12 - PROFESSIONAL PROFILE OF PHYSICAL EDUCATION TEACHER OF THE PUBLIC SCHOOLS OF ALAGOAS

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1. INTRODUCTION

In a quick search on the websites of the Ministry of Education of Brazil (MEC) can know the various undergraduate courses available in that vast country. According to data provided by this site, the degree in Physical Education (PE) in the state of Alagoas is present today in seven Higher Education Institutions (HEIs) distributed in four counties. There are twelve courses, seven courses for the training of graduates in PE and five bachelors. Regarding the formation of PE teachers in Maceio, capital of Alagoas, there are four degrees, one in distance modulus and the other three face on module, with the Federal University of Alagoas (UFAL) between them. In the other municipalities are three courses, a distance learning in the city of Santana do Ipanema, and the other two face modality, located in Arapiraca, extension UFAL, and Palmeira dos Indios in private HEIs (MEC, 2012).

The UFAL, despite being the only public university in the state and federal constitute the most qualified institution of higher education in action in Alagoas, is still undergoing a process of expanding its academic activities for the other sub-regions of the state. Among the goals are to improve the quality and improvement of its core activities (teaching-research-extension) and social inclusion of the institution through its expansion into the State of Alagoas (UFAL, 2005). For this effort is not measured in the process of internalization of UFAL inseparable considering three variables: the subregions natural state and its attendant economic vocations regionalized and potential demand for higher education in Alagoas.

Among the developments of the goals for expanding institutional find two that are more consistent with our intentions in this research as part of physical education in school. Among them: his ability to relate to professional education and citizenship, its scientific, technological and artistic development local (municipal) and regional socializing and leveraging knowledge resources, material and financial resources, inducing new local demands and also articulate with institutions working within and with their problems - productive sector, government, non-governmental organizations, other institutions of public higher education - by exploiting their complementarities through the enhancement of knowledge (albeit fragmented) scientific, technical, cultural and popular.

Curricular of Degree Courses in PE in Federal University of Alagoas (UFAL) present themselves imbued with the guiding principles of the organization of knowledge / knowledge and activity / doing "distributed between teaching, research and extension that structure the set of pedagogical practices needed the training of physical education teacher "(UFAL, 2006, p.12).

Concerned with the provision of vocational training in our state of the EF, the GEPDEF - Group Study and Research in Teaching and Training in Physical Education - CEDU / UFAL / CNPq develops research in order to investigate this process and establish training a profile of the professionals working in schools of Alagoas.

The research matrix covers the entire state of Alagoas and was divided into stages (MONTENEGRO, 2010), (AYRES MONTENEGRO, 2010) and (AYRES MONTENEGRO, 2012), the first step corresponds cities of Maceio, Arapiraca, Palmeira dos Indios, Union dos Palmares and Anadia aiming to build a profile of the offer Physical Education as part of the school curriculum and professionals that integrate, highlighting their academic background, their educational activities and problems faced in everyday teaching. Through this diagnosis we know a little of the reality of physical education in school and the professional profile that serves these classes and can compare their training received their interference with the field of work, school.

This study is an excerpt of this research matrix and corresponds to the data obtained in the cities of Maceio, Arapiraca, Palmeira dos Indios, Anadia and União dos Palmares.

The aim of this study is to identify the general profile of the professionals who teach physical education classes in public schools teaching municipalities from Alagoas, identifying the initial training of teachers, their training institutions, the quality of education received, the main problems faced in training and in everyday teaching and participation in continuing education programs, intending pointing indicators that can guide the Federal University of Alagoas in the process of formation of the Physical Education course.

2.METHODOLOGY

This study has characteristics of exploratory, descriptive and cross. Where the researcher defines a population sample and evaluates all the variables within this sample (REIS ET al., 2002).

Data collection was conducted in public schools (state and local) in the cities of Maceio, Arapiraca, Palmeira dos Indios, Anadia and União dos Palmares, all belonging to the state of Alagoas, with the physical education teachers of the framework for teaching these schools.

