05 - LICENSED PROFESSIONAL PERFORMANCE IN PHYSICAL EDUCATION AREA NON-SCHOOL: SHARES AND IMPLICATIONS.

LEONARDO COELHO DE DEUS LIMA
ANA PAULA SOARES DE ANDRADE
ANA MARIA DA SILVA RODRIGUES
UNIVERSIDADE FEDERAL DO PIAUÍ, TERESINA, PIAUÍ, BRASIL
leonardoufpi@hotmail.com

INTRODUCTION

Remarkably, bodybuilding is a field of non-school area that receives many trainees Physical Education, are coming from or baccalaureate degree. However, when it comes to undergraduate students means that they must follow the school career. But what is observed within the academies Teresina, PI, is that many professionals working in the area which has no training.

The formation and action of professional physical education is a subject that arouses great interest among researchers (GHILARDI, 1998; MARTINS AND BATISTA, 2006; SILVA, 2011). This is a relevant concern in the production of knowledge in the area of physical education because graduation is divided into two types: baccalaureate and graduate.

The curricula of professional preparation in physical education differentiate between professional preparation and performance and Bachelor degree. The degree is aimed at training professionals to pursue teaching in primary education while the baccalaureate empowers and enables the graduate to work in healthcare, such as bodybuilding, spas, clinics, hotels, clubs, among others (GHILARDI, 1998).

Given this context, some questions are raised when the topic is discussed, as the licensee may operate in the area of the bachelor? The degree can work in the field of licensed? Knowing that the field of bodybuilding is one that receives more undergraduates and graduates, graduates will be qualified and trained to work in this field?

This study aimed to identify the profile of graduates, graduates 2011que work in the area of bodybuilding; understand the relationship between training and professional performance of these subjects and also know the reasons that made them act in bodybuilding.

METODOLOGY

This research, qualitative and descriptive approach, intended to determine the relationship between training and professional performance of graduates in Physical Education, formed in 2011 from the Federal University of Piauí (UFPI) seeking to know the profile of these subjects and analyze the ground (s) (s) who influenced them to act in the non-school, specifically in weight, whereas the market prepares to graduate school.

About the type of research, Thomas & Nelson (2002) believe that the most significant feature of qualitative research is descriptive and interpretive content instead of an excessive concern about the procedure. Porting, data analysis occurred through interpretation of the answers given by respondents in order to describe and understand the reality into focus.

The study population refers to all graduates in Physical Education, Federal University of Piauí (UFPI), the first and second half of 2011, working in the non-school (bodybuilding). The field strength was chosen precisely the perception that it is one of the fields from the non-school interns who receive more, as Ramos et al (2008) indicate that the academies weight as the trend of the labor market in Physical Education.

The selection procedure occurred from the list of graduates in Physical Education from the course coordinator and later finding those professionals who worked, worked in gyms with weight training. Thus, the sample consisted of 12 graduates, 6 women and 6 men. The average age is 23.8 years old, all completed the course in 4years, and 10 subjectsof natural Teresina - PI, 1 de Campo Maior - PI and 1 Imperatriz - MA.

After the identification these professionals out a questionnaire containing questions related to the topic, passed on to participants via e-mail, where also were returned duly answered.

When asked about the time that work with non-school, including the probationary period, the answers range from a few months up to five years, which shows that this guy has joined the course working in academia. The average performance thus stood at 27 monthrs, while they were attending the fourth period of the course and that, legally, could not even perform extracurricular stage. The resolution of CONFEF n° 024/2000 provides in its Article 1 that the stage is not compulsory must happen from the fifth semester of undergraduate physical education, with the student regularly enrolled and effective frequency.

Complementing this issue, we sought to understand the reasons why the subjects started to work in the non-school. When asked for reasons for working in the area, half (50%) responded that identifies with area non-school (weightlifting), either because they like the area or feel affinity with the work performed. On the other hand, some (33.3%) responded that operate in the area for ease in getting a job, perhaps because they have more access to the desktop area not school, since to work in academia, often the selection is made through the curriculum, while in the public school is required to be gazetted, which limits the entrance in this area, as demonstrated by the fragments below. However, some still believe that is an area better paid than the school, in particular, to act as personal training, as shown by the subjects.

Given the responses comes an interesting fact, since even the most identifying with this professional field, they differentiate two performances: the teacher weight (tied to the gym) and personal training, whereas the second operation more convenient and better financially than the first.

