, supervise, coordinate, execute, direct, advise, encourage, plan, develop, prescribe, direct, evaluate, apply various methods and techniques motor, improve, guide and teach physical exercises, aiming to promote, improve, rehabilitate and improve the organic functioning, physical conditioning and performance.

Resolution No. 218 of March 6, 1997, recognizes the physical education professionals as health professionals upper level. Law No. 9696/98 of 1 September 1998 the National Health Council underlie the actions of the physical education professional in their complexity, ranging from the educational to health, with the goal of promoting tools that provide benefits to the population, these different areas (CONFEF, 2002; BRAZIL, 2011).

In this perspective, the Professional Physical Education plays an agent of health, with a focus on human development holistically, from the relationship between movement, emotion and thought. Moreover, the professional has valuable tools to cause stimuli that lead beyond development, physical fitness and health maintenance, daily activities of the individual, these actions being quite pleasurable, through varied and dynamic activities that suit the individuality of each practitioner (CABRAL, SOUSA, RAYDAN, 2007).

According to this new view of the figure of Professional Physical Education, it is important that physical activity is right for all, not restricted to athletes or certain privileged groups. Thus, professionals working in academia is considered as a mediator of physical activity, having a role in promoting health and quality of life, requiring appropriate training to work in this area. Thus this study aims to identify the profile of the professionals who work with bodybuilding and fitness activities in gym city in Parintins / AM.
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MATERIALS AND METHODS.

The methodological approach of this research focused on this descriptive study, covering four aspects: description, recording, analysis and interpretation of current phenomena, aiming its operation in this (MARCONI, LAKATOS, 1999). The study sample was composed of 15 professional instructors who work in five city academies Parintins / AM. The research instrument was a questionnaire consisting of 15 closed-ended questions developed by the researchers.

As collection procedure the researchers visited the academies and headed to professionals, informing them the character of the research being conducted and those who agreed to participate signed a consent form and then applied to the questionnaire, in addition, for ethical reasons, also chose to not publish the names of the academies. For construction of the database was used to program Excel and the data analysis we used descriptive statistics.

RESULTS AND DISCUSSION.

Table 1 showed values descriptive of the characteristics of professionals working five academies Parintins / AM. According to the data, the age of the academies instructors varies between 20 to 30 years 86.7%, followed by 13.3% aged 30 to 40 years, and none had interviewed more than 40 years, moreover, observed that 60% of professional research, were males. Of the respondents, 26.7% have no training in the area, 66.7% are still attending the Degree and / or Bachelor degree, and 6.6% have other configurations, the less specific and thus are unable to act in academies.

Table 01. Profile of professionals working in the major academies Parintins / AM.

Questions:	Response Options:	Results in%
Age of Instructors	20 to 30	86.7%
	30 to 40 years	13.3%
	Above 40 years	------
Gender	Male	60%
	Female	40%
Vocational training	There has	26.7%
	This graduating	66.7%
	Graduate	------
	Postgraduate	------
	Other	6.6%

Considering the results, one can understand that the Physical Education graduation and work experience are not essential for the professional performance in the labor market, ie, professionals start acting very young and uneducated majority, a fact that will be discussed during the article. It was also found that only 40% are female, yet they do not act only in bodybuilding. According to the results of the professional women also work with rhythmic classes such as aerobics and gymnastics located, showing the potential versatility that women play in the academies of physical activities on the professional male. This reality is convergent with the literature, a study shows the same characteristics, being that the trader is considered inadequately trained to work in the area (ANTUNES, 2003).

Another important aspect was the fact that 26.7% of working professionals do not have academic training and 66.7% are still enrolled in the Physical Education graduation, this situation is a serious problem, because you can not admit the professional performance without training, in addition, is required to complete the course work in this area. This situation is unacceptable in other professional areas and needs to be changed in physical education, a fact that is expected with the regulation of the profession and effective monitoring of CONFEF / CREFs, since they are responsible and have the autonomy to execute such purpose.