The sample was built for convenience, given that not all schools had hired physical education teachers, and schools that had not all were willing to participate. The population in this study corresponds to the PE teachers or academics who occupy the role in the public schools of these cities. The sample corresponds to the number of teachers who agreed to be interviewed, comprising the following sample values, 52% in Maceió, 100% in the cities of Arapiraca, Palmeira dos Indios and Anadia and 83% in União dos Palmares.

The criterion used to include or exclude the participation of individuals in this study was to agree with the Terms of Consent signing the same if it was in their interest.

Research is still under development. In the first stage were chosen 05 municipalities, namely: the cities of Maceio, and Palmeira dos Indios Arapiraca, and happened between 2008 and 2009. The municipality of Anadia was mapped in 2010. Finally in 2011-2012 came the city of União dos Palmares.

We used a questionnaire with closed questions, but mostly open-ended questions where the subject could expatiate freely.

The first contact was made via state and municipal secretariats of education. It was later visited each school to find teachers working. Reaching these was delivered to each of the IC that clarifies the objectives and methodology of the study, and they had full freedom to participate in the research. After signing the informed consent form questionnaire was used by the researchers responsible, not being established or estimated time limit for such words.

The data collected from the questionnaires were analyzed using content analysis (Bardin, 1977), "set of techniques for analysis and interpretation of the content of the messages, parses the text into units, units of meaning that constitute communication, and subsequently, is made reunification in classes or categories. "

3. RESULTS

The public school systems in the cities of Maceio, Arapiraca, Palmeira dos Indios, Uniao dos Palmares and Anadia compose a quantitative of 242 schools, split between the networks of state and local public education. Of these 141 (58.67%) schools were visited.

From these visits we were able to establish the amount of teachers and compare them to the number of schools in the network, totaling an estimated shortage of professional each municipality. In Maceió reached the quantitative to 123 teachers from 48 schools visited. Arapiraca found in the proportion of 12 teachers from the 29 schools. In Palmeira dos Indios meet the demand of 06 teachers to attend 23 schools already in Anadia, there are only 01 teachers from 20 schools. Finally in Uniao dos Palmares found 18 teachers in 40 schools visited. Perceives the high proportion of such imbalance, few teachers for many schools, thus verifying that all public schools is deficient in the supply of teachers for curricular component of physical education in the cities visited. This data indicates the great need for new tenders for filling vacancies of immediacy.

To facilitate discussion of the data and get a better view of the results in general, we present a table summarizing the quantitative and qualitative data that had highlighted in research from 5 cities investigated. In this table we find the variables that identify the professional profile of EF active in public schools, knowing its predominant formation, educational institution, training time, more relevant disciplines in training, major difficulties experienced during training, and their evaluation on this training. The practice of reading, participation in processes of continuous formation and implementation planning include the rest of the variables investigated in the study.

Table - Profile of General Physical Education teacher in the municipalities studied alagoanos

	MACEIÓ	ARAPIRACA	PALMEIRA DOS ÍNDIOS	ANADIA	UNIÃO DOS PALMARES
Predominant Training	Specialization (56.25%)	Graduation (41.6%)	Graduation (50%) and academics (50%)	Specialization	Graduates (40%)
Trainer institution	UFAL (87,5%)	FACESTA (33,3%)	FACESTA (83,3%)	UFAL	UFAL (40%)
Relevant Discipline	Anatomy (70.83%)	Anatomy and Sports (50%)	Anatomy and Sports (50%)	X	Sports (18%)
Difficulties in Training	Physical space and materials (81.25%)	Theory into practice (22%)	Theory into practice (22%)	X	26.6% lack of teacher preparation
Evaluation of HEIs forming	GOOD (50%)	GOOD (58,3%)	GOOD (62,5%)	X	GOOD (100%)
Readings in the area of knowledge	YES (93,75%)	YES (83%)	YES (100%)	YES	YES (80%)
Continuing Education	YES (93,75%)	YES (58%)	NO (83%)	NO	NO (67%)
Problems in everyday professional	Lack of physical space and materials (100%)	Physical Space inappropriate (50%)	Physical Space inappropriate (38%)	Physical Space indiscipline of students	Physical Space inappropriate (48%)
Time Training	X	X	X	23 years	Between 5 and 10 years (40%)
Reason for Expertise in School Physical Education	X	X	X	Personal identification and whith sports	Personal identification (50%)
Performs Planning	X	X	X	YES	YES (100%)
What takes into consideration when planning your lessons?	X	X	X	Needs students their expectations.	Students and their expectations (43%)

