88 - SUPERVISED INTERNSHIP IN PHYSICAL EDUCATION: FROM THE STUDENTS' PERSPECTIVE AT ULBRA IN 2006/1: A PRELIMINARY STUDY

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1 INTRODUCTION

In Brazil, according to Silva (2005), professional track internships referring to any professional area are regulated by Law Nº 6.944 dated 07/12/1977 and by Legal Decree Nº 87.497 dated 18/08/1982 and which aims to provide a complement to education and learning by being planned, accompanied and evaluated in compliance with the curricula, programs and school year calendars. Such internships should also involve social, professional and cultural learning experiences, providing the student opportunities to participate in real situations from life and from their specific field.

The Supervised Internship of the Physical Education Course at the Universidade Luterana do Brasil (ULBRA) currently follows the provisions set out in Resolution CNE/CP nº 02 dated 19/02/2002 and CNE nº 07 dated 31/05/2004 which establish 400 (four hundred) hours of practice as a curricular component, experienced during the course; 400 (four hundred) hours of supervised curricular internship after the start of the second half of the course; 200 (two hundred) hours for other sorts of academic-scientific-cultural activities.

Thus, this internship has as its general objective to provide opportunities for the student intern to have educational experiences in direct contact with the existing socio-cultural reality, where they can apply acquired knowledge, acquire new personal and professional skills as well as reflect on the development of Physical Education in a school context. It also consists of planning, organizing and creating work and development plans for educational activities at different grade levels at Nursery, Elementary and Middle schools as well as special classes and EJA.

According to Resolution CNE/CES 7, dated 31 of March 2004, art. 10, **"**the preparation of those to graduate in Physical Education should guarantee the inseparable quality of theory-practice by way of practice as a curricular component, supervised curricular professional internship and complementary activities".

The subject Practice of Teaching - Internship in Physical Education is divided in levels: internship I and II are worth four credits with a total of 68 credit hours and internship III and IV are worth 08 credits with a total of 136 credit hours.

The old internship (being phased out) with 126 total credit hours is worth eight credits distributed per semester.

According to the National Curricular Guidelines for the undergraduate course in Physical Education, the "supervised internship is a professional transition process that seeks to link two fields (education and work) and which provides the student the opportunity to demonstrate knowledge and skills acquired and also to practice the competencies already held under the supervision of a professional in the field".

In line with his arguments, Reppold Filho (2002) affirms that Physical Education is a discipline of intervention and that it is concerned with the acquisition of knowledge with practical objectives and that it aims to intervene at some point in social reality.

Thus, it became relevant to research this curricular practice from the perspective of the university students of the ULBRA/CANOAS Physical Education Course in the period from 2006/1 to 2007/2.

With these specific goals, the study intends to: verify if the students studied the subjects from outside of the formal organization; Identify if these students felt prepared to do the internship; find out about the spaces and the materials reserved for the classes of Physical Education in the schools; verify how receptive the Physical Education teacher was upon receiving these student-interns; evaluate the role of the supervising professor of the intern; comment on the legal aspects of the curricular internship; identify the best way to integrate the student into the reality where the work will take place; identify situations that could hamper the internship; point out contributions of the curricular internship that would be obligatory for the preparation of teachers; identify the changes in the Physical Education that could contribute to better functioning of the curricular internships.

Observing these aspects in relation to the Obligatory Curricular Internship, the present study was created and which intends to resolve the following problem: What is the perspective of the student of the Physical Education Course at ULBRA in regards to doing the Supervised Internship in Physical Education for teacher training and preparation?

2 METHODOLOGY

The sample group, selected for convenience, was comprised of 139 students from the Physical Education Course at ULBRA, CANOAS, RS, who were doing the Supervised Internship in the second semester of 2006 in municipal, state and private schools.

A questionnaire (TEIXEIRA, 2006) was used with open and closed questions referring to the following categories of analysis elaborated a priori: subjects outside of the formal organization; preparation to do the internship; spaces and materials reserved for classes of Physical Education in schools; receptive attitude of the Physical Education teacher or person responsible upon receiving the student-interns; the role of the supervising professor of the intern; legal aspects of the curricular internship; manner of integration of student with the place of work; situations that hamper doing the internship; obligatory contributions of the curricular internship for teacher training.

