# 43 - PROFESSIONAL FORMATION OF THE BACHELOR IN PHYSICAL EDUCATION IN "VALE DO RIO DOS SINOS" AND PORTO ALEGRE/RS

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## INTRODUCTION

The educational rules approved from 1996 to 2004 established a fragmentation between the graduation of a Licensee and a Bachelor in physical education. Until then, licensees who could work in school and non-school areas would graduate. Ever since the new rules were approved, curricular directions were developed specifically for the licensee and for the graduate indicating that each course must have its own political and pedagogical project.

Historically, the Physical Education field has a tradition traced to the formation of teachers, according to Manoel and Tani (1999, p.14) "schools absorbed practically all graduates, also because the opportunities outside schools for Physical Education professionals were reduced". However, after the late 80's, a process of amplification and diversification of body practices, technological development and new organizational management (Toyotist production method) took place in Brazil and, as a consequence, changes in the market and in the working practices (still in progress) have also happened. According to Verenguer (2005, p.39) "in this new reality, where we can see the service tercerization, the loss of the working rights and seasonal jobs, we have Physical Education professionals trying to understand, survive and benefit from it".

Professional formation and its intervention have a relationship between themselves and considering the building up of a new Bachelor's Degree curriculum, it is practically a new experience in the Physical Education field. Its building becomes more complex with bigger responsibilities considering all the changes that have been happening in the working world.

This way, aiming to contribute toward the debate on professional formation, we set the following goals for this paper: a) Characterize professional formation in Physical Education in Brazil; b) Analyze the Bachelor's Degree curriculum approved by the Resolution CNE (*Conselho Nacional de Educação*)/CES (*Câmara de Educação Superior*) Nº 07/04 for colleges and universities in "Vale do Rio dos Sinos" and Porto Alegre/RS.

## PROFESSIONAL FORMATION IN PHYSICAL EDUCATION IN BRAZIL

The first curriculum for advanced learning in physical education came with the development of the National School of Physical Education and Sports in 1939 (integrated to the University of Brazil). Prior to that, the graduation occurred in the army and navy headquarters or short- term courses. According to Gutierrez et al. (1998), Physical Education was inserted in the Brazilian education process strongly marked by the German School and later by the French. Both have always presented medical-hygienist and military contents. The Brazilian historical and political contexts, during the first Republic period made this conception of Physical Education linked to health even stronger. During this period, the process of industrialization and urbanization of the cities started and along with that, the need of teaching hygiene and health principles to the working class. The union of the military and the hygienist in Physical Education outstood by the fact that graduation happened in military headquarters. Ghiraldelli Junior (1988) classified such periods as Hygienist Physical Education and Military Physical Education respectively.

The Constitution of 46 and the campaign for the expansion of public schools (popular democracy of the post Vargas period) lead to the publication of the first LDB (*Lei de Diretrizes e Bases da Educação),* Nº 4.024 (SAVIANI, 2001). There, the new minimal curriculum was established for the graduation courses. From that moment on, the curricula for advanced learning in the Physical Education courses passed through three important determinations: in 1969, 1987 and 2004.

### Curricular Rules from 1969

The university reformation rule (Law Nº 5.540/68), due to the Coup, did not change the idea of a minimal curriculum, which had already been approved by the LDB of 61 (SAVIANI, 2001). Physical Education, during this period, ascended the sports and its inclusion in the strategic plan of action of the government. According to Ghiraldelli Júnior (1988), the military government encouraged the practice of sports characterized as competitive physical education, like performance sports, bringing the show to the people with the objective of getting the students tired and framed into the rules of sports, with no disposition to get involved in politics. The first important curricular change happened in Physical Education courses and resulted in the Inference CFE (*Conselho Federal de Educação*) No. 894/69, in the Resolution CFE Nº 69/69 and the Inference CFE Nº 672/69.

Until this moment, the graduation happened in a high-level Physical Education course and/or a technical sports course (for this one, it was necessary to take all the subjects offered for the high-level physical education course, except for recreation, 2 sports (specialization) and pedagogical subjects). Nevertheless, after the approval of the changes in 1969, it was not possible to have different graduations for these two courses anymore because the schools did no have the right equipment to attend the social demand, neither in quantity nor in quality.

