62 - IS THE FIRST IMPRESSION THE ONE THAT REMAINS?! IMPRESSIONS AND OPINIONS OF THE ACADEMIC STUDENTS OF PHYSICAL EDUCATION - UFSC

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The opinion of the academic students about the course and about their professional formation is an important tool to detect the degree of satisfaction of the expectations concerning to the possibilities, limits, experiences and reflexions, offered by the course through the teaching process, the researches and extension. This is also important so that the work done in the area of Physical Educacion (PE) can be known, thanks to the narrow bonds that tie the academics to the daily reality in which the profissionals in this area act.

The matter of this text comes from a cut of a monographic study which contains an investigative gender, having as subjects of the phenomenon twelve academics from the course of PE of the Federal University of Santa Catarina (UFSC), from the first phase to the eighth phase. The sampling was composed by six freshmen and six almost graduates, and from this group, two academics were from each of the deepening possibilities (Baccaluareate and Licentiateship). As an instrument to collect the data, half-structuralized interviews were carried through, in which questions were incorporated to try to get to know a little of the students life histories or experiences related to the PE course and the students expectations regarding to the course.

This cut was a help to understant the opinion and the considerations that the students had about their academic/professional formation, this way it tried firstly to inquire the reasons why they chose this profession and this academic formation (institution and course) for later, to reflect on their first impressions regarding to the reality that sorrounds these choices.

About the professional choice: "Why to be a Physical Education teacher?"

This would be a question that, at first, all the academics of PE would answer without hesitating. However, the answer is not so simple. The PE course itself has been being thought over, constructed, deconstructed and reconstructed, and it carries in its history, medical, military, utilitarians, educational, liberating speeches, depending on the author, the time, the comprehension and the revolt in which they act.

Science, according to Pires (2001, p.1) lives currently, a crisis of paradigms. Inside of this paradigmatic crisis the PE is trying to constitute its field of knowledge and its place of intervention, in order to legitimize itself, respectively, scientifically and socially. The new decurrent discoveries in the technological perfectioning which are available to the researchers, make the demarcating lines of the fields of study and performance of the PE become more tenuous, under the requirement of multi, inter and trans discipline looks to the scientific phenomena.

Some reflections emerged from the questionary on the desire of becoming a PE teacher, the speeches of the interviewed reminded about their experiences of childhood and youth. By the time we are sixteen/seventeen years old, a period full of biological, social and psychological transformations, we are charged with the responsability of making a career choice.

In their speeches the interviewed cointain in their history of life a strong presence of the sports, and its practice is present since childhood, in the most diverse spaces and with many intentions. It seems as the satisfaction given by the envolvement of subjects with sports is the main key to make a career choice. Thus, the word that remains is: to like, once the sport is present in the twelve speeches.

Historical facts justify the strong presence of the sport in the PE. The decade of 60 started with less than 10 courses of superior formation and in the end of the decade of 70 there were more than 90 courses. An explosive growth was observed in this period due to the decisive entrance of the private initiative and due to amplification of the public system.

The determinating factors were the amplification of the PE as a curricular component, the development of a sports system and the intensification of the corporal practices in the set of the cultural activities. But in the period after-64, the PE in the superior education is explained not only because of the University Reformation but as well as having the intention of helping, through its playful-sportive character, to discharge any attempt of re-articulation of the Students Movement.

This phase has also been characterized by the implantation of a minimum curriculum in 1969 and by the conflict between a sportive vision and a pedagogical-educational vision. However, to strengthen the sportive part present in the PE since the period after 64 is not the objective of the course of Licetiateship in PE, but yet to form professors.

Three other information repeated themselves strengthening their importance: the desire to work with the children and teenagers formation/education; the uncertainty about the reason of the choice; and the PE being present as a second choice, or, as a parallel option.

About the choice of academic formation: "Licentiateship in EP at UFSC"

The structure of the institution and its localization were the reasons expressed but half of the interviewed, these reasons came together with the public teaching methods and the gratuitous. The good quality of the course and the institution were also a decisive factor in the choice, independently if the quality is tested by the subject or if the opinion comes from indication of other people.

1 Monography: "From desire to reality: investigating the investigando the expectations related to professional formation of the academics of Licentiateship in Physical Education at UFSC" Nov, 2004. Author: Karla C. M. da Silva under the orientation of the Prof. Dr Mauricio Robert Silva - CDS/UFSC.

[2] According to Khun apud Saucers (2001, p.1) a paradigm gets in crisis when it can no longer offer trust to the answers of the scientific investigations and a new paradigm has not been consolidated yet [KHUN, T.S. The structure of the scientific revolutions. São Paulo: Perspectivas, 1985].

3 The interviewed were specified as: Freshmen = F1, F2, F3, F4, F5 and F6; Seniors = School: S1e S2, Special: Spe1 and Spe2, Sport: Spo1 and Spo2. I remember that this definition occurred because the resumé of the course of Licentiateship in Physical Education at UFSC determines 3 deepening areas: School, Special and Sport.