The application of the instrument was done by the researchers and by student research volunteers at times when the students were available without hindering school obligations.

3 ANALYSIS AND DISCUSSION OF DATA

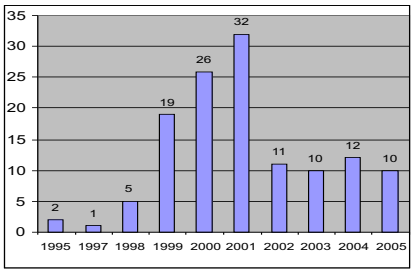
Graph 1 presents the distribution of the frequency of the subjects according to what year of the Physical Education Course they are in.

Graph 2, shows that the students entering the program in "1995" did the internship using the new curriculum that was in place. This happened because they took some time off and when they returned to the university they changed to the new system, doing stages III and IV and being able to skip stages I and II .

Those entering in "2000 and 2001" were the subjects who provided the greatest response to the questionnaires

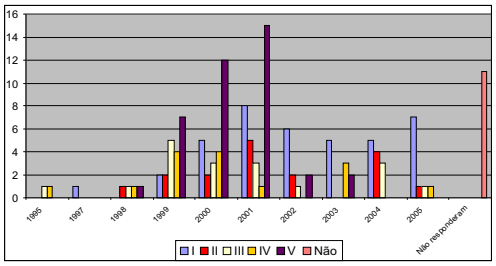
(77%). They were a part of the old curriculum and since they did not take a break from their studies, they did the old internship.

The supervised internship is a challenge, developed at the end of the course, and many times it is not linked to the activities done in the previous semester. The problems and deficiencies that appeared during the course have a last chance to be discussed (PICONEZ, 2003).

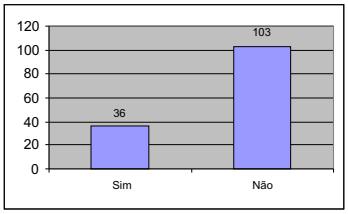


Did not respond - 11 students

Graph 1- Distribution of the freqency of subjects according to year they enrolled in the Physical Education Course (n=139)



Graph 2 - Distribution of the frequency of subjects according to internship level and year in school (n=139).



Graph 3 - preferential distribution of the students according to subjects taken outside the curricular grid (n=139).

In accordance with the data obtained, out of the 139 subjects, only 36 were taking extra-curricular subjects. In research done by Teixeira (2006) out of 42 students, 30 were enrolled in official courses and of these, 17 were prepared to do the internship and 13 even though they were taking a certified course, did not feel prepared.

In the following graph, the 139 students, despite not taking the subjects in official courses following the curricular grid, when asked “if they were prepared to give classes as part of the internship”, 96 students answered that “were prepared”.

As set out in the Manual for Supervised Internship in Physical Education at ULBRA, for a student to be enrolled in this course of teaching practice it is important that the student has already taken the subjects that have provided opportunities to learn the pedagogical aspects needed for the internship tasks.

Preparation for the classes

When the research participants were asked if they were prepared to work in the internship, 96 responded affirmatively and 43 negatively.

Analyzing this dada, it can be noted that 31% of the subjects were not prepared to work in the internship. This number leads to the conclusion that school subjects being studied for the Physical Education Course are not preparing students effectively.

For Marques (2000) the student's knowledge and practice should be built up during the course since professional training is not only the forming of knowledge and skills, but also the developing of competencies that allow one to be sensitive to practical facts and to reflect on them. Therefore, according to this author, the building blocks that should serve as the foundation for the teaching of Physical Education are those real experiences that students and teachers share through social practices.

The lack of preparation of the students in the present study may have been generated by the absence of real experience in the classroom during the courses. Aroeira (2005), who focuses his study on curricular characteristics and features of teacher training in Physical Education, asserts that one of the deficiencies found in the curriculum is the lack of curricular discussion in university courses. In Physical Education such a situation is perceptible too and should be amplified since official curricular proposals also need to be associated to consequential practices besides the theoretical work done.

In regards to the curriculum, Günther (2000) upon doing his study on teacher training states that the initial training is but one part of a long and important process of a permanent nature and emphasizes that the predominant conception of curriculum is still one which can be considered as a list of subjects or curricular grid, in which there is clearly a lack of articulation between the specific knowledge and the content related to methodology and pedagogical practices. This, in turn generates an accumulation of fragmented knowledge that contributes little to a reflexive and critical pedagogical practice.

