104 - COMPARATIVE STUDY OF THE OPINION OF THE STUDENTS INGRESSIONS AND EGRESSES OF THE COURSE OF PHYSICAL EDUCATION OF THE UNB ON THE CURRICULUM OF PROFESSIONAL FORMATION

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INTRODUCTION

This study if dedicates to the reflection on the quality of the curriculum of Degree in Physical Education of the University of Brasilia to the demands of two groups: the students who are at the beginning of the formation and the egresses of the course. It is intended to verify if the expectations had been taken care of, reformulated and/or extended e, at the same time, to investigate the opinion on the important considered curricular experiences for the professional formation.

For greaters that are the divergences around a conceptual definition of the curriculum, in accordance with Tanner and Tanner (1987), the curriculum, while educative project, have three idea-key: (1) it presents a designed educative intention in the time and the space in function of one determined professional profile, defined in function of a reflection on the sociocultural reality where if it inserts; (2) it involves a teach-learning process, that makes reference the certain contents and some abilities that enable to the professional exercise; (3) it is inserted inside of a specific context of the formative institution, that about in such a way encloses a series of considerations of the physical infrastructure, material and of human resources.

General revision of the history of the curriculum of formation in Physical Education

Since century XIX, can be observed two main sources of influence in the evolution of the curriculum of formation in Physical Education: (1) the increasing of the areas of knowledge related with the Physical Education and (2) the alterations provoked for the change of the organizational approach of the institution in which if it carries through the formation. According Naul (1999), the majority of the current superior educational establishments of Physical Education if had originated from military schools, passing later to normal schools (elementary formation of teachers) and later for university (formation of superior level).

Thus, a composed hybrid model of different approaches of professional formation was created in the Physical Education that coexists until today in diverse degrees of influence. Calero and Adelantado (1989), telling European experiences, conclude that it exists, throughout the history of the Physical Education, a social base that a pedagogical consensus defines on its function politics, creating an internal coherence between the knowledge and techniques that each proposal curricular. Without this contextual element of nature politics, any curriculum in the scope of the Physical Education if shows as an accumulation of you discipline without discernible unit. In consequence, it does not have successful terminological unification in the Physical Education, nor necessary delimitation of its object of study or, neither, correspondence between educative ends and goals of its education (Carmo, 1982).

The teachers work appears as an instance of overcoming of the curricular deficiencies of the Physical Education, through a “pedagogy of the possible one”, in which the teacher finally is capable to associate the diverse knowledge and techniques learned throughout the course when he sees ahead of the practical reality, having that to give lesson and to take care of to the diverse interests that are in game, that is, having that to assume a commitment with one definitive one pedagogical politician (Tojal, 1989).

From this situation two basic consequences are derived: (a) has an increasing debate how much to the necessity of a more necessary delimitation in scientific terms of the current Physical Education in order to prevent its epistemological dissolution; (b) has an increasing pressure on the curriculum of formation of physical educators so that if it locates politics and professionally ahead of the variety of professional interventions found in the culture of the nowadays.

The Curriculum of the Course of Degree in Physical Education of the UnB

In 1987, Resolution 215/87, legalizes the “Reorganization of the courses of graduation in Physical Education, its new characterization, minimums of duration and content”. Thus, inside of the established characterization and in the search of the delineated profile, the curriculums for the courses of degree in Physical Education had started to understand two parts: General formation and Deepening of Knowledge. The General Formation, in scientific bases, considers two aspects, the Humanistic one, that it understands the Philosophical Knowledge, the Knowledge of the Human being and the Knowledge of the Society, and the Technician, who congregates the Knowledge Technician Specific. The Deepening of Knowledge, in turn, understands the part of the curriculum that would have, by means of the options made for the pupils and/or the vocation or availability of ways of each IES, to characterize a greater or minor emphasis of the course offered in determined area of knowledge.

The Resolution 215/87 also it presented as obligator standards, the following requirements: a) minimum horary load of 2.880 hours/class (192 credits); b) minimum duration of 4 years and principle of 7 years; c) the General Formation would have to at least involve 80% of the credits and the Deepening, in maximum 20%; d) of 80% of General Formation, 60% would be tied with the Knowledge Technician; e 40% to the Humanistic one; e) the obligatory hours for specific Legislation (for example, EPB) will be added 2.880h; f) require of a teacher period of training. In 1988, the Course of Degree in Physical Education of the UnB had its reformulated curriculum in accordance with the lines of direction established for the above-mentioned one To seem 215/87, creating the structure that remains effective until then - 2007 (object of our study).