When asked if they experienced difficulties in professional practice or not in that area, responses were balanced, 50% responded that having experienced difficulties on the ground that the degree course in Physical Education UFPI not adequately prepares students to work in the non-school. And the other 50% said not experience difficulties because argued that the experience helped them in the adaptation process. Are factors outside the training course, especially considering the fact that working with weights easier, with more defined and standardized method and even feel motivated to seek to overcome through individual studies, courses and help from friends.

When asked at what point they began to identify with the non-school area, 91.6% answered that it was during graduation, lived mainly by experience through internships not mandatory (extracurricular) and demotivated by supervised training curriculum, which showed a more complex reality of action. The ease of training in the non-school (this kind of stage schools are unviable) just approaching students in this area, and the experiences gained generates identification and arouses

the interest of undergraduates in acting in bodybuilding after graduation.

It is therefore important that the experience of extracurricular stage occurs in the area of training modality or degree or bachelor's degree, as recommended by the Law Internship, No. 11,788 of 2008, in its Article 1, § 2 states that "The internship aims learning skills own professional activity and the curricular context, aiming at the development of the student to citizen life and work".

Martins and Batista (2006) point out that the extracurricular stage is a time of much learning and influence to the student, it is important to act with experienced and competent in their areas of expertise.

In a study on stage extracurricular Goetze (2007) found that 47.7% of the subjects of his research are working in the same field where he had held the stage extracurricular. Confirmingtheperceptionthatthereis a greatinfluenceofthisexperience for future careerchoice.

In this regard, 75% of graduates agree that the degree course in Physical Education UFPI not adequately prepares students to work in the gym, while 25% said there is some preparation for graduation. Note the gap between the professional preparation and performance, as when acting in the non-school, more accessible, there is no theoretical-methodological support enough to contemplate a phase of more immediate need for employment after graduation. The subjects stated that some courses aimed at training and health and fitness, physiology, and sports training kinanthropometry address issues relating to working in academia, but in a superficial way.

When asked if they consider themselves satisfied with the role that exercise, 50% responded yes, even if partially, because they consider it boring and want to improve wages. However, 33.3% expressed dissatisfaction with the role that exercise not to provide professional stability. Other 16.7% do not consider themselves satisfied with the role that exercise, due to lack of proper training.

Then, analyzing the question, even with the majority indicated take satisfaction with professional practice, this is information that should be deeper, because it realizes large percentage of dissatisfaction, because even those who are dissatisfied showed some discomfort.

When asked if they think and continue to invest in the area, 50% of them said yes, intend, for example, attend specialization, but since it is acting as personal training or entrepreneur - and most profitable areas unattended.

On the other hand 33.3% said they did not want and may remain 16.7% and invest in the area. These subjects show a desire to engage in the school and within the area of non-school is a matter of immediate financial need. This perspective is related to searching for job stability, that the academy does not offer.

Perhaps in search of this stability was teaching the performance desired by most licensees. Therefore, even the majority of graduates having answered that operate in the area for identification, the majority is dissatisfied with the role it plays in the gym.

When asked whether they consider lucrative area, 83.3% answered yes. By considering the lucrative area, these graduates show that the reason for the dissatisfaction shown in the previous question, perhaps not by salary issues. While 16.7% of the area does not consider school (bodybuilding) profitable. One such subject claims to be an uneven work, since some receive much and others too little, showing that there is profitability in the area for some, but for most the pay is still not the desired.

Most graduates identify themselves with the area, considers the lucrative area, but does not feel satisfied with the position he holds. Robbins (2002) believes that the economic and financial environment and worker identification are factors that influence job satisfaction. So if the professional who enjoys working in the area, believes the area is well remunerated, but are unsatisfied with the function, probably the appreciation of their work is not being achieved, missing recognition (financial and professional) who understand merit.

It is noticed that when it comes to valuing the professional working in bodybuilding are twofold: the gym instructor, which is far less valuable financially, and personal training, better remuneration as he can be more qualified and competent, therefore, it is necessary investment to achieve the proper value.

Asked about the order of preference in fields of action of physical education, 41.6% craves teaching career in higher education, 33.3% prefer to work in gyms, clubs, day care, clinics, ie, non-scholastic area, 16 7% said they had a preference for teaching in basic education of the public and only 8.4% chose other fields of activity outside of physical education. The fact of teaching in higher education have been the most desired demonstrates that these students are not averse to area school.

