39 - SUPERVISED INTERNSHIP AND LABOR MARKET: EXPECTATIONS OF STUDENTS OF PHYSICAL EDUCATION AS FOR COHERENCE

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"No Society affirms itself without the improvement of its culture, its science, its research, its technology, its teaching." (Translation - Paulo Freire, 1993)

Introduction

The Supervised Internship is a curricular subject according to the Law nº 6.494/77 and Decree nº 87.497/82. It has the objective to insert the university student in the labor market under a supervisor orientation and other one at the school-supplier. The intern gets in touch with school reality through observation, intervention or regency modalities.

The intern must carry out 400 hours in the Internship practice at *Educação Básica* according to the *Projeto de Resolução do Conselho Nacional de Educação / CP,* from August 2001, due to the *Lei de Diretrizes e Bases da Educação Nacional, nº 0.394/1996* that determines that "Physical Education, integrated to the school pedagogical proposal is a curricular component of *Educação Básica*, adjusting to the age group and conditions of populations and school population …" making itself necessary to an intensive and deep formation work to the university students of Physical Education in this level.

According to Verenguer (2005), when we analyze the labor market it is very common it send us to another theme that is too expensive to Physical education. It is professional preparation. Both posses a narrow connection between themselves and start setting up a dilemma: what is the way that the course of graduation should go on in relation to labor market or what is the distance that the first one must keep according to the second one.

According to Gondim (2002), "the increasing difficult that the responsible people by people's recruitment face to get professionals with a diploma at the labor market to occupy the available vacancies put in discussion the formation and the qualification".

Internship

The *Diretrizes Curriculares* of Physical Education consigned in the *Conselho Nacional* of Physical Education enunciate the pedagogical practices as a praxis system that aims to the improvement of the development and mature of the intern as his/her sensibilization to professional activities.

The Supervised Internship makes part obligatory to the professional formation in the Physical Education Area, that is characterized by practical activities developed in real work situation, its base are the legislation that is guided by principles that has been in force on the Curricular Internship, Law n.º 6.494/77 and Decree nº 87.497/82.

In the Physical Education Course at UNIPAC - Ipatinga, the Supervised Internship started and finished in 4th, 5th and 6th semester of the course, with 400 hours of total schedule, dealing with the disposition of *Diretrizes Curriculares* of Physical Education Course, that set up a minimum of 20% of the schedule to the internship, that is obligatory being made at schools.

Learning evaluation through the Supervised Internship consists in the fact of the student assuming the position with knowledge and practical experience in different sport modalities and educational-pedagogical subjects to act with competence, security at the profession and registering his/her daily activities.

The Supervised Internship aims to give the students to exercise technical competence and ethic as for searching interdisciplinality.

To Gonçalves and Ramos (1998) "the Supervised Internship is a subject that involves the theory-practice relation directly the most, as in the curricular structure level of the course as in professional experience level in the same course.

It is known that through university student knowledge and professional knowledge there is a fundamental moment that must do his/her future professional practice as the teachers, though he/she has a unique formation and accompaniment experience dragging with it the creation of the expectations in relation to his/her professor performance, hard situations and unforeseen.(Francisco and Pereira, 2004)

Labor market

According to Oliveira 2000), a long time ago Physical Education has guaranteed a market that absorbs its labor power that is the school. The professionals are prepared by schools of graduation by a specific public market (official). For a long time the function to offer "health and physical conditioning", by activities of Physical Education was destinated to school, and, the professionals that go there received a right formation with the objectives of the practice that must develop quiet, submissive, inconsequent. However this function is even pointing to overcome signs. The Physical Education is searching a new function, inside a social context, and specifically, inside the school context.

The same author relates that first we can verify what is physical activity paper inside school, with the objective of a physical preparation and to offer "health". It is a function that is even not convincing, in other words, it does not have theorical support and it is not acceptable by customers which are submitted to this kind of practice. Our practical acting, as for the contact with other professional in the same field in Brazil, has shown us what the School Physical Education passes by the moment, in many situations it is abandoned by school, as the case of Physical Education in evening teaching.

It is documented at *Parâmetros Curriculares Nacionais* that at schools, although it is even recognized as an essential area, the Physical Education is treated as "marginal", that can, for example, have in its schedule "pushed" out of students' schedule or placed in convenient schedule to other areas and not according to the necessities of his/her specialties. Other situation where this

marginalization appears is at planning moment, labor evaluation and discussion, where the Physical Education is rarely integrated.