The field of activity of the teacher of Physical Education glimpsed different sectors, namely: a) in the school education, the teacher of Physical Education would act as teacher in the preschool one, 1º, 2º and 3º degrees, in regular and special education, for a clientele of children, young and adults, in institutions of public and private education; b) in the informal education it would act as gymnastics professor, recreation and sports, in academies, communitarian clubs, hotels, centers, condominiums, companies among others. The Curriculum of the Degree in Physical Education of the UnB integrates 194 credits, totalizing 1910 hours, distributed in a period of four years and divided in three modalities of credits: obligator, optional and of the free module (each credit is equivalent the 15 hours/lesson).

METHODOLOGY

The methodology used a questionnaire with 12 questions, divided in 2 groups of questions: (1) personal data: sex, age, civil state, form of ingression and partner-economic level; (2) expectations of the ingression and evaluation of the egress of item related with the curriculum: faculty; structure and curricular adequacy; physical installations; curricular activities; you discipline considered more important. The questions verified the level of agreement in a Likert scale of 7 points. The data of the ingressions was carried through the 81 students of 1º and 2º semesters of 2004, and, in the case of the egresses, 105 professionals formed in the period between 1990 and 2004 had been located, totalizing 186. The statistical procedure for analysis of the level of significance of the results was presented through Qui-Square. Duly they had been provided and filled: the Term of Free and Clarified Assent, the Declaration of Institutional Science and the approval in the Committee of Ethics in Research - CEP/FS.

RESULTS AND DISCUSS

The data of Table 1 present a synthesis of the personal information of the sample. The groups have a distribution approximately equivalent between the sexes, half of the egresses moved of civil state e, curiously, ingressions and egresses have practically equal a familiar income.

Table 1 - Composition of the sample formed for ingressions and egresses of the Course of Physical Education of the UnB in age terms, sex, civil state and familiar income

	INGRESS		EGRESS		TOTAL	
Age (years)	**n** = 81	19,5 ± 3,0	**n** = 105	30,1 ± 5,2	**n** = 186	25,5 ± 6,9
Sex	**Male**	65,4%	**Male**	58,1%	**Male**	61,3%
	Female	34,6%	**Female**	41,9%	**Female**	38,7%
Civil state	**Single**	98,0%	**Single**	50,0%	**Single**	71,0%
	Married	2,0%	**Married**	50,0%	**Married**	29,0%
Familiar income	**0 à 4**	14,1%	**0 à 4**	8,7	**0 à 4**	11,0
	5 à 9	16,7%	**5 à 9**	16,3	**5 à 9**	16,5
	10 à 14	25,6%	**10 à 14**	22,1	**10 à 14**	23,6
	15 à 19	14,1%	**15 à 19**	24,0	**15 à 19**	19,8
	+ de 20	29,5%	**+ de 20**	28,8	**+ de 20**	29,1

As if it can observe in Table 2 (below), as much for ingressions as for egresses the evaluation of these academic aspects is positive. Soon, the observed significant difference enters the opinion of the ingressions when compared with the one of the egresses, it indicates much more an overestimated expectation of the ingressions in relation to the university of what a negative appreciation of the conditions offered for the course on the part of the egresses.

Table 2 - Opinion of ingressions and egresses of the Course of Physical Education of the UnB on the academic, physical and curricular infrastructure