No participant in this study preferentially opted for teaching in primary private network. And 41.6% chose this performance as the last option, which confirms the lack of interest by the same area mentioned. Curious fact that both the more desired field (teaching in higher education) and the least (basic teaching in private) are related to the school area. Being perhaps the reason for the financial return of this opposition, because usually teachers HEIs are better paid and legitimized.

When asked if they believe that the licensee may operate in the non-school, 91.6% answered yes. By stating this condition, the responses show that it is because they consider physical education a vast field of professional practice, for the student can prepare both internships at area courses as non-school, and still, after graduation, remain professionally prepared and updated in this area.

This response may be ratified by the thought of Martins and Batista (2006) who believe that physical education professional can act in two areas: school and non-school. In turn, Gaya (2009) advocates the formation of single professional physical education and that it can operate in both areas. However, although we agree with this possibility, legally there is the division between areas, both in training (undergraduate and graduate) and in action (school and non-school) as CONFEF (2002).

It is important to know to what extent this response is valid, since numerous causes were driven justice on performance of professional and bachelor's degree in Physical Education. There is a huge mess in the jurisdictions on the possibilities of the professional degree in physical education. And in case of refusal, licensees may not act in the area of the bachelor and vice versa.

Only 8.4%, which corresponds to a subject, replied that the licensee cannot act in the non-school, claiming that the university does not prepare the licensing to work in the non-school.

When asked if they would like to work in schools, responses were balanced, which confirms the questioning ancestor, in which participants sample showed no aversion to having total area school.

Being perhaps the career opportunities, the reason for the remoteness of the area school and non-school approach area (RAMOS, 2002). The possibility of non-binding stage (extracurricular) be primarily responsible for this approach grows, for work in the field by non-school through this kind of stage n manage to a higher experience area, which is reflected upon completion of the graduate and enroll in professionally area. Only 2 subjects, constituting 16.7% showed disgust and to some prejudice and ignorance by area school, claiming that it was only to die of hunger and stress and another that only work through the guarantee provided by the contest.

According to the National Curriculum Parameters, the contents of the Physical Education are: games, gymnastics,

sports, wrestling, rhythmic and expressive activities, and knowledge of the body (BRAZIL, 1997). So to teach in schools is important that a teacher generalist and not a specialist, because for FariaJúnior(1993, p.235) "General training provides a much broader and more flexible than that offered by technical knowledge in order professional."

Perhaps the importance of having a holistic knowledge to work in the field school, many students just embarking area for non-school area where often only the technical knowledge is required. For this fact, some subjects show complete aversion to the school area, as was shown earlier. And this aversion is probably a reflection of the training that these guys had, in which technical knowledge is more valued than the theoretical / philosophical.

Because we are not interested in having a general training, comprehensive, many students are not motivated to act on school grounds, school grounds this aversion by some research subjects, perhaps a mirror of the training they had as students of the course.

Knowing the degree courses aim eminently teacher training for teaching exercise, we tried to find out what motivated them to act in bodybuilding. Analyzing the answers given, it is perceived that the graduates are working in gyms for the job opportunity, the ease in professional practice and by financial necessity, but enjoying the same area most do not want to continue and invest in it, being in search of stability professional jobs only area school can offer.

What has been observed is that the non-school area allows access to the student for an internship, even though licensing, as evidenced in the first question, in which graduates reported having experiences, even as interns, no school in the area (fitness). According to the law of the stage (BRASIL, Law 11,788 of 25/09/2008), the stage is part of the education program of the course, in addition to integrating the formative process of the student. It must then be compatible with programming curriculum established for each course.

As an example of non-compulsory curricular teaching in the Institutional Program of Incentive Stock Exchange and Teaching (PIBID) funded by CAPES, is considered successful experience for the preparation of future teachers because its main objective is to create opportunities for undergraduate students, yet graduation, practical experience in the educational field, so you can apply the theory learned at university to professional practice, thus generating the praxis oriented way.

The success of this type of experience, according to Dewey (2010) provides for situations that students feel encouraged to remain in the area. However failure in this type of experience will alienate the student's area of expertise, such as the supervised training curriculum, referred to by some of the subjects in this study.

Still the same author states that “the central problem of an education based upon experience is to select the type of experiences that continue to live fruitful and creatively in subsequent experiences” (DEWEY, 2010, p.29).