Curricular rules indicate that the graduation of "Physical Education Licensees and Sports Technician" must accomplish 1800 hours/class, at least, in 3 years minimum and 5 maximum.

The minimum curriculum constitutes of the following subjects, divided into 2 levels of formation: a) Basic: Biology, Anatomy, Physiology, Bone Development and Structure, Biometry and Hygiene; b) Professional: First aid, Gymnastics, Rhythm, Swimming, Athletics, Recreation and Pedagogical subjects (according to CFE Nº 672/69). The pedagogical subjects were defined as the following subjects: Psychology of Education (focusing on teenage aspects and learning); Didactics: Structure and Work of high school education and teaching practice through supervised internship.

As to the formation of a sports technician, besides the basic and professional subjects, the school should offer a list of sports to the student and they would have to choose two among them.

In brief, this curriculum presented a group of subjects similar to those of Biomedicine, some specific subjects for professional formation (sports and recreation) and last but not least, a group of pedagogical subjects that were common to every licensed courses.

### Curricular Rules of 1987

The 80's were strongly marked by the process of political opening and by the wearing out of the military government At this point in time, the country had restarted a process of democratization launched by the Figueiredo Government, passing by the elections for state governors in 1982 and consolidated with the end of the military government with the election of a civil president in 1986. In the educational field, there was the creation of advanced learning courses in various areas with the incentive of the government as a way to enlarge the vacancies in the universities and make its access easier. According to the data presented by Costa (1971), until 1970 there were 12 courses for the formation of Physical Education teachers. Between 1970 and 1980 this number had increased to 80 courses,

mainly private (BRACHT, 2004). As Ghiraldelli Junior points out (1988), it was during this period of mass teaching that the new view for Physical Education has emerged, taking the commitment of educators (Pedagogical Physical Education).

In the late 70's and the beginning of the 80's there was a strong need for changes in Physical Education in Brazil. The discussions started to take different paths in the search of an alternative Physical Education, more critical and social (Guiraldelli Junior, 1988). Some movements became more powerful by the late 70's such as the program "Sports for Everyone" (this period was denominated as Popular Physical Education by Guiraldelli Junior (1988), the creation of the CBCE (*Colégio Brasileiro de Ciências do Esporte* 1978), Students' Movement for Physical Education (First meeting Salvador 1980) and the Movement Pro-Regularization.

During the course of this historical time, the formation in Physical Education also went through discussions and reformulations. For this reason, a series of debates about curricular changes started in 1978 and finished with the approval of the Resolution CFE Nº 03/87 and the \inference CFE Nº 215/87.

This Resolution suppressed the minimum curriculum and two types of titles: Licensee and Bachelor. The licensee is a professional who is qualified to act in formal physical education (elementary and high school levels) and non-formal (clubs, gyms, sports centers, companies, condominium etc) and the bachelor is the profession who acts in the non-formal field of action. The minimum duration determined is 4 years (or 8 semesters) and the maximum is 7 years (or 14 semesters), comprising 2.880 hours/class. The organization of the curriculum by fields of knowledge was defined in 2 parts:

a) General graduation (80% of the total hours)

-Humanistic (philosophical knowledge, knowledge of the human being and knowledge of society);

-Technical (60% of the total hours) which used along with the knowledge mentioned above is known as the set of understandings and competence to plan, perform, guide and evaluate physical education activities in or out the school education, contributing to the generation and transformation of technical knowledge itself.

b) Intensification of the knowledge (20% of the total hours) to attend the interest of the students, considering the peculiarities of each area and the desired professional profile, compound of selected subjects by High Education Institution and developed in a theoretical/practical way, allowing true experience in the real working field.

The suppression of the minimum curriculum gave more freedom to the universities to structure their curricula, considering the peculiarities of each area and the desired professional profile (Bachelor or Full license), as well as to follow their ideas. Yet, in spite of the innovation of the Resolution CFE Nº 03/87 (it was the only area to suppress the minimum curriculum), in practice, the courses kept their tradition in the curricular structure. Most of the High Education Institution decided to renew or create the Full License Course of Physical Education with a general curriculum, preparing the professional to work in schools or out of them (considering that in this period the working market started giving signs of its amplification and flexibility).