Evaluated aspect		Excellent %	Good %	Regular %	Bad %	Worth n %	T n	Sig
Number of students by class	**Ingress**	38,0	31,6	21,5	6,3	2,5	79	10,2
	Egress	59,0	23,8	12,4	4,8	0	105	*
Speak to professors	**Ingress**	41,6	35,1	14,3	6,5	2,6	77	23,6
	Egress	44,8	22,9	21,0	5,7	5,7	105	**
Professors qualifications	**Ingress**	68,8	24,7	6,5	0	0	77	22,2
	Egress	34,3	44,8	20,0	1,0	0	105	**
Integration of theory and practice	**Ingress**	61,5	26,9	11,5	0	0	78	38,9
	Egress	23,8	28,6	32,4	11,4	3,8	105	**
Bibliographic resources	**Ingress**	44,9	28,2	20,5	3,8	2,6	78	24,9
	Egress	23,8	20,0	21,0	21,9	13,3	105	**
Knowledge	**Ingress**	64,9	26,0	7,8	1,3	0	77	36,2
	Egress	21,9	37,1	30,5	8,6	1,9	105	**
Adequacy to work	**Ingress**	53,2	26,0	13,0	6,5	1,3	77	4,2
	Egress	21,9	24,8	28,6	17,1	7,6	105	
Laboratories	**Ingress**	21,8	20,5	28,2	17,9	11,5	78	1,3
	Egress	17,1	23,8	30,5	20,0	8,6	105	
Installations	**Ingress**	19,5	16,9	20,8	26,0	16,9	77	4,6
	Egress	18,1	21,9	29,5	16,2	14,3	105	

Sig - Significance level - Chi-Square Test: * 0,05 e ** 0,01

Thus, it can be affirmed that the evaluation of the egresses if approaches the reality more than therefore, from the experience throughout the course, acquire concrete elements of analysis, starting to know of close the university, a general way, and the College of Physical Education, in particular, its analysis not only expectations, but in the contact with the reality.

It must, however, to namely give a special attention in the item that had been evaluated by about 1/3 of the egresses as to regulate and 10% approximately as bad: the transmission of scientific knowledge and the integration between practical theory and, in view of that they suggest a criticism with the deepening of related specific knowledge with the scientific recital of the Physical Education, as well as, a distancing between the university and the context of professional performance, where the student has the chance to learn to apply the theory in the practical one and if to make familiar to the situations problem that appear throughout the professional life.

It must be emphasized that the item that had received the biggest criticism, as much for ingressions as for egresses, had been exactly the related ones with the physical infrastructure, indicating that the difficulties of the university for maintenance and modernization of the installations come back toward education and to the research already are known by the public opinion in a general way. As well as that, although the investments carried through in the direction to prevent the trashing of the institution, the egresses remain unsatisfied with the existing infrastructure.

In the two remaining items, access to the professors for bigger clarifications and number of students for class, a trend is observed, where the lack of knowledge of the reality does not allow the ingression to dimension this item correctly, taking it to have it a low appreciation. Thus, the opinion of the egresses presents percentile indices higher than of the ingressions, indicating that the expectation of the ingressions must be surpassed, therefore will have a bigger facility of what the waited one to come close themselves affectively and to dialogue with the professors and will participate of groups with an adequate number of pupils, favoring the development of the proposal pedagogical and quality of the professional formation.

The data of Table 3 (below) reflect the difference enter the opinion of the ingressions, when they describe its vision on as it would have to be the course of Physical Education, in comparison with the opinion of the egresses, that, in contrast of the

ingressions, theoretically do not evaluate the importance of these activities for the professional formation, but, the direct influence that they had exerted on its proper formation and, consequently, the access that had had throughout the course the such activities.

Table 3 - Opinion of ingressions and egresses of the Course of Physical Education of the UnB on the importance of the carried through academic activities throughout the course

Evaluated aspect		Excellent %	Good %	Regular %	Bad %	Worth %	T n	Sig
Teacher experience	**Ingress**	88,9	9,9	0	0	1,2	81	9,2
	Egress	75,0	15,4	5,8	2,9	1,0	104	
Tutor experience	**Ingress**	53,8	17,5	12,5	8,8	7,5	80	11,3
	Egress	72,3	10,9	5,0	2,0	9,8	101	*
Extension Activity	**Ingress**	74,1	14,8	7,4	1,1	2,5	81	20,8
	Egress	55,0	8,0	8,0	6,0	23,0	100	**
Scientific Congress	**Ingress**	67,9	13,6	8,6	4,9	4,9	81	8,2
	Egress	50,5	15,8	8,9	9,9	14,9	101	
Research	**Ingress**	56,8	21,1	11,1	1,2	9,9	81	14,2
	Egress	38,4	15,2	19,2	12,1	15,2	99	**

Sig - Level of significance - Chi-Square Test: * 0,05 and ** 0.01

In the referring item to the practical one of research, participation in scientific congresses and projects of extension, approximately ¼ of the egresses designated none or lesser. The proposals currently in the UnB, that offer credits for the students who to participate of activities of research and extension, must contribute above for a significant change in this situation.