Soon, example programs like PIBID, which give students experience in the school are profitable, because the interest of undergraduates outcrop area of the formation.

CONCLUSION

Before what is proposed in this study, the profile of the subjects of this research shows that they are quite young, with an average of 23.8 years of age, all completed the course in 4 years, and most are within regulatory Teresina.

As the formation and action of these professionals found that most participants in the sample is identified with the weight, and says he felt initially difficult to practice, because they recognize that the course does not prepare for action in the non-school.

They consider teaching in higher education as the best playing field and teaching in basic education facilities, as the worst. Shown to have little knowledge about the laws governing the formation and professional.

As reasons for the referral by area non-school, it was realized that the graduates are working in gyms for job opportunity, the ease in professional practice and the financial need. But even identifying with the area, most do not want to continue and invest in it, being in search of job security that can be given jobs in the school area.

They also found that the experiences of the stage extracurricular probably influenced the choice of the area of operation of these professionals.

Finally, further research on the topic should be conducted in order to power screeners genuine reasons and circumstances that influenced these professionals to identify the non-school area. Taking into consideration the situation of extracurricular stage and the influence it may have on the future choice of area.

Thus, it is suggested that the university should provide internships in the area of training of students (academic). The creation of new programs and the expansion of programs like PIBID so that more students to benefit, should be considered, as they provide to undergraduates, experience and experience in school, and loom students' interests in working for that area.

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LEONARDO COELHO DE DEUS LIMA
Rua Prof. Alceu Brandão, 3080, Cond. Vila Confiança, Bl.G, Apto.301, Bairro Macaúba.
Teresina, Piauí, Brasil
leonardoufpi@hotmail.com

LICENSED PROFESSIONAL PERFORMANCE IN PHYSICAL EDUCATION AREA NON-SCHOOL: SHARES AND IMPLICATIONS.

ABSTRACT

Schooling and professional experience of Physical Education is a much studied nowadays due to be field-dependent form of training, degree or bachelor's degree. Thus, this study sought to understand the relationship between training and performance of graduates in physical education graduates 2011pela Federal University of Piauí-UFPI working in non-school area, more specifically in bodybuilding. Sought to outline the profile of these subjects, and seek to know the reasons that influenced them to follow through this area. This qualitative study was descriptive and included a sample of 12 subjects, 06 men and 06 women. Data collection occurred from questionnaire and answered via email. The results show that these subjects were formed at a young age, with approximately 23 years, with an average time of completion of the course of four years, with the majority of natural Teresina-PI. The consensus is that the degree course in physical education UFPI not adequately prepare for the performance in the non-school, but identify themselves with this field of work; consider it profitable, but does not provide financial stability. In pursuit of this stability, crave jobs in school, especially in teaching at the college level. Experiments on stage not required (extracurricular) during the course exerted strong influence on current professional engagement. We conclude that even if identifying with area non-school graduates are in search of financial stability that think they can be reached on school grounds

KEYWORDS: Physical Education.SchoolingandProfessional Performance.Extracurricular stage.

LICENCE PRATIQUE PROFESSIONNELLE DANS LA ZONE DE L'ÉDUCATION PHYSIQUE NON SCOLAIRE: ACTIONS ET CONSÉQUENCES.

RÉSUMÉ

La formation et l'expérience professionnelle de l'éducation physique est un peu étudié de nos jours en raison d'être dépendant du champ sous forme de formation, de diplôme ou un baccalauréat. Ainsi, cette étude a cherché à comprendre la relation entre la formation et la performance des diplômés en éducation physique, formé en 2011 à l'Université Fédérale de Piauí-UFPI travailler dans la non-scolaire de la région, plus précisément dans le culturisme. Cherché à définir le profil de ces sujets, et de chercher à connaître les raisons qui ont influencé les suivre dans cette zone. Cette étude qualitative était descriptive et portait sur un échantillon de 12 sujets, 06 hommes et 06 femmes. La collecte s'est déroulée du questionnaire et répondu par courriel. Les résultats montrent que ces sujets ont été formés à un jeune âge, avec environ 23 ans, avec un temps moyen d'achèvement de la période de quatre ans, la majorité des ressources naturelles Teresina-PI. Le consensus est que le cours de licence en éducation physique UFPI pas suffisamment préparés pour la performance dans le non-scolaire, mais s'identifient à ce domaine d'activité; considère qu'il est rentable, mais n'assure pas la stabilité financière. Dans la poursuite de cette stabilité, envie emplois à l'école, en particulier dans l'enseignement au niveau collégial. Des expériences sur scène non requises (parascolaire) au cours exercé une influence forte sur l'engagement professionnel actuel. Nous concluons que, même si l'identification avec espace non-bacheliers sont à la recherche de la stabilité financière qui pensent qu'ils peuvent être réalisés dans l'école.