Betti and Galvão (2001), emphasize that the curriculums teaching practices causes the student to display a certain insecurity when starting out in the profession, since the practice does not seem to be enough to furnish confidence in pedagogical training. It should even start during the first year of the course, i.e., the student needs to be placed into the practice as soon as possible, creating new actions, strategies, research formulas, approaches to face and define problems, allowing experiences

and avoiding the pressure practice entails.

Spaces reserved for the Physical Education classes

Out of 139 subjects, only four subjects declared that the spaces for the P.E. classes were inadequate, the others pointed out that the following spaces were made available by the schools: ball courts, patio, yards, covered area, gymnasium and game room. In research done by Götze and Piccoli (2007) in which one of the objectives sought to identify the spaces and materials for the practice of Physical Education in state schools in Canoas, it was found that the spaces and materials were suitable for these activities, nonetheless, the problem lay with teachers who by virtue of their initial training, did not feel prepared to give Physical Education classes in school and failed to take advantage of the facilities offered.

Receptive attitude of the teacher

Concerning the receptive attitude towards the intern by the teacher of the class, this was described by the interns: they were assisted in the best manner, there was positive dialogue, they exchanged experiences and were made to feel welcome in the schools. In the Nursery Schools and the early grades of Elementary Schools the participants observed that the teachers welcomed the idea of having an intern from the Physical Education course. The reason is that they regarded it as an important subject which should be taught by a specialized professional. These teachers did not feel they were prepared to give these classes due to insufficient training and saw these interns as people who could fill this need.

Role of the supervising professor

The role of the supervisor is to accompany, provide support and correct the student when necessary during the internship.

In other words, to establish a link between the university and the school. On this question, of the 139 participants of the study, 92 students responded that the role of supervisor was important and only 18 students replied that the supervisor did not contribute to the development of the internship.

From the viewpoint of the students, the supervisor was important to help out with difficulties in the practice of teaching and with the writing of the report.

As to the negative aspects, 18 students affirm that the supervision had not contributed to the practice of teaching, since there was neither information nor support given by the supervisor in writing up the report. Emotional support was also a factor to be taken into account by the supervisor, since, according to Weinberg and Gould (2001) there is the perception that another person is offering comfort, care and support at moments of emotional fragility due to experiences which may be new to the students.

In Machado's (2003) opinion, it is up to the supervisor to: organize, guide and supervise the activities related to the Practice of Teaching; define the areas of the internship to be supervised; organize the dynamics for the internship according to the work proposal forseen in the teaching plan; accompany the development of the students' activities during the internship; evaluate the internship according to guidelines from the teaching plan.

The supervisor in the practice of teaching should guide the students with regards to necessary procedures, stimulate all the stages as well as monitor the performance of the students, organize meetings to socialize the experiences and offer orientations for the development of internship activities (ULBRA, 2006).

Legal aspects of the internship

In the study by Teixeira (2006) as well as in the present research, the subjects remark that they were informed about the legal aspects, such as the documents to be handed in. However, the students who responded negatively to the question believe there should be lectures and informative meetings at the beginning of the internship.

Integration of the internship with reality

Of 139 subjects, 28 responded that the internship was important for getting to know school reality, 52 believed it served to acquire experience, and 59 had varied responses; i.e., they believed that it served to gain confidence, that it was a moment in the teaching-learning process of the application of constructed knowledge, it was a moment of integration, of teaching and of the opportunity to learn.

Betti and Galvão (2001) observe that the training of Physical Education teachers reflects a curriculum of graduation focused on the teaching of sports and on the purely technical-scientific aspects. Such training ends up creating insecurity in the student when the time comes to face a class of students at the beginning of the practice of teaching due to teaching practice occurring at the end of the course.

Esteve (1995), who was quoted by Günther (2000) when he wrote on future teachers during their initial training, states that even if they are well prepared in relation to the content to be taught, there is, nevertheless, an absence of understanding of the teacher's role in the organization of the pedagogical work and class dynamics in itself.