In the analysis of Table 3, as many situations are verified in which the ingressions present a low expectation, as it is the case of the tutor experience, that according to opinion of the egresses contributes major for the professional formation of what the ingressions wait, as well as, situations in which the ingressions have an overestimated expectation, as it is the case of the participation in research projects and extension. It must be emphasized, again, that this difference does not reflect an appreciation negative of these activities, but the difficulty of access of the students to the extension and research projects, that demand a great horary load of devotion, but does not count credits for the conclusion of the course.

Soon the participation of the students in these activities, in accordance with the current curricular structure, is defined from its interest and of its availability, not demanded as an obligatory requirement for its professional formation. The period of training currently if presents opportunity for the integration between practical and theory. Exactly thus it must pass for one total revision, leaving of if restricting to the end of the course to start to be something that if of the one since the beginning it course and throughout each disciplines - this is one of the principles modifications of the new curricular lines of direction of the National Advice of Education. The participation in scientific congress, in turn, configures a space of update and continued formation that professor allows to the student to make contact with new proposals and/or to deepen knowledge, in an environment of meting others students, changing experiences and growing professionally.

In Table 4 (below), the referring item to improve the aptitude contributing for the health, to stimulate the leisure moments and to educate the moral and psycho-social qualities indicate an agreement enter the opinion of the ingressions and egresses, valuing and recognizing as function of the teacher of Physical Education to take care of the aspects related with the health, the leisure and the education, respecting this order.

Table 4 - Opinion of ingressions and egresses of the Course of Physical Education of the UnB on the importance of the objectives of the Physical Education

Evaluated aspect		Excellent %	Good %	Regular %	Bad %	Worth %	T n	Sig
Improve physical fitness	**Ingress**	96,3	2,5	1,2	0	0	81	7,62
	Egress	83,7	12,5	3,8	0	0	104	
Development moral attitudes	**Ingress**	60,0	20,0	13,8	2,5	3,8	80	4,25
	Egress	73,1	14,4	7,7	1	3,8	104	
Stimulate leisure moments	**Ingress**	71,3	17,5	8,8	1,3	1,3	80	2,89
	Egress	67,3	21,2	7,7	3,8	0	104	
Rehabilitation	**Ingress**	75,0	17,5	5,0	2,5	0	80	9,8
	Egress	65,4	12,5	11,5	2,9	7,7	104	*
Sport training	**Ingress**	82,7	6,2	6,2	1,2	3,7	81	15,1
	Egress	56,7	19,2	14,4	4,8	4,8	104	**
Body building	**Ingress**	40,7	38,8	11,1	4,9	4,9	81	20,9
	Egress	30,8	17,3	21,2	18,3	12,5	104	**

Sig - Level of significance - Chi-Square Test: * 0,05 and ** 0.01

Curiously the promotion of the health, one of the objectives most traditional of the Physical Education, continues being the most valued between ingressions and egresses, the spite of the course of the UnB to dedicated a teacher formation, and the critical against this trend during the decades of 80 and 90, when was accused to promote a reductionisms biological of the man concept, disrespecting its historical social and politics insertion. This does not mean that a contradiction in the discuss of the student, therefore on trends to the health, to the leisure and to the education they do not need to necessarily in conflict. Exactly that the dynamics of the activities and the methods are different, is possible to carry through them in complementary way, reserving spaces and moments where the activities are directed for the education and formation of the child and other moments at which if it worries about the development of its physical aptitude, never neglecting of the playful, independent aspect of the trend to be used.

The consensus between ingressions and egresses concerning the commitment of the Physical Education with the leisure and the education allows affirming that these objectives must be each time more gifts in the daily one of the teacher, increasing gradually its importance as instrument of professional intervention, either in the school or is of it. In the analysis of the referring item to the sportive training aiming at income in the competition better and to the orientation for a esthetic modeling of the body, one evidences that, throughout the course, the egress receives information that lead it to give minor importance of these objectives related to the sport and the esthetic one. The data of Picture 1 (below) indicate, curiously, that the recognition of the importance of you discipline them of biomedical character is remained exactly for the egresses, independent of the rise of the level of importance conferred to discipline didactics of the Physical Education, that of 8º passed to 5º place.