Another aspect addressed in the survey was in relation to specific training of Physical Education Professionals who work in gyms interviewed, ie, 26.7% have no training in the area of Physical Education, 40% are pursuing a degree in Physical Education, only 6.6% enrolled in the baccalaureate, and 26.7% are in full degree in Physical Education, ie, baccalaureate and graduate (table 2).

Table 2. Profile of professionals working in the major academies Parintins / AM.

Questions:	Response Options:	Results in%
Area specific training	Graduation	40%
	Baccalaureate	6.6%
	Full degree	-----
	Degree and Bachelor	26.7%
	Other	26.7%
Number of working in gyms	One	100%
	Two	------
	Three	------
	Other	------

These results are very significant, with 40% of respondents could not act in accordance with the academies CONFEF / CREFs (2002), as they only have training in the area of licensure, which stated some advice, act allows only schools. Regulation of Professional Physical Education involves the requirement to have an expert to work in the informal, ie the Bachelor (gyms, clubs, among others) and in the formal, BSc (schools), thus defining the specific area of expertise in the market, according to his academic background, including the monitoring of specific organs, being the CONFEF / Bachelor CREFs the area and the National Council of Education (CNE), licensure.

According to the law, it is clear that graduates in Bachelor in Physical Education, conditions have to plan and execute appropriate programs for students within the school. Already Bachelor graduates are prepared and must be trained to work in gyms, clubs, trainings, among others, as well as plan, execute, evaluate and coordinate projects and physical activities for different audiences, in addition to its role in health promotion actions in public health.

There are two distinct areas of expertise, two courses that even with interconnected parts, ie basic subjects that are covered in both present training with weights, still have differences in training and even among the professionals themselves, they do not understand how far they can act, when formed into one of the specific areas because this fragmentation is recent and is still in discussion quite fierce climates (CONFEF / CREFs, 2002).

Thus, according to the law, the graduates in Bachelor, have no capacity to act outside the school, as the academies of physical activities, but is very common in gyms surveyed, which reinforces the need for careful monitoring and even by those who are accompanied and instructed by these professionals because they do not have adequate training to work in this area and may instead contribute to the health objectives and specific harm.

Of the respondents, 66.7% are still enrolled in the Physical Education graduation and 26.7% have no training in the area (Table 1). What can we take issue is that some owners are not gym area of Physical Education and not understand nor want to understand the importance of specific professional training also prefer to hire interns because the financial investment is less. This situation is very delicate and worrying because if the entrepreneurs themselves do not care about being complicated to demand better performance and training of its employees.

In relation to the workplace and professional development, 100% of the interviewed professionals working in a gym and just to update their lessons and use two or three media. Of the options set out in the pre-interview, the least used were newspapers and magazines (6.7%), and the most used scientific publications, internet, conferences, symposia and refresher courses / training (93.3%), these values are described in table 3.

Table 3. Profile of professionals working in the major academies Parintins / AM.

It is recorded in the CREF	Yes	33.3%
	Not	66.7%
Professional development	Newspapers and magazines	6.7%
	Publications	33.3%
	Books	20%
	Courses	20%
	Internet	20%
Class Schedule	Yes	93.3%
	Not	-----
	Sometimes	6.7%
Database for formulation of classes	Physical assessment	80%
	Scientific Evidence	-------
	Feeling (perception)	13.3%
	Other	6.7%

Vocational training in physical education does not end in academia, and yes, it extends throughout your professional practice, ie it is necessary incessant search for information and innovative practices to qualify the work (MARQUES, 1992). Therefore, we must do refresher, and vocational training should be enhanced address the specific needs of stakeholders in the area of expertise of each professional (MATOS, 1994).

In the specific area of fitness and weight training, to search for books, journals, articles and other publications is undoubtedly one of the most efficient ways to acquire and enhance knowledge. Another option quite relevant to acquisition of knowledge and expertise is participation in scientific events (courses, symposia, congresses) and training courses with loads more extensive duration. However, the professional needs to know to effectively choose those that will satisfy your needs and you have information to impacting its performance, and the exchange of knowledge and experiences.