MOTS-CLÉS: Éducation physique. Performance et la formation professionnelle. L'étapes parascolaires.

PRÁCTICA PROFESIONAL LICENCIADO EN EDUCACION FISICA ÁREA NO ESCUELA: ACCIONES Y CONSECUENCIAS.

RESUMEN

Formación y experiencia profesional de la Educación Física es un muy estudiado en la actualidad debido a ser dependientes de campo sea de formación, grado o licenciatura. Por lo tanto, este estudio trata de comprender la relación entre la formación y el desempeño de los graduados en educación física, formada en 2011 de la Universidad Federal de Piauí-UFPI trabajando en la no-escuela de la zona, más concretamente en el culturismo. Buscó a esbozar el perfil de estos temas, y tratar de conocer los motivos que influyeron en ellos para seguir por esta zona. Este estudio cualitativo descriptivo e incluyó una muestra de 12 sujetos, hombres 06 y mujeres 06. Los datos fueron recolectados a partir de cuestionario y sus respuestas por correo electrónico. Los resultados muestran que los sujetos se forman a una edad joven, de aproximadamente 23 años, con un tiempo medio de realización del curso de cuatro años, con la mayoría de los recursos naturales Teresina-PI. El consenso es que no la licenciatura en educación física UFPI preparar adecuadamente para el desempeño en el no-escuela, pero se identifican con este campo de trabajo, lo consideran rentable, pero no proporciona la estabilidad financiera. En la búsqueda de esta estabilidad, anhelan puestos de trabajo en la escuela, especialmente en la enseñanza a nivel universitario. Los experimentos en el escenario no se requiere (extracurricular) durante el curso ejercido una fuerte influencia en el compromiso profesional actual. Llegamos a la conclusión de que aunque la identificación con la zona de la escuela no son graduados en busca de la estabilidad financiera que creen que se puede lograr en la escuela.

PALABRAS CLAVE: Educación Física. Rendimiento y Formación Profesional. Nivel extracurricular.

ATUAÇÃO PROFISSIONAL DE LICENCIADOS EM EDUCAÇÃO FÍSICA NA ÁREA NÃO-ESCOLAR: AÇÕES E IMPLICAÇÕES.

RESUMO

Formação e atuação profissional de Educação Física é um tema bastante abordado atualmente devido a área de atuação ser dependente da modalidade de formação, licenciatura ou bacharelado. Assim, o presente estudo procurou entender a relação entre a formação e a atuação de licenciados em educação física, formados em 2011pela Universidade Federal do Piauí-UFPI que atuam na área não-escolar, mais especificamente na musculação. Procurou traçar o perfil destes sujeitos, além de buscar conhecer os motivos que os influenciaram a seguir por esta área. Estudo de abordagem qualitativa e descritiva contou com amostra de 12 sujeitos, sendo 06 homens e 06 mulheres. A coleta dos dados ocorreu a partir de questionário enviado e respondido via correio eletrônico. Os resultados mostram que estes sujeitos formaram-se ainda jovens, com aproximadamente 23 anos, com tempo médio de conclusão do curso de quatro anos, sendo a maioria natural de Teresina-PI. É consenso de que o curso de licenciatura em educação física da UFPI não prepara adequadamente para a atuação na área não-escolar, mas se identificam com este campo de trabalho; consideram-no lucrativo, mas não proporciona estabilidade financeira. Em busca desta estabilidade, almejam empregos na área escolar, sobretudo na docência em nível superior. As experiências em estágio não obrigatório (extracurricular) durante o curso exerceram forte influência no engajamento profissional atual. Conclui-se que mesmo se identificando com a área não-escolar os licenciados estão em busca de estabilidade financeira que julgam poder ser alcançada na área escolar.

PALAVRAS-CHAVE: Educação Física. Formação e Atuação profissional. Estágio extracurricular.