Betti and Galvão (2001) emphasize that there have already been curriculum changes in Higher Education, based on the New LDB, Law Nº 9.394/96, although these are just not enough for those who will do the obligatory internship. And there is a reference to a proposal for the student to “practice in the classroom”, tackling various subjects, or at least something close to teaching practice. This will place this new student in teaching practice situations as soon as possible.

Obstacles to carrying out the internship

Among the subjects researched, the lack of time was pointed out as one of the main difficulties faced, possibly due to the difficulty to find schools for the internship at night. Work was another obstacle because many students work during the day, which is the period when schools are generally functioning.

The difficulties encountered were various: fights and bad behavior, lack of attention and respect, lack of materials, difficulty with the internship manual and impatience. Piconez (2003), emphasizes that dialogue on the problems experienced in the classroom becomes the main objective of knowledge and the content itself of educational practice. The exchange of opinions and experiences contributes to the formation of new insights.

Betti and Galvão (2001), highlight the idea that practice is not only made up of content acquired with training, but also from one's own life history and the accumulation of experiences over the years, baggage that the student brings along. One can manage to learn from mistakes, as long as it translates into a form of professional learning. Learn to reflect, discuss, analyze, question, and criticize different theoretical options.

Cultures, values and ideas are not explained in the theories frequently worked on in training courses. When faced with

reality, one notices that "in practice, theory is another thing". Therefore, it can be concluded that theory and practice are lacking. To do, to carry out, we need to know, find out or have instruments so that we do the same, imitate, copy and experiment by practicing.

Contribution of the internship to teacher training

Of 139 collaborating research subjects, 97 students responded that the internship was the approximation of theory to practice, however 42 of those questioned replied that: "It served to affirm my initial choice", "Before the internship I had not thought of working in the field, but after doing it I changed my mind", "Made certain it was what I wanted to do", "It shouldn't be carried out together with the course final project", "It served to find out that this is not the work I want to do."

Ratifying these results Marques (2000), asserts that at no time can theory and practice be separated. Theory should be integrated with practice throughout the training course, for they are part of the internship in its formative dimension.

Piconez (2003), in regards to the theory and practice relationship, states that the subjects that form the core of teacher training have contributed little due to minimal articulation of the context of pedagogical practice developed in school. For Betti (2001), practice should reproduce teaching models considered effective for teaching students with requirements considered adequate as such. The directions between the real and the ideal, between the perfect theory and the immediately possible and convenient practice cannot be separated.

Pimenta (1995), affirms that the objective of practice is the real, objective transformation of the natural or social world to satisfy human necessity, as a result of a new reality.

FINAL CONSIDERATIONS

Based on the data gathered, 77% of the research subjects belonged to the old curriculum, that is before 2004. It was found that a great majority of these students had taken subjects outside of the curricular grid and they related that they felt prepared for the internship in that period, nonetheless, there were those that declared they were not prepared for the practice (31%). In reference to materials and physical space at school, they were found to be adequate for the practice. There was an excellent receptive attitude on the part of Physical Education teachers and those teachers in charge of the classes. Most of the subjects participating in the study had no problem with the paper work, however, some reported that the information was late. It was observed that orientation from the supervisors was considered important, while 18 students said that their supervisor had not contributed, since there was neither support nor information from them regarding the report. With regards to difficulties in doing the internship, the students who responded "lack of time", did so because they had a hard time finding schools at nigh for their internship due to work, as many students had regular jobs. Another difficulty mentioned was the final project to be done during the same period as the internship.

Other responses obtained mentioned: lack of motivation of the students at school, relating to the activities, lack of institutions that would accept them, the workload of hours completed by the interns, and the complicated day to day tasks.

Based on the results of this research, with no intention to generalize the results, the authors believe there is reason to encourage debate and reflection on such an important time of evaluation of teaching-learning which is the practice of teaching.

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SUPERVISED INTERNSHIP IN PHYSICAL EDUCATION: FROM THE STUDENTS' PERSPECTIVE AT ULBRA IN 2006/1: A PRELIMINARY STUDY

ABSTRACT

The objective of this study was to analyze the perspective of 139 students of the Physical Education Course at ULBRA regarding the Supervised Internship in Physical Education (I, II, III, IV and the old internship) for their teacher training. A questionnaire was used composed of open and closed questions with data obtained classified in categories of analysis

elaborated a priori. It was noted that 77% of the collaborating subjects belonged to the old curriculum, before 2004, and these students were found to have taken subjects outside of the curricular grid and stated that they felt prepared for the internship, although 31% related to be unprepared for this practice. It is believed, with this research, that debate and reflection on the practice of teaching can be encouraged.