* The X marking shows that the variable was not identified in the research stage.

1.1 Professional Profile

Regarding the predominant level of training of teachers, we are faced with different levels of training, such as: academics, graduates and specialists. We are in evidence in most cities surveyed, only a professional with a degree in Physical Education. Teachers need to worry about continuing this training and crave your ticket in processes of post Sensu Lato and Sensu stricto and to provide a quality Physical Education and committed to his student. Only in Maceió found the prevalence of teachers with expertise, totaling 56.25% of respondents in the capital of Alagoas and only teacher found in Anadia, which also has expertise. The city of Arapiraca, 41.6% of teachers have completed graduation, the Palmeira dos Índios effective teachers divided 50% and 50% graduate students, in União dos Palmares 40% of teachers are just graduates.

Most teachers have investigated how the educational institution UFAL, which confirms our initial concern for developing a diagnosis and help our institution to reflect on the process of training of teachers in PE that is offered on campus Maceió and Arapiraca. From the data found in this profile can establish implementation strategies that result in the formation may reflect the school after teacher training and their insertion in the labor market.

To help with this reflection, questioning teachers about which of their undergraduate courses were more relevant to their professional training and who perceived direct relationship with their current teaching practice. The ranking of the most relevant subjects revealed that the discipline which covers the biological aspects of human, anatomy was perceived as crucial in shaping the physical education teacher in the same proportion as the discipline of Methodology of Sports, a vestige of formation for sport formerly, is still hegemonic in school.

During their training the teachers go through many hardships to get systematize a teaching practice. They were able to report freely on what are the main difficulties encountered in the process of formation. Most of them identified as the greatest difficulty, deficiency of teachers of IES to develop strategies interaction between theory and practice in the various disciplines of graduation. To illustrate this response, remember the words of Freire (1996) teaching us that teacher training should not stop

thinking reflected in practice. Thus, the addition of these words also need to simultaneously consider a theory practiced for better facilitation of learning.

It stands out in the city of Maceió in the period between the difficulties of training, lack of physical structure and material of these teachers training institutions. It's caveat that a large proportion of these had their training in UFAL and their complaints are associated with this institution.

Even with these difficulties in training, at all stages of the research most teachers gave good concept for the training offered to them by their respective HEIs.

Teachers were asked if performed some kind of reading in a professional area. In all the cities visited have shown a change in the profile of teachers in general. Even if slowly, the profile of the teacher reader and recognition of the importance of continuing education already appearing in polls conducted with this audience, revealing the relentless pursuit of knowledge. In contrast another indicator revealed by the survey distorts the interest in professional development. To our surprise, three of the five cities had mostly negative as the participation in continuing education programs. It is necessary that this update does not occur only in the usual readings, but that teachers are interested in this collective reflection characteristic of these programs. Active participation in courses, discussion groups and readings are training opportunities for practice and reflection by the teacher that privileges the experience of each with the mediation of the dialogue (ABRAMOWICK, 2001), are opportunities that the teacher has to be in constant update process.

We also investigated the municipalities Alagoas, PE teachers who in their daily teaching, ran into lack of proper physical environment for the development of practical classes of PE school practices much recognized as the most important during the formation of these teachers.