As to the subjects; to those related to humanistic knowledge, in general, the following subjects were included: Sociology, Philosophy, Anthropology and Ethics. But the content of these subjects did not relate to those of the Physical Education area because at this time, there were no professors prepared for those relations. Those subjects related to technical knowledge, kept connected to biomedicine, sports and recreation. There were pedagogical subjects, which were common to all courses, but the "Didactics of Physical Education" became more usual in the new curricula. The intensification of knowledge was misunderstood in the great majority of courses. Instead of making it possible to go deeper in one specific area (physical activity and health or physical activity for seniors, for example), the courses offered (mandatory in many cases) going deeply into subjects. For instance: basketball and volleyball, in order to intensify knowledge there were: Basketball II and Volleyball II. These understanding emphasized a technical view in the teaching of Physical Education.

**Curricular Rules of 2004**

The political conjuncture, which started to get stronger in the late 80's and extents until these days is marked by a neo liberal orientation and a globalization process of the world economy (SAVIANI, 2001). Social changes happened due to the Industrial Revolution. Its scientific basis occurs through microelectronics, via information technology.

In view of this reality, the educational field also had to adapt. The Constitution, approved in 98, abolished the demand of minimum curriculum and the LDB approved in 1996, through the Law Nº 9.394/96, gave autonomy to the universities so that they could innovate their curricula (observing the pertinent general policies), attending the regional and national demands. These laws arouse a process of formulation of curricular rules for each teaching area, as well as a sequence of policies linked to them.

In this context, there was the creation of the *Conselho Federal de Educação Física* (1988) and a new expansionist trend of advanced learning courses (private), having more than 400 Physical Education Courses (BRACHT, 2004) in 2004,.

In 2001, MEC (*Ministério da Educação e Cultura*) approved the Inference CNE/CP (*Conselho Pleno*) Nº 09/01 that determined the rules for the graduation of basic education professors in high-level courses. These laws also compromised Physical Education courses that have to follow those orientations for licensee graduation. For the graduate (or bachelor) Inference CNE/CES Nº 58/04 and the Resolution CNE/CES Nº 07/04 were approved. They established the National Curricular Rules for Physical Education graduation courses, advanced learning.

Similar to the curricular rules of 87, the curriculum is organized in dimensions of knowledge, but a list of necessary competences and skills for the graduation of such professional was added to it. Duration and hours were established by the Inference CNE/CES Nº 329/04 (still not approved), where the total hours for the graduation courses and Bachelor's degree are established by each High Education Institution. Yet the Physical Education courses must comprise the minimum 3.200 hours, and minimum 200 days of academic work a year, as stated in the Inference.The dimensions of knowledge were defined as extended and specific:

a) Extended Graduation must comprise the following knowledge: Relationship between human being and society; Biology of the human body; and Scientific and Technological Knowledge;

b) Specific Graduation, which comprises the characteristic knowledge of Physical Education, must behold the following dimensions: Culture of the Human Movement; Technical-Instrumental; and Pedagogical-didactical.

It is optional for every High Education Institution, through its pedagogical project, to present one or more theme centers to immerse in. If they decide to offer it, it can take up to 20% of the total hours. Also, as required by the new educational rules, the formation must ensure theoretical and practical unsociability. The texts if the Resolution and the Inference indicate three methods: practice as a curricular component; supervised professional internship (in the case of specialization, 40% of the hours must be in the correlative academic professional intervention field) and complementary activities.

So, every High Education Institution must define the respective denominations taking into account the dimensions of knowledge (Extended and Specific), amendments, and hours of its curricula, taking into consideration the peculiarities of each region, cultural identity, work and the needs of people who are physically challenged and special groups and communities.