4 CHAUÍ, M. The Operational University. In: *Folha de São Paulo. Caderno Mais*, São Paulo, 08/05/1999.

5 Chauí (2003) describes the operational University as an organizacional vision of the university conducted for contracts of management, evaluated for indexes of productivity, calculated to be flexible, structuralized by strategies and programs of organizacional effectiveness and, therefore, for the particularitity and instability of the means and the objectives. Defined and structuralized by rules and entirely other standards than knowledge and the intellectual formation it is sprayed in micro organizations that occupy its professors and bend its students to other requirements than to the intellectual work.

Once quality and gratuitous education are motivation differentiators, I remind all that it is necessary to investigate the current educational politics, following the measures expressed by the proposal of the World Bank, where it is seen the submission of the teaching work and the researches to standards and external purposes, determined by the requirements of the market and the international relations of work. Such changes, proposed to the superior education decree the end of the public University as a historical, democratic institution that guarantees rights, transforming it, according to Chauí quoted by Taffarel (2001, p.147) in an operational University, which is, the University of results and services.

When discoursing about teaching Chauí (2003) says that teaching is thought as fast qualification to graduated students, that they need to quickly enter in a work market in which they will be expelled from in a few years, when they become obsolete and dismissable young people, or a transmission strap between researchers and trainees for new researchers. According to Chauí the essential mark of teaching has disappeared: the Formation. Aware of the reasons that had motivated the academics to choose their profession, the course and the institution, some doubts had still persisted, for exemple the knowledge of the curriculum of the course.

According to Moreira e Silva (1985, p.8) the curriculum for a long ago has stopped being just a mere technical area, concerned to the questions related to procedures, techniques, methods. There is a critical tradition of the curriculum, guided by sociological, political and epistemological questions. The resume is not a transcendent and timeless element, it has a history associated with the specific and contingent forms of organization of the society and the education. With this kind of thinking we launch the following question: "Did you try to get to know the curriculum before entering the course?" and we evidenced that the majority of the interviewed did not try to get to know the curriculum of the course.

Besides that few of them have looked for the curriculum, we have to remember that this endeavour to get to know it, in some cases, is considered as "I have looked at it", "I have read it", something superficial that would not help after the decision has already been taken. We believe that this endeavour should have been followed by reflection, exploration of data, confrontation of objectives in the curriculum with the desires of the individual, to get a better definition of this knowledge so that they would be able to verify if it would influence or not in the choices of formation.

In the same way that we believe in the relevance of the fact that the individual knows the curriculum before the ingression in the course, we feel the necessity of complementing the information identifying, if the differences between Licentiateship e Baccaluareate were known by the subjects.

The most controversy distortions were generated in the scope of this quarrel, according to Andrade Filho (2001) regard to the interpretation of what is baccaluareate: specialization/deepening and/or general/basic formation and applied formation, as well as the a dichotomized interpretation of the professional performance regarding to the double graduation: school intervention, called - licentiateship and/or not school intervention, called- baccaluareate.

Analyzing the tradition of formation of bachelor in the Brazilian University Education, it was noticed that it had a "mistake of denomination" when, in the Physical Education, baccaluareate was considered a specialization. According to stories of Andrade Filho (2001) in the Brazilian tradition, the sense of baccaluareate is exactly the opposite of the one conceived and accepted so long in the Physical Education. Far from representing a specialization, in other courses of graduation the baccaluareate represents the formation of a general professional, and licentiateship represents a specialization to the school work, also, exactly the opposite of what we accepted until now among us.

For the author, with this clarification it does not make sense to conceive the licentiate as a general professional that acts inside and outside of the school, neither can it be accept that the bachelor is conceived as a specialist to take responsability for all the fragmentation of the school market. I think that to have this differentiation clearly is extremely important while choosing the course, but some of the ones who spoke did not reflected about such thing.

After discovering essencial reasons to this inquiry, there can be verified that the social-corporal experiences are strong influence of the options that are chosen. Strengthening what Figueiredo (2004) says: social experiences and the relationship with knowledge bring the "socialcorporal experience" as a determinative factor in the choice of a profession.

From this moment, remembering that the interviewed already have a historical relation of participation and construction with the course and chosen formation, we will find the opinions of the academics about the course, their reflections referring to the academic formation, critics, suggestions, relieves, questios, notes trying to improve the course. Contributions, that in this instant of curricular reformularization can be of great value.

So, the key-question made to the twele academics was: "What is your opinion about the course today?"

First opinion

When interviewing the freshmen we evidenced that the speeches in this moment are not critical, not political and where the "to like" and the personal satisfaction is what interests. According to Figueiredo (2004) the freshmen have their knowledge about resumé based on their previous socialcorporal experiences and they produce specific actions as valorizations and hierarchization decurrent from elements subjectively enrolled in their identities. We believe that soon, the academics, when being questioned in this same way can have a less individualist opinion, more concerned to the social part, or, beyond "myself", to the society in which "I" am part of and which "I" must act and reflect over.