The basic premise that holds up the research was the relation to the Supervised Internship with the professional preparation to deal with the labor market demands. What is questioned is how interns perceive, react and, wait from labor market through Supervised Internship experience.

There are few researches that involve teaching staff's vision about professional intervention and specially, what kind of professional profiles formed to the labor market. (Oliveira et al., 2007)

The objective of this research was investigating the expectations of senior university students at the course in respect to Supervised Internship and labor market.

The result of this study gave to the involved professionals a reflex ion in respect to the action of the supervised internship practice to the future professional.

Methods

Participants and instrument

This article constitutes a synthesis of a pilot study. It had as instrument a questionnaire with 5 questions about Supervised Internship and labor market applied to the 32 senior university interns from Physical Education Course, specifically from 6th semester, when all of them were finishing their last fase of internship, with 140 hours of schedule at UNIPAC - Ipatinga. 32 senior university students of Physical Education participated of this study; all of them were finishing the third phase with the schedule of 140 hours.

The subjects of the study are the interns of private and public schools acting in the three levels of teaching: *infantil, fundamental e médio* under intervention and/ or regency modality.

The questionnaire involved 5 aspects: a) perception about the internship; b) expectations in relation to the labor market before the internship; c) impact in the Supervised Internship practice as for the labor market reality; expectations in relation to work market after the supervised internship; e) the effectiveness of the internship to the labor market.

Procedures

According to Marconi and Lakatos: "The social researches a process that uses scientific methology, by means which it can obtain new knowledge in the social reality field.(apud Merida, 2004)

To an investigation, the volunteer students answer the questionnaire in orientation schedule class to Supervised Internship. We explain the objective of this study and what is its importance to the reflexion of the involved professional. The questions were still read to avoid any doubts. The collected datum appears under the way of transcriptions of interviews.

Results

a) Perception as the supervised internship

The *Diretrizes Curriculares* of Physical Education say that the Supervised Internship constitutes a professional transition process searching to join two logics (education and labor) and giving to the students the opportunity to demonstrate acquired knowledge and abilities and also training the competences they have under a supervision of an experienced professional.

Through the definition of Supervised Internship written above, some intern' perceptions are related:

E10: "... it is the beginning of professional experience, and the way to the professional success … there is the chance to get a good job at the labor market through the internship."

E11: "... it is the way to the student learn how to develop his/her university experiences and learn ... and to know new perspectives to school world x students x professors x community."

They noted that the supervised internship has the function to insert the students into the labor market, putting the learned theory in practing.

b) Expectations in relation to the labor market before the Supervised Internship

According to Betti and Betti (1996), the experience will assume then, a heavy weight in the formation, as important as the knowledge of the content.

The intern referred to objective form, but widely as the expectations in relation to the labor market before the insertion at the internship. They say when they even tried the reality, or when they had a matured vision as the School Physical Education.

E18;"… they thought the labor market was wide and easy to go in, so it was easy to teach Physical Education, influenced opinion maybe by "teachers who are not real teachers" or by immaturity … do not see the importance … at Physical education classes.

E20:" … that you will give a ball to the students and they will be ready to do what is necessary without teacher's teaching."

c) Impact as the reality of labor market

It is extremely important that the students assume constant responsibility in the actualization … and, more specifically, a profession like teaching that treats to prepare young people to face the social necessities. (Oliveira, 2000)

The study evaluated the students' perception as the impact of the distance between the theory and practice of School Physical Education, the conscientization of the importance of this school subject to the development of the students as how distinct realities between public and private schools.

We realize that two points are very important at the students' sayings:

E6: "Yes, because the reality of public school is very complicated. It is necessary go over the Physical Education. It needs a pedagogical accompaniment and even so psychologist. The students of *educaçao infantil* even have problems due to their familiar context".