After the first stage of the research, in the cities of Maceió, Arapiraca and Palmeira dos Índios, we saw the need to investigate something more about the initial training of teachers working in public schools. We resolve to add some questions to our investigation in subsequent steps. To make a relationship between training time and the time of entering the labor market in the area, we know the municipalities of Anadia and União dos Palmares, how long the teachers were included in this teaching role in Physical Education. In União dos Palmares have mostly a faculty with over 5 years of training. Already in Anadia, a teacher with 23 years experience in teaching. With this training time have further justified the need for these teachers engage in continuing education processes, to follow the scientific breakthrough that physical education has undergone in recent years.

In both municipalities have teachers who identified themselves with the area of EF and sought their training by that fact. The personal identification with the area favors learning and willingness to develop a productive work in their field.

Finally, we have teachers who make a claim prior planning of physical education classes before their classes. This plan is prepared taking into account, in most cases, students and their expectations regarding these classes.

2. FINAL THOUGHTS

It is notorious the absence of teachers linked to public education schools in the municipalities of Maceio, Arapiraca, Palmeira dos Índios, Anadia and União dos Palmares. There is some urgency in making procurement that enforce teachers in all educational systems and, consequently, decrease absences and increase the hours of in-service training of teachers.

The departments should establish strategies to attract PE teachers and encourage them to seek their continuing in-service training, enrollment in graduate programs and even more in other continuing education programs.

The UFAL is responsible for the vast majority of professionals involved in the labor market of Physical Education in Alagoas. This way, must be attentive to the needs of these teachers regarding their initial training and in preparing for the daily teaching. Need to rethink that offers training in many degrees, in this case, the formation of the physical education teacher, foster better links between the theory and practice of knowledge during training in various disciplines. Between public and private space theories, not taken during the training will reflect these professionals end up diluting in a series of explanations for the failure of teacher intervention (Patto, 1999; MELO, 1988).

We need to overcome the hegemony of both the content of Sports formation and in the application of this content in our field. The role of Physical Education encompasses not only teaching the sport, which has excellent recognition of the students, but also the struggles, gymnastics, dance (expressive rhythmic activities and knowledge about one's own body) and games on its fundamentals and techniques (procedural dimension), and also a reflection on the attitudes that students should have within and for the body activities (attitudinal dimension). And finally, guaranteeing the right of the student to know why he is doing that movement (conceptual dimension).

We recognize that the main axis of the formation of the physical educator is teaching practice. All disciplines that make up the curriculum of this training should prioritize situations of planning, implementation and evaluation of educational processes of predetermined content for Physical Education in the school curriculum. The pedagogical training of new teachers can't remain only as a matter of preference of the teaching staff or personal dedication of some of them. The formation of an educator is founded on teaching experience, this means the current legislation in Brazil knowledge reasoning generally have lower workload compared to the knowledge that discuss teaching practices. And for these disciplines should be designated qualified teachers and updated in students who can awaken the exercise of pedagogical praxis, which is always updated with the knowledge of reality in the process of education and training.

We conclude that the ills identified by teachers participating in this study related to the quality of his actions in schools, reveal deep cracks that arise in training courses, disqualifying the action of its graduates and forgetting these HEIs in relation to the provision of continuing education and updates pedagogical and denounce the importance that these institutions provide the monitoring work performed by its graduates, indicative as valuable for its own internal evaluation, review their resumes and improvements in their courses.