The planning of lessons was another aspect addressed in this study, 93.3% said they plan their lessons and 6.7% plan sporadically (Table 3). Planning is a mainstay and very important in any professional area and Physical Education is no different. The public attending the academies is very diverse, ie, age, biotype, goals, health situations, among others. Moreover, the planning is used to evaluate the results of the workout. The main feature of planning is flexibility, because it can be changed at any time, so that I can go according to the proposed goals (MARCON, BIRTH, GRACE, 2007).

Of the 80% who plan professional use only one method, 13% and 6.7% two methods are based on three or more methods for preparing lessons. 80% of professionals use the physical assessments to plan their lessons, being a positive factor for the practitioners of academia, because this method is very effective as it evaluates the physical condition, and to identify risk factors for health in relation to practice exercise, providing direct training appropriate to each individual according to their goals (MARINS, GIANNICHI, 2003).

Another finding in this study was discussed in relation to professional registration recommended by CONFEF and supervised by CREFs each region, 66.7% (table 3) of respondents are not registered, a situation that is at odds with what the council says that prioritizes the registration and identity card requires a professional, strengthening the professional is intervenor in the different dimensions of their field, recognizing full knowledge domain Physical Education (scientific, technical and educational), and committed to the production, dissemination and socialization of knowledge from a critical and reflective attitude.

The regularization of professionals with the system CONFEF / CREFs initiative should be the organs themselves, as they have powers and autonomy on the desktop, with objectives to monitor and enforce reasonable punishments for not complying with the standards established by the board, among them the very record, but in practice this does not happen in the municipality supervision searched effectively, which contributes to the trivialization of the profession.. If so, users could rely on the academies services and skilled trained professionals.

FINAL THOUGHTS

There is great public concern with health and beauty, being necessary to the production of applied knowledge, ie targeted for professionals working in this job market, especially the Professional Physical Education. Thus, the gyms and bodybuilding, featuring a significant portion being a major supplier and employer, due to its proliferation of gyms and fitness has become an international phenomenon.

Given this situation, it is necessary that the current and future professionals in the field of Physical Education to develop a scientific attitude, in order to understand the dynamic nature of knowledge and the need for constant updating as a guarantee of their recovery and their professional development, with efficient and effective service. It is known that the regulation of the profession by itself, is not sufficient for its recognition and appreciation, much more important and necessary competence and professional skills that will only be complete if it is grounded in a body of scientific and technical knowledge that supports the practice of physical education professional who works both in gyms and bodybuilding, as in other areas.

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PROFILE OF PHYSICAL EDUCATION PROFESSIONALS WHO WORK IN GYMS IN PARINTINS TOWN/AM

ABSTRACT

In this present work it was investigated about the Profile of Physical Education Professional who work at academies of physical activity in the Parintins Town / Am. The sample was composed of 15 professionals working in several modalities in five gyms. As methodological foundation, it was opted for the approach of a descriptive search, using as an instrument for data collection and information a questionnaire containing 15 directed questions. It was found that there are a greater number of male professionals that most of those professionals working in these academies haven't got a record at the Regional Council of Physical Education (RCPE) and many of them haven't got an adequate professional formation to exercise the function, haven't got qualified technical conditions to attend the clientele in this area. It was also checked that most professionals working in gyms are planning their lessons and that they use the physical assessment as the main method for prescribing of exercises and those are acting a little more than a year in the profession. According to this data, it is necessary competence and professional skills that will only be complete if it is grounded in a body of scientific and technical knowledge that supports the practice of Professional Physical Education who works both in working out and bodybuilding gyms such as in other areas.

KEYWORDS: Gyms. Physical activity. Professional profile, Physical Education Professional

PROFIL PROFESSIONNEL DE L'ÉDUCATION PHYSIQUE QUI TRAVAILLENT DANS LA MUNICIPALITÉ DES ACADÉMIES PARINTINS / AM.