E10:"Yes, with the internship, I saw I was completely wrong in relation to my perception about the labor market and School Physical Education, because I tried, got knowledge, gave and received support, understood the importance of classes of School Physical Education to the development and formation of citizens and how to form conditions to a better students' life quality and in the society. I've never imagined how wide-ranging is a "simple Physical education class ", so with the whole program and planning to be followed during the year and respecting the politics of the institution in question".

d) Expectations in relation to labor market after the Internship

Students' insecurity at the end of the course face to the beginning of a professional activity makes the students refer to the necessity of helping to the insertion to labor market, and feel especially interested in instrumental tools, like strategies to search a job, places that receives curriculum, etc. In a study with American senior students, Webel (2000) found a positive association between the intensive job searching and the importance to develop students' abilities to find job. In opposition to this insecurity feeling and pessimism of students at the end of the course, Teixeira and Gomes (2004) observed an optimism face to the insertion in the labor market. For these authors, this result can indicate a mechanism of regulation that minimizes the difficulties to keep the self-steem and motivation to the transition. (Bagardi et al., 2006)

The anxiety transmitted at the narratives below makes us reflect about the real function of the supervision and its

consequent effectiveness: to illustrate it two points of students' view:

E3: “conquered the missed space due to the non-obligation with the School Physical Education.”

E27:”In my situation, finishing the course, I see the necessity to do a course of specialization to make part of a selected group, with better conditions to do the best in my profession”.

e) The effectiveness of the internship to the labor market

It is indispensable that the teaching being really educator and transformer.

The students pointed out that the acquired knowledge in the internship was enough to the labor performance, although it is necessary continuous improvement and acquisition of new knowledge.

E3: “It has a legal base and it is valid, although there are different realities and I need to learn more and more to make difference at the competitive labor market”.

E15:”I imagine it is a good base, but I need to update getting in contact to topical issues and keep at the market with the best ones”.

Conclusion

It was possible to conclude with this study that the reality of the Supervised Internship practice is coherent with the labor market up against the internship expectations.

The analyses made us conclude the coherence between the Supervised Internship and the labor market that is enunciated by Betti and Betti (1996) that in function of the variability of the context, the professionals build their own vision of useful knowledge, that Lawson names labor knowledge or operational knowledge. It is a kind of tacit knowledge that results of the socialization process in the inner profession. A professional learns with the others, learns through the attempt and error, adequate his/her actions to the institutional demands, community aspirations, etc. In this process, he/she selects and adapts the contents and teaching strategies in his/her academic formation, and rules the others out.

It is important to point out the perception of the subjects in respect to the non-attention in relation to the teaching institution logistics by the government organizations.

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SUPERVISED INTERNSHIP AND LABOR MARKET:
EXPECTATIONS OF STUDENTS OF PHYSICAL EDUCATION AS FOR COHERENCE

ABSTRACT

The process of formation of intern is done by the internship practice, because it is the way to do the transition from the university student to the professor. This article presents a pilot study that aims to survey the student's expectations about the coherence between the Supervised Internship and the labor market. A questionnaire with 5 questions was applied to the 32 senior university interns from Physical Education Course of *Universidade Presidente Antônio Carlos - UNIPAC Ipatinga* as the instrument. It involved 5 aspects such as: a) perception about the internship; b) expectations in relation to the labor market before the internship; c) impact in the Supervised Internship practice as for the labor market reality; expectations in relation to work market after the supervised internship; e) the effectiveness of the internship to the labor market. The results show that the internship has the function to insert the individuals in the labor market for each teaching. Other important point is about the

differences that concern to the reality of educational practice at the public and private schools. In a general way, it was possible to assimilate that supervised internship carries out its function although it is necessary to the intern look for continuous improvement.