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PROFESSIONAL PROFILE OF PHYSICAL EDUCATION TEACHER OF THE PUBLIC SCHOOLS OF ALAGOAS

ABSTRACT

The present study aims at contributing for a diagnosis of the educational situation related to Physical Education as a curriculum component, in the state of Alagoas. We point out the detailed indicators related to the processes of initial and continued teachers' education and which may underpin the appropriate intervention of UFAL in the process of professional qualification offered in the Physical Education Graduate Course. The visiting periods in the micro-regions of the state of Alagoas are reported in this exploratory, transversal survey. The study brings data related to indicators from the municipalities of Maceió, Arapiraca, Palmeira dos Índios, Anadia e União dos Palmares. 65 schools were visited in Maceió (50%), 29 in Arapiraca (100%), 26 in União dos Palmares (65%), 13 in Palmeira dos Índios (53,5%), and 08 in Anadia (40%), in a total coverage of 141 schools. Inversally proportional to the quantity of schools is the number of teachers demonstrating the lack of physical education teachers in the state of Alagoas. Most of the teachers graduated from the Federal University of Alagoas, and most of them had only got a bachelor's degree. The most important subject matter in their teaching development process was Anatomy, as well as Methodology of Sports was.Teachers were concerned in conducting a previous class planning, taking into account the students' needs. Among the difficulties in the training process, teachers pointed out the gap between theory and practice. In assessing the graduating institution, teachers reported having had a good formation. Teachers also reported to be concerned in getting updated via habit of reading but refuse to take part in continued formation.

KEY WORDS: Physical Education, Professional Qualification, Continued Formation

PROFIL PROFESSIONNEL DES ENSEIGNANTS D'ÉDUCATION PHYSIQUE DES ÉCOLES PUBLIQUES DE ALAGOAS

RÉSUMÉ

Cette étude vise à contribuer à un diagnostic de la situation de l'éducation en ce qui concerne la composante du curriculum éducation physique dans l'état d'Alagoas, apportant des indicateurs plus détaillés pour les aspects du processus de formation initiale et continue, qui peut guider l'orientation de l'intervention de la UFAL sur les cours de formation de qualification offerts dans cours de éducation physique. Il constitue une forme de recherche, d'exploration, transverse, nous identifions les étapes qui correspondent aux différentes sous-régions de l'État d'Alagoas. Dans cette étude, nous apporter les données sur les indicateurs des municipalités de Maceió, Arapiraca, Palmeira dos Indios, Anadia et União dos Palmares. Au total, nous avons visité 65 écoles à Maceio (50%), 29 en Arapiraca (100%), 26 écoles de Uniao dos Palmares (65%), 13 à Palmeira dos Indios (53,5%), et 08 à Anadia (40%), ce qui donne une couverture de 141 écoles visitées. Inversement proportionnelle au nombre d'écoles, les enseignants ont trouvé dans 85 municipalités qui démontrent le manque d'enseignants d'éducation physique dans l'état d'Alagoas. De ce nombre, en général, la plupart avaient leur formation à l'Université fédérale d'Alagoas. En ce qui concerne la formation majoritaire, il est clair que la majorité ne se compose que des enseignants ayant obtenu leur diplôme de graduation. La discipline la plus importante dans le processus de formation des enseignement de était Anatomie en proportion égale Méthodologie des Sports. Nous avons des enseignants concernés de procéder à une planification avant classe, en tenant compte de la nécessité des élèves. A propos des difficultés en matière de formation, les enseignants ont la plupart du temps l'espace entre la théorie et la pratique. Lors de l'évaluation formative de l'institution à tous les stades enseignants ont dit qu'ils avaient reçu une bonne instruction. Nous voyons que les enseignants intéressés habitude de la lecture, mais refusent de participer aux processus de formation continue.