**THE PRESENT CURRICULA FOR BACHALOR'S DEGREE IN "VALE DO RIO DOS SINOS" AND PORTO ALEGRE**

According to the Economy and Statistics Foundation of Rio Grande do Sul (FEE), "Vale do Rio dos Sinos" is composed of 14 cities (the furthest is 67km away from the capital). This region has a total population of 1.316.829 inhabitants (2005), an area of 1.398,5km$^2$ (2005) and illiteracy level of 4,80% (2000) and R$ 15.412,00 gross domestic product per capita (2003). In this are, there are 4institutios that offer graduation in physical education. All of them offer License Courses and 2 have already offered vacancies for Bachelor's Degree.

Porto Alegre, capital city of Rio Grande do Sul, according to FEE, has a population of 1.426.735 inhabitants (2005), an area of 496,8km$^2$, illiteracy level of 3,45% (200) and R$ 10.437,00 gross domestic product per capita. There are 4 institutions that offer graduation in physical education. All of them also offer License Courses and 3 have already offered vacancies for Bachelor's Degree.

Among the 8 institutions in "Vale do Rio dos Sinos" and Porto Alegre that offer graduation is Physical Education, 5 already offer vacancies for Bachelor's Degree. For this analysis, only the curriculum for Bachelor's Degree has been taken into account since it was publicly available on the Internet sites of each institution. Even though the philosophical conception of the professional graduation disposed in the Pedagogical and Political Project has not been taken into consideration, it was possible to make an introductory examination of some of the chosen ways for Bachelor's Degree.

The termination "Bachelor in Physical Education" has been chosen by most institutions to identify the formation of this professional, since this is historically recognized by the community of this area. Only on the courses identified this professional as "Graduate in Physical Education", according to the curricular rules, but mentioned between parentheses the termination "Bachelor" in the site. One of the courses chose "Bachelor in Physical Training and Sports".

Considering the Inference CNE/CES Nº 329/04 (still not approved) which designates minimum 3.200 hours for the whole course, only one of them presented a number inferior to that one. Most courses chose for 4 years (8 semesters) and total hours between 3.200 and 3.354.

From 150 to 300 hours of complementary activity is required and from 272 to 450 hours of supervised professional internship.

Regarding the subjects, at a first glimpse and considering that the Bachelor's Courses are new (1 or 2 years) and are still being adapted, we observed that in most courses there is reproduction of what Physical Education had been doing. There is a great number of subjects known as "cultural of the human being". They are characterized by practical and theoretical subjects that, due to their disposition in the curriculum, become isolated from one another. Only one of the courses did not create one subject for each sport offered and grouped them together as "collective sports" and "individual sports".

Regarding "Relationship between human being and society" which are subjects with social and philosophical characters, in most cases they are identified as History of Physical Education, Sociology/Society and Philosophy/Ethics. However, there is progress compared to the previous curriculum when we can see that such subjects are linked to Physical Education (by their names in the curriculum).

There is a restricted understanding of health, where most courses tended to identify it in activities or gym, weight lifting (present in every curriculum that has been studied) and subjects known as "Biological of the Human Being".

The subjects are common and are present in every curriculum studied (with this or that name), in those called "Biological of the Human Being": Anatomy, Biochemistry, Physiology (exercise and general) and Introduction to Nourishment; as well as in the technical-instrumental ones: Evaluations/Measurements, Training, Management, Bone Development and Study, Biomechanics, First aids; and in pedagogical and didactical ones: Motor Development, Motor Learning and Pedagogy of Sports.

In most curricula there are: Physical Activity and Nature/Ecology, Labor Gymnastics, Physical Education and Senior citizens. It is exclusive for one Institution or the other: Sports Rules and Regulations and Law, Olympic Studies, Introduction to Computer Science, Physical Education for the Physically Challenged, Rowing, Fencing, Urban and Ecological Activities.

**CONCLUSION**

The introductory analysis of five curricula of Bachelor in Physical Education in the area studied lead us to the conclusion that most institutions kept the tradition in the area, offering subjects turned to practical and technical studies alone. In comparison, there are few social philosophical subjects (practically 3 subjects), but there has been progress since the contents are related to the Physical Education area. Health is restricted to gym and weight lifting formation and biological subjects and courses that bring innovations are rare.