RÉSUMÉ

Dans cette étude, nous avons étudié le profil de l'Education Physique professionnel qui opère dans les académies de l'activité physique dans la ville de Parintins/AM. L'échantillon était composé de 15 professionnels qui travaillent sous diverses formes dans 05 académies. Comme fondement méthodologique, nous avons opté pour une approche descriptive, utilisant comme un instrument de collecte de données et d'informations d'un questionnaire contenant 15 questions fermées. Il a été constaté qu'il existe un plus grand nombre de professionnels de sexe masculin, la plupart de ces professionnels qui travaillent dans ces écoles n'a pas de dossier au Conseil Régional d'Education Physique (CREF) et beaucoup d'entre eux n'ont pas la formation adéquate pour exercer la fonction, ne pas avoir conditions techniques qualifiés pour répondre à la clientèle dans ce domaine. Il a également été constaté que la plupart des professionnels qui travaillent dans les gymnases sont la planification de leurs leçons et l'utiliser comme la principale méthode pour prescrire des exercices à l'évaluation physique et ceux-ci agissent un peu plus d'un an dans la profession. Compte tenu de ces données, il est nécessaire de la compétence et des compétences professionnelles qui ne sera complète que si elle est fondée sur un corpus de connaissances scientifiques et techniques qui soutient la pratique de l'éducation physique professionnel qui opère à la fois dans les gymnases et musculation comme dans d'autres domaines.

MOTS-CLÉS: Académies. L'activité physique, Profil Professional, Professional éducation physique.

PERFIL PROFESIONAL DE LA EDUCACIÓN FÍSICA QUE TRABAJAN EN EL MUNICIPIO DE ACADEMIAS PARINTINS / AM.

RESUMEN

En este estudio se investigó Perfil de la Educación Física profesional que opera en las academias de la actividad física en la ciudad de Parintins/AM. La muestra estuvo compuesta por 15 profesionales que trabajan en diversas formas en 05 academias. Como fundamento metodológico, se optó por un enfoque descriptivo, utilizando como instrumento de recolección de datos y la información de un cuestionario con 15 preguntas cerradas. Se encontró que hay un mayor número de profesionales masculinos, la mayoría de estos profesionales que trabajan en estas academias no tiene registro en el Consejo Regional de la Educación Física (CREF) y muchos de ellos no tienen la formación adecuada para realizar la función, que no tienen cualificados condiciones técnicas para satisfacer a la clientela en esta área. También se encontró que la mayoría de los profesionales que trabajan en los gimnasios están planeando sus lecciones y usar eso como el método principal para la prescripción de ejercicio físico para la evaluación y éstos están actuando un poco más de un año en la profesión. Teniendo en cuenta estos datos, es necesaria competencia y competencias profesionales que sólo se hará efectiva si se basa en un cuerpo de conocimiento científico y técnico que apoya la práctica de la Educación Física profesional que opera tanto en los gimnasios y culturismo Al igual que en otras áreas.

PALABRAS CLAVE: academias. La actividad física. Perfil Profesional, Educación Física Professional.

PERFIL DOS PROFISSIONAIS DE EDUCAÇÃO FÍSICA QUE ATUAM EM ACADEMIAS NO MUNICÍPIO DE PARINTINS/AM.

RESUMO

No presente trabalho investigou-se sobre o perfil do Profissional de Educação Física que atua nas academias de atividade física da cidade de Parintins/AM. A amostra foi composta por 15 profissionais atuantes em diversas modalidades em 05 academias. Como fundamentação metodológica, optou-se pela abordagem de uma pesquisa descritiva, utilizando como instrumento de coleta de dados e informações um questionário contendo 15 perguntas fechadas. Constatou-se que há um maior numero de profissionais do sexo masculino, que a maioria desses profissionais que atuam nessas academias não tem registro no Conselho Regional de Educação Física (CREF) e muitos deles não têm formação profissional adequada para exercer a função, não tendo condições técnicas qualificadas para atender a clientela nessa área. Verificou-se também que grande parte dos profissionais que atuam nas academias fazem planejamento de suas aulas e que utilizam como principal método para prescrição de exercícios a avaliação física e estes estão atuando há pouco mais de um ano na profissão. Perante esses dados, faz-se necessário à competência e capacitação profissional em que, só será completa se estiver embasada em um corpo de conhecimentos científico e técnico que dê suporte à prática do Profissional de Educação Física que atua tanto nas academias de ginástica e musculação, como em outras áreas.

PALAVRAS-CHAVE: Academias, Atividade física. Perfil profissional, Profissional de Educação.