Picture 1 - Comparison enters the opinion of ingressions and egresses of the Course of Physical Education of the UnB on the importance of you discipline them for the professional formation.Disciplines more important for the professional formation, in crescent order

Disciplines more important for the professional formation, in crescent order

	Ingress	Egress
1.	Exercise physiology	1. Anatomy
2.	Motor Development	2. Exercise physiology
3.	Anatomy	3. Physical fitness evaluation
4.	Sport training	4. Motor Development
5.	Physical fitness evaluation	5. School physical education
6.	First aids	6. First aids
7.	Sport psychology	7. Sport training
8.	School physical education	8. Recreation and leisure
9.	Recreation and leisure	9. Sport psychology
10.	Scientific methodology	10. Scientific methodology
11.	Socio-anthropologic aspects	11. Socio-anthropologic aspects
12.	Sportive Administration	12. Sportive Administration

It must, finally, be remembered that the current curriculum of the UnB if characterizes for presenting a focus directed for the formation of a generalist, capable to act in the diverse on areas to the Physical Education. The students are guided, since the beginning of the course, to search a deepening of studies in the interest areas, appealing to the complementary module and to you discipline them optional. Thus, if it does not wait that the egress really if considers completely prepared to act in all these areas. On the other hand, it is intended to guarantee that it have the necessary basic knowledge for, from the necessity, is in conditions to search information and to prepare themselves to intervene with quality in any one of the existing spaces in the work market.

CONCLUSION

In the analysis of the quality of the course of Degree in Physical Education developed by the University of Brasilia, through the comparison at the opinion of the ingress students of the course and of egresses, some gaps in the professional that must corrected on the curriculum: the egresses present a criticism with the deepening of related specific knowledge to the scientific recital of the Physical Education, as well as, with the distancing between the university and the social reality, starting point for the problem of the not relation practical and theory along the course.

It must be considered, however, that the graduation currently is seen as an initial formation, what stands out the importance of a commitment with the continued formation and the return of the egress to the university to make courses of extension and after-graduation. This indicates that the university must parallel to the revision and constant update of the curriculum, to extend its edge of action stops beyond the period of basic formation, keeping a next contact the social reality, as much as study object - through the accomplishment of studies and research - as providing to the egresses the possibility to change and to deepen knowledge.

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COMPARATIVE STUDY OF THE OPINION OF THE STUDENTS INGRESSIONS AND EGRESSES OF THE COURSE OF PHYSICAL EDUCATION OF THE UNIVERSITY OF BRASILIA ON THE CURRICULUM OF PROFESSIONAL FORMATION

ABSTRACT:

The present study if it dedicates to the analysis of the quality of the course of Degree in Physical Education of the University of Brasilia. The comparison enters the opinion of ingressions and egresses allow to verify if its expectations had been taken care of, reformulated and/or extended, and, at the same time, to investigate the opinion on the important considered curricular experiences for the professional formation, supplying important subsidies the evaluation of the curriculum. The sample is composed of 186 students, being 81 ingressions, in the year of 2004, and 105 egresses between 1990 and 2004. The data had been analyzed by the Test of Qui-Square. The main conclusions: the difficulties of maintenance of the Brazilian public universities; the existing distance between the academic formation and the social reality, generating a without the relation between practical and theory; the criticism of egresses with the deepening of scientific knowledge and the formation to research. The university must, therefore, to review its curriculum and to provide to the egresses the access to a continued formation.

KEY-WORDS: Curriculum of Physical Education, professional formation, expectations.