Considering that professional formation and its intervention bear a relation between themselves, and the market and the working relations are always changing, the incorporation of dissimilarities in existing activities is not understandable. Verenguer (2005, p. 52) points out that "there are minimum requirements for a meaningful introduction in the work market and that can lead to a professional intervention of social responsibility and quality." It is necessary to undertake more study in order to elucidate the theme.

And if the Resolution CNE/CES Nº 07/04 made it possible for the courses to offer deepening, it is necessary to exploit this without having a "precocious specialization", in my opinion. It is possible to recognize, through disciplines, some deeper areas in those curricula that were analysed. (health/gym, sports), but when the courses were presented to the community they said professional would be ready to work in the following areas: health (prevention, promotion, protection and rehabilitation), recreation and leisure, esthetic, management (public/private, independent), physical performance, motor rehabilitation and labor gymnastics; in gyms, hospitals, clinics, hotels, parks, clubs, spas and companies. In some of these places, the institutions should contribute (research and extension) to justify to the community the work of the physical education professional there because his/her operation is not consolidated.

The aim of this study was to contribute to the debate and stimulate new research on this theme. My suggestion is to go deeper into the studies based on the political and pedagogical projects of the courses and search for understanding of the dynamics of the market and working relations in the world of Physical Education and its relation with professional formation.

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**PROFESSIONAL FORMATION OF THE BACHELOR IN PHYSICAL EDUCATION IN "VALE DO RIO DOS SINOS" AND PORTO ALEGRE/RS**

SUMMARY: The graduation in Physical Education traditionally traces to the graduation of teachers. However, due to the approval of educational rules, from 1996 to 2004 the Physical Education Courses had to build up a new curriculum for Bachelor's Degrees, since nowadays the graduates can only work in schools. Taking into consideration the responsibility and complexity of building up a "new" curriculum due to the changes which have been happening in the work market, the aim of this paper is to contribute towards the professional formation debate through the analysis of the Bachelor's Degree curriculum approved by the Resolution CNE/CES Nº 07/04 for colleges and universities in Vale do Rio dos Sinos and Porto Alegre/RS. Among the 8 courses that offer a degree in Physical Education, 5 already offer Bachelor's Degrees. On the one hand, considering only the subjects that are taught and the fact that the new curricula have just been introduced and the proper adjustments are being made, we can conclude that most kept the tradition in Physical Education with practical and technical secluded subjects distributed in the curriculum. On the other hand, there are few social philosophical subjects (basically 3). But it can be seen as advancement because they relate to the Physical Education field. Health is restricted to gym, weight lifting and biological subjects and only few courses bring innovation to the subjects they offer.
Keywords: Physical Education, Professional Formation, Bachelor's Degree

**FORMATION PROFESSIONNELLE DU BACHELIER EN ÉDUCATION PHYSIQUE AU "VALE DO RIO DOS SINOS" ET À PORTO ALEGRE / RS**

RÉSUMÉ: La formation en Éducation Physique a une tradition tournée vers la formation de professeurs, cependant, avec l'approbation de normatives éducatives dès 1996 jusqu'à 2004, les Cours d'Éducation Physique ont dû construire un curriculum pour la formation du Bachelier, vu que, maintenant, le licencié ne peut agir qu'à l'orbite scolaire. Prenant en considération la responsabilité et la complexité de construire un ?nouveau? curriculum dû aux changements qui sont en train de s'opérer au monde du travail, nous avons, dans ce travail, l'objectif de contribuer pour le débat de la formation professionnelle à travers l'analyse du curriculum des Cours de Baccalauréat approuvés à partir de la Résolution CNE/CES Nº 0704 des Universités et Centres Universitaires du ?Vale do Rio dos Sinos? et de Porto Alegre/RS. Parmi les 8 cours qui offrent la formation en Éducation Physique, 5 offrent déjà le cour de Baccalauréat. Dans un premier regard, ne considérant que la grille curriculaire, et le fait que les cours ont récemment implanté leurs curriculum et qu'ils sont en train de réaliser les adaptations, nous avons conclu que la plupart a maintenu la tradition en rélation à la formation en Éducation Physique, dans un curriculum tourné vers les disciplines pratiques, techniques et distribuées isolément dans le curriculum. En comparaison, il y en a peu de disciplines de caractère sociophilosophique (pratiquement 3 disciplines), mais elles présentent un avancement par le fait d'établir des relations entre leurs contenus et le camp de l'Éducation Physique. L'entendement de la santé est limité surtout à la formation pour l'académie, la musculation et aux disciplines biologiques et sont rares les cours qui apportent des innovations dans les disciplines offertes.
Mots-clés: Éducation Physique Formation Professionnelle - Baccalauréat