MOTS-CLÉS: Éducation Physique, Qualification Professionnelle et Formation continue

PERFIL PROFESIONAL DEL PROFESOR DE EDUCACIÓN FÍSICA DE LAS ESCUELAS PÚBLICAS DE ALAGOAS

RESUMEN

Este estudio tiene como objetivo contribuir a un diagnóstico de la situación en relación con el componente educativo curricular de educación física en el estado de Alagoas, con lo que los indicadores más detallados para los aspectos del proceso de formación inicial y continua, que puedan guiar la dirección de la intervención de la Universidad Federal de Alagoas el proceso de calificación de los cursos de capacitación que se ofrecen en Licenciatura en Educación Física. Constituye una forma de investigación de campo, exploratorio, transversal, donde los plazos establecidos para las visitas a diferentes micro-regiones del Estado de Alagoas. En este estudio, traemos los datos sobre los indicadores de los municipios de Maceió, Arapiraca, Palmeira dos Indios, Anadia y União dos Palmares. En total se visitaron 65 escuelas en Maceio (50%), 29 en Arapiraca (100%), 26 escuelas de Uniao dos Palmares (65%), 13 en Palmeira dos Indios (53,5%), y 08 en Anadia (40%), dando una cobertura de 141 escuelas visitadas. se encuentran en los municipios es de 85 profesores que demuestran la falta de profesores de educación física en el estado de Alagoas. De éstos, en general, la mayoría tenía su formación en la Universidad Federal de Alagoas. En cuanto a la formación predominante, se da cuenta de de que la mayoría se compone de profesores con la graduación. La disciplina más importante en el proceso de formación inicial de los docentes entrevistados para la realización de su trabajo Anatomía en proporción igual a la metodología de Deportes. Tenemos profesores afectados para llevar a planjemanento teniendo en cuenta la necesidad de los estudiantes.. Acerca de las dificultades en la formación, los profesores mostraron su

mayor parte la brecha entre la teoría y la práctica. En la evaluación de la institución que forma a los profesores dijeron que habían recibido una buena educación. Observamos profesores interesados en actualizar el hábito de la lectura, pero se niegan a participar en los procesos de formación continua.

PALABRAS CLAVE: Educación Física, Formación Profesional y Educación Continua

PERFIL PROFISSIONAL DE PROFESSORES DE EDUCAÇÃO FÍSICA DAS ESCOLAS DA REDE PÚBLICA DE ALAGOAS

RESUMO

Este estudo visa contribuir para um diagnóstico da situação educacional em relação ao componente curricular Educação Física no estado de Alagoas, trazendo indicadores mais detalhados em relação aos aspectos do processo de formação inicial e continuada, que possam orientar a direção da intervenção da UFAL no processo de qualificação da formação profissional oferecida nos cursos de Licenciatura em Educação Física. Constitui-se num formato de pesquisa de campo, exploratória, transversal, onde estabelecemos os períodos para visitarmos as diferentes micro-regiões do estado de Alagoas. Neste estudo trazemos os dados referentes aos indicadores dos municípios de Maceió, Arapiraca, Palmeira dos Índios, Anadia e União dos Palmares. Ao total visitamos 65 escolas em Maceió (50%), 29 em Arapiraca (100%), 26 escolas em União dos Palmares (65%), 13 em Palmeira dos Índios (53,5%), e 08 em Anadia (40%), perfazendo uma cobertura de 141 escolas visitadas. Inversamente proporcional ao número de escolas, o efetivo encontrado nos municípios é de 85 professores demonstrando a carência de professores de Educação Física no estado de Alagoas. Destes, em geral, a maioria teve sua formação na Universidade Federal de Alagoas. Em relação à formação predominante, percebe-se que a maioria é constituída apenas por professores com a graduação. A disciplina mais relevante no processo de formação inicial para o exercício do cotidiano docente foi Anatomia em igual proporção a Metodologia dos Esportes. Temos professores preocupados em realizar um prévio planejamento das aulas, levando em consideração a necessidade dos alunos. Sobre as dificuldades enfrentadas na formação inicial, os professores apontaram em sua maioria, o distanciamento entre teoria e prática. Ao avaliar a Instituição formadora em todas as etapas os professores afirmaram ter recebido um bom ensino. Constatamos professores interessados em se atualizar como hábito da leitura, mas se negam a participar de processos de formação continuada.

PALAVRAS CHAVE: Educação Física , Qualificação Profissional e Formação Continuada