ETUDE COMPARATIVE DE L'AVIS DES ETUDIANTS INGRESSOS ET SORTIES DU COURS D'EDUCATION PHYSIQUE DE UNIVERSITE DE BRASILIA SUR LE CURRICULUM DE FORMATION PROFESSIONNELLE

RÉSUMÉ:

Présente étude il se consacre à l'analyse de la qualité du cours de Licence dans Éducation Physique de l'Université de Brasília. La comparaison entre l'avis d'admissions et de sorties permet de vérifier si leurs attentes ont été faites attention, reformulées et/ou élargies, et, en même temps, d'étudier l'avis sur les expériences curriculaires considérées importantes pour la formation professionnelle, en fournissant des subventions importantes pour l'évaluation du curriculum vitae. L'échantillon se compose de 186 sujets, en étant 81 admissions, dans l'année de 2004, et 105 sorties entre 1990 et 2004. Les données, de nature non paramétrique, ont été analysées par Teste de Qui-Quadrado. Les conclusions principales indiquent pour : la connaissance des difficultés de manutention des universités publiques brésiliennes ; l'éloignement existant entre la formation académique et la réalité sociale, en produisant une fragmentation dans la relation entre théorie et pratique ; l'insatisfaction de quelques sorties avec l'approfondissement de connaissances scientifiques et avec la formation pour agir dans recherche. L'université doit, donc, réviser son curriculum vitae et fournir aux sorties l'accès à une formation continue.

MOTS-CLES: Curriculum vitae d'Éducation Physique, formation professionnelle, attentes.

ESTUDIO COMPARATIVO DE LA OPINIÓN DE LOS ESTUDIANTES ENTRANTES Y DE LOS DIPLOMADOS EN LA CARRERA DE EDUCACIÓN FÍSICA DE LA UNIVERSIDAD DE BRASÍLIA SOBRE EL CURRICULUM DE LA FORMACIÓN PROFESIONAL

RESUMEN:

El actual estudio si dedica al análisis de la calidad del curso de Licenciatura en la educación física de la universidad de Brasilia. La comparación incorpora la opinión de ingressions y las salidas permiten para verificar si sus expectativas habían sido tomadas cuidado de, reformulado y/o extendido, y, al mismo tiempo, para investigar la opinión sobre las experiencias del plan de estudios consideradas importantes para la formación profesional, proveyendo subsidios importantes la evaluación del curriculum vitae. La muestra se compone de 186 ciudadanos, siendo 81 ingressions, en el año de 2004, y 105 salidas entre 1990 y 2004. Los datos, de la distribución de la naturaleza libremente, habían sido analizados por la prueba del Qui-Cuadrado. La parada principal del punto de las conclusiones: el conocimiento de las dificultades del mantenimiento de las universidades públicas brasileñas; el distanciamento existente entre la formación académica y la realidad social, generando romper con almádena en la relación entre la teoría práctica y; el insatisfação de algunas salidas con profundizar del conocimiento científico y de la formación a actuar en la investigación. La universidad debe, por lo tanto, repasar su curriculum vitae y proporcionar a las salidas el acceso a una formación continuada.

PALABRAS CLAVE: Curriculum vitae de la educación física, formación profesional, expectativas.

ESTUDO COMPARATIVO DA OPINIÃO DOS ESTUDANTES INGRESSOS E EGRESSOS DO CURSO DE EDUCAÇÃO FÍSICA DA UNB SOBRE O CURRÍCULO DE FORMAÇÃO PROFISSIONAL

RESUMO:

O presente estudo se dedica à análise da qualidade do curso de Licenciatura em Educação Física da Universidade de Brasília. A comparação entre a opinião de ingressos e egressos permite verificar se suas expectativas foram atendidas, reformuladas e/ou ampliadas, e, ao mesmo tempo, sondar a opinião sobre as experiências curriculares consideradas importantes para a formação profissional, fornecendo subsídios importantes para a avaliação do currículo. A amostra é composta de 186 sujeitos, sendo 81 ingressos, no ano de 2004, e 105 egressos entre 1990 e 2004. Os dados, de natureza não paramétrica, foram analisados pelo Teste de Qui-Quadrado. As conclusões principais apontam para: o conhecimento das dificuldades de manutenção das universidades públicas brasileiras; o distanciamento existente entre a formação acadêmica e a realidade social, gerando uma fragmentação na relação entre teoria e prática; a insatisfação de alguns egressos com o aprofundamento de conhecimentos científicos e com a formação para atuar em pesquisa. A universidade deve, portanto, rever seu currículo e proporcionar aos egressos o acesso a uma formação continuada.

PALAVRAS-CHAVE: Currículo de Educação Física, formação profissional, expectativas.