**LA FORMACIÓN PROFESIONAL DEL "BACHILLERATO" EN EDUCACIÓN FÍSICA DEL "VALE DO RIO DOS SINOS" Y PORTO ALEGRE/RS**

RESUMEN: La formación en la Educación Física tiene una tradición con el reto de la formación de los maestros, Licenciaturas. Sin embargo, con la aprobación de las normativas desde 1996 a 2004, los Cursos de Educación Física tenían que construir um plan de estúdios para la formación del "Bachillerato", porque ahora la licenciatura sólo puede actuar en el área escolar. La responsabilidade y complejidad de contruir un nuevo plan que enseña los câmbios que están pasando en el mundo del trabajo es el objetivo en esse articulo para contribuir en el debate de la formación profesional a través del análisis de los plan de estúdios de los Cursos de "Bachillerato" que fueron aprobados a partir de la Resolução CNE/CES Nº 07/04 de las universidades y centros universitários del "Vale do Rio dos Sinos" y Porto Alegre/RS. De los 8 cursos que ofrecen la formación em la Educación Física, 5 ya tienen presente el curso de "Bachillerato". Em uma mirada inicial, simplemente el reto era la curricula pues los cursos son nuevos y ellos están logrando los ajustes. Nosotros concluímos que la mayoría mantuvo la tradición en la formación de la Educación Física, en un plan de estúdios regresado a las asignaturas prácticas, técnicas y distribuídas separadamente en el plan de estudios. Son mínimas las asignaturas social filosóficas (prácticamente 3 asignaturas), sin embargo presentan um progreso porque ellos relacionan sus contenidos con el área de la Educación Física. Se restringe la comprensión de salud principalmente en la formación para la academia, la actividad muscular y en las asignaturas biológicas. Muy raros son los cursos que traen innovaciones em las asignaturas que ofrecen.
Palabras-llaves: Educación Física, Formación Profesional, Ensenãnza Superior

**A FORMAÇÃO PROFISSIONAL DO BACHAREL EM EDUCAÇÃO FÍSICA NO VALE DO RIO DOS SINOS E PORTO ALEGRE/RS**

RESUMO: A formação em Educação Física tem uma tradição voltada para a formação de professores, contudo, com a aprovação de normativas educativas desde 1996 até 2004, os Cursos de Educação Física tiveram que construir um currículo para a formação do Bacharel, visto que agora o licenciado só pode atuar na área escolar. Levando em consideração a responsabilidade e complexidade de se construir um "novo" currículo devido as mudanças que estão ocorrendo no mundo do trabalho, temos como objetivo nesse trabalho contribuir para o debate da formação profissional através da análise do currículo dos Cursos de Bacharelado aprovados a partir da Resolução CNE/CES N 07/04 das universidades e centros universitários do Vale do Rio dos Sinos e Porto Alegre/RS. Dos 8 cursos que oferecem formação em Educação Física, 5 já ofertam o curso de Bacharelado. Num olhar inicial, considerando apenas a grade curricular e que os cursos recém implantaram seus currículos e estão realizando os ajustes, concluímos que a maioria manteve a tradição na formação em Educação Física, num currículo voltado para disciplinas práticas, técnicas e distribuídas isoladamente no currículo. Em comparação são poucas as disciplinas de cunho social-filosófico (praticamente 3 disciplinas), porém apresentam um avanço por relacionarem seus conteúdos com a área da Educação Física. O entendimento de saúde está restrito principalmente na formação para academia, musculação e nas disciplinas biológicas e são raros os cursos que trazem inovações nas disciplinas que oferecem.
Palavras-chaves: Educação Física, Formação Profissional, Bacharelado.