KEY WORDS: Supervised Internship - Work Market - Intern

STAGE SUPERVISIONNÉ ET MARCHÉ DE TRAVAIL: EXPECTATIVES D'ÉTUDIANTS EN ÉDUCATION PHYSIQUE PAR RAPPORT À LA COHÉRENCE

RESUMÉ

Le processus de formation de l'élève-stagiaire se donne à travers la pratique du stage, parce que celle-ci est la manière de faire la transition d'élève à professeur. L'article présente une étude pilote qui a pour but de relever les expectatives des étudiants par rapport à la cohérence du Stage Supervisionné et le Marche de Travail. Comme instrument, on a appliqué un questionnaire avec 5 questions aux 32 élèves stagiaires qui concluaient le cours d'Éducation Physique à l'Université Presidente Antônio Carlos à Ipatinga (Unipac-Ipatinga). Il aborde 5 aspects: a) la perception du stage supervisionné, b) les expectatives par rapport au marché de travail avant le Stage Supervisionné, c) l'impact dans la pratique de stage supervisionné par rapport à la réalité du marche de travail, d) les expectatives par rapport au marché de travail après le Stage Supervisionné, e) l'efficacité du stage pour le marché de travail. Les résultats permettent de dire que le stage s'est fait aperçu dans la fonction d'insérer les individus dans le Marché de Travail pour chaque domaine. Un autre aspect important se refère aux différences en ce qui concerne la réalité de la pratique éducationnelle dans les écoles publiques et particulières. D'une manière générale, il a été possible de comprendre que le Stage Supervisionné remplit son rôle, même s'il est nécessaire au stagiaire de chercher l'amélioration continue.

MOTS CLEFS: Stage Supervisionné - Marché de Travail - Élève-stagiaire

PRÁCTICA LABORAL SUPERVISADA Y MERCADO DE TRABAJO: EXPECTATIVAS DE ESTUDIANTES DE EDUCACIÓN FÍSICA CUANTO A LA COHERENCIA

RESUMEN

El proceso de formation de alumnos-practicantes se da a traves de la practica laboral, pues esta es la forma de hacer la transición de alumno a profesor. El artículo presenta un estúdio piloto que visa a levantar las expectativas de los alumnos cuanto a la coherencia de la Práctica Laboral Supervisada y el Mercado de Trabajo. Como instrumento fue aplicado un cuestionario con 5 cuestiones a los 32 alumnos-practicantes que están concluyendo el curso de Educación Física en la Universidad Presidente Antônio Carlos en Ipatinga (Unipac-Ipatinga). El comprende 5 aspectos: a) la percepción cuanto a la práctica laboral supervisada, b) las expectativas cuanto al mercado de trabajo antes de la Práctica Laboral Supervisada, c) el impacto en la práctica laboral supervisada cuanto a la realidad del mercado de trabajo, d) las expectativas con relación al mercado de trabajo después de la Práctica Laboral Supervisada, e) La eficácia de la práctica laboral para el mercado de trabajo. Los resultados permiten decir que la Práctica Laboral fue percebida en la foncción de inserir los individuos en el Mercado de Trabajo para cada campo de actividad. Otro punto importante respeta las diferencias en la realidad de la práctica educacional en las escuelas públicas y particulares. De manera general, fue posible comprender que la Práctica Laboral Supervisada cumple su papel aunque sea necesario que el practicante continue su perfeccionamiento

PALAVRAS CLAVES: Práctica Laboral Supervisada - Mercado de Trabajo - Alumno-practicante

ESTÁGIO SUPERVISIONADO E MERCADO DE TRABALHO: EXPECTATIVAS DE ESTUDANTES DE EDUCAÇÃO FÍSICA QUANTO A COERÊNCIA

RESUMO

O processo de formação do aluno-estagiário se dá através da prática de estágio, pois é a forma de fazer a transição do aluno para professor. O artigo apresenta um estudo piloto que objetiva levantar as expectativas dos alunos quanto à coerência do Estágio Supervisionado e Mercado de Trabalho. Como instrumento foi aplicado um questionário com 5 questões aos 32 alunos-estagiários concluintes do curso de Educação Física da Universidade Presidente Antônio Carlos em Ipatinga (Unipac-Ipatinga). Envolve 5 aspectos: a) percepção quanto ao estágio supervisionado, b) expectativas em relação ao mercado de trabalho antes do Estágio Supervisionado, c) impacto na prática de estágio supervisionado quanto à realidade do mercado de trabalho, d) expectativas em relação ao mercado de trabalho após o Estágio Supervisionado, e) a eficácia do estágio para o mercado de trabalho. Os resultados permitem dizer que o Estágio fez apercebido com a função de inserir os indivíduos no Mercado de Trabalho para cada ensino. Outro ponto importante diz respeito às diferenças que concerne à realidade da prática educacional nas escolas públicas e particulares. De uma forma geral, foi possível depreender que o Estágio Supervisionado cumpre o seu papel embora seja necessário o estagiário procurar aperfeiçoamento contínuo.

PALAVRAS CHAVES: Estágio Supervisionado - Mercado de Trabalho - Aluno-estagiário.