KEY WORDS: Supervised Internship. Higher Education. Physical Education.

LA PERSPECTIVE DES ÉTUDIANTS A PROPOS DU STAGE DANS L'ENSEIGNEMENT SECONDAIRE EN EDUCATION PHYSIQUE DE L'UNIVERSIDADE LUTERANA DO BRASIL (ULBRA) DANS LA PÉRIODE DE 2006/1 : UNE PREMIERE ETUDE

RÉSUMÉ

Le but de cette étude est d'analyser la perspective de 139 étudiants du Cours d'Agrégé de l'Enseignement Secondaire Supérieur (orientation éducation physique) de l'ULBRA lors du développement des stages en éducation physique (catégories I, II, III, IV et ancien stage) à propos de leur préparation comme des enseignants. On a utilisé un questionnaire structuré des questions ouvertes et fermées. Les données obtenues ont été classifié en catégories d'analyse auparavant élaborées. On a observé que 77% des individus ont relaté être bien préparés pour développer le stage. Ces individus ont réalisé des activités/disciplines de la structure du programme du cours d'agrégation hors de l'organisation prévue. Ils ont fait partie de l'ancienne organisation des disciplines (avant 2004). D'ailleurs, 31% des individus ont relaté ne pas être bien préparés pour faire le stage. On croit que cette étude peut promouvoir le débat et la réflexion sur les pratiques d'enseignement.

MOTS-CLES : Stage, Enseignement Supérieur. Éducation Physique.

PRÁCTICA SUPERVISADA EN EDUCACIÓN FÍSICA: EN LA PERSPECTIVA DE LOS ACADÉMICOS DE LA UNIVERSIDADE LUTERANA DO BRASIL EN EL PERÍODO DE 2006/1: UN ESTUDIO PRELIMINAR

RESUMEN

El objetivo de este estudio fue analizar la perspectiva de 139 académicos del Curso de Educación Física de la ULBRA (UNIVERSIDADE LUTERANA DO BRAIL) cuanto a la realización de la Práctica Supervisada en Educación Física (I, II, III, IV y práctica antigua) para su formación docente. Se utilizó un cuestionario compuesto por preguntas abiertas y cerradas, cuyos datos obtenidos fueron clasificados en categorías de análisis elaboradas a priori. Se observó que 77% de los individuos pertenecía al currículum antiguo, anterior a 2004, y se identificó que los individuos cursaron asignaturas fuera del orden curricular. Además, relataron que se sentían preparados para la práctica., aunque 31% haya relatado una falta de preparación para tal práctica. Se cree, con esta pesquisa, que se puede motivar el debate y la reflexión

PALABRAS CLAVE: Práctica supervisada. Educación Superior. Educación Física.

ESTÁGIO SUPERVISIONADO EM EDUCAÇÃO FÍSICA: NA PERSPECTIVA DOS ACADÊMICOS DA UNIVERSIDADE LUTERANA DO BRASIL NO PERÍODO DE 2006/1: UM ESTUDO PRELIMINAR

RESUMO

O objetivo deste estudo foi analisar a perspectiva de 139 acadêmicos do Curso de em Educação Física da ULBRA quanto à realização do Estágio Supervisionado em Educação Física (I, II, III, IV e estágio antigo) para sua formação docente. Utilizou-se um questionário composto por perguntas abertas e fechadas cujos dados obtidos foram classificados em categorias de análise elaboradas a priori. Observou-se que 77% dos sujeitos pertencia ao currículo antigo, anterior a 2004 e identificou-se que os sujeitos cursaram disciplinas fora da ordem da grade curricular e relataram que se sentiam preparados para o estágio, no entanto, 31% relatou um despreparo para tal prática. Acredita-se, com esta pesquisa, que se possa motivar o debate e a reflexão sobre a prática de ensino.

PALAVRAS-CHAVE: Estágio supervisionado. Educação Superior. Educação Física.