One of the principles of the course of Licentiateship in PE/UFSC referring to the process of academic formation says that it is essential to propitiate objective conditions, so that the students advance in their intellectual, scientific, argumentation, moral, ethical, political, pedagogical abilities, beyond the exclusively technical abilities. It is also necessary, the exercise of critical, radical, in a group, with depth reflection, mainly about the disciplines of the course, that must, in its didactic-metodological proposals, materialize the integration teach-research-extension. It becomes necessary the envolvement through debates that search for the development of the contradictions, claims and requirements for good conditions of education.This fact was recognized in the not-critical opinion that the students exposed this first moment.

Second, third, fourth...Opinions

When interviewing the almost graduated students, we noticed that there are many notes present in their speeches. These notes, are sorrounded by criticism, politization. They propose improvements, they bring up the importance of some

6 With the Resolution nº 7 of March 31st 2004 the national curricular laws for the course of graduation in Physical Education inform that it is all about a "full graduation" articulating units of knowledge of specific formation (up to 20% of the total time load) and extended determined for the Institution of superior Education. For deeper information consult CNE. Resolution CNE/CES 7/2004. Federal official gazette, Brasilia, April 5th 2004, Section 1, P. 18.

7 Described as: to discover, to patent what it was guarded; to clean…; to excite the attention alive. To become clear, well-known, visible, manifest, clearly; to be zealous, careful, vigilant, diligent; in the Magno Brazilian Dictionary of Portuguese Language (p 33)

8 According to Figueiredo (2004, P. 96) it is not possible to consider the corporal experiences of the subjects without considering the social experiences, neither the inverse, therefore the author in his studies uses the expression "social corporal experiences".

debates which, several times guard the interests of politicians which conduct the the education in Brazil nowadays, or the ones that have the interest in not reflecting about the available ways to construct the PE with quality, with subsidies to act in the formation of the people in its completeness with the other human and nature sciences, engaged with the school institutions called disciplines, subjects.

The PE has its historical importance proven, we, the professionals of the PE must fight so that our performance in the area can be understood as basic, essential, and not mere instrumental, serving the interests of the others in a complete human formation, conscientious and in harmony with the natural and social environment of which we are part of. To understand the critics we must understand that we live in a period of curricular reformularization, with proposals for new lines of direction of the graduation in PE that dismiss the lines of direction proposed in the resolution n. 3/87. Between the government proposals and the proposals of the social organized movements that defend public gratuitous and a university with quality to the Brazilian society there are important differences pointed by Taffarel.

In resistance to the public politics for the education, molded for the package of the IMF (International Monetary Fund) to the developing countries, including Brazil, Taffarel (2001) brings up some basic indicators to guide the practice of the knowledge, the human formation and the intervention of the public politics indicated as an a theorical alternative in the curricular re-conceptualization, they are: the re-conceptualization of the resumé from the re-conceptualization of the practice of the process of pedagogical work; the valuation of the pedagogical work in its essence: professionalization of the human formation process; research formation having the work as an educative principle; the construction of areas as categories of social practice; research as knowledge and intervention in the concrete reality; collective work in the construction of knowledge; inter-disciplinary work with new relations in the production of knowledge; both professors and pupils responsible for the production of knowledge and construction of the reality; overcoming the division and spalling in the academic and professional formation; self collective organization for autonomy, creativity and social responsibility.

When reflecting on these pointers I think that urgent actions/reactions are necessary, therefore, to the Universities there are being attributed characteristic that make the academic formation operational, marketing and alienator, taking the education far away from being an emancipatory formation, the one idealized by the educators.

According to one of the interviewed seniors, we can notice some latent necessities in the courses of formation of professors, for exemple curricular reformularization: "… I find necessary to reformulate the resumé, I think that we do need to change the head of many professors in here, right! …".

As to the curricular reform I agree with the resolutiong of the Commission of Specialists that Teach of Physical Education (CST-PE). This organization, affirms that the curricular reorganization is not only about changing roles of the licentiate or the bachelor, or to separate this even more, otherwise, it is about congregating the two perspectives of formation there are in one unique title, reconfiguring the licentiateship/generalist formation and baccaluareate/specialist formation, the unified perspectives intended to institute the Graduation in Physical Education.

In this perspective, according to Andrade Filho (2001), the resumés would have to guarantee a solid general formation and a solid formation in a deepening level, because at this moment the graduating student would define its field of professional performance, for example: teaching in the basic education/licentiateship, physical conditioning/training, physicist-sportive leisure activities, management/administration of physicist-sportive enterprises, sport, physical/health/quality of life aptitude, or still in other possible emergent fields. The deepening options would be defined by the Institutions of Superior Education according to the qualification of its professors, to the regional demands of work market, among others aspects.

This way, we searched for overcoming the dichotomy generalist/formation or specialist/formation, in a way to balance the formation of one Physical Education graduated student, and this will try to congregate a solid basic formation complemented by a solid formation to go deep in the field of intervention of interest. Unfortunately the approval of the resolutions 1 and 2/02 have disturbed the process of the curricular reorganization that could have materialize the proposal of the CST-PE.

An important critic on the relationship between the specialized professionals in the most different Sciences present in the characteristic of multi-disciplinarity of the Physical Education, is present in the speech of one of the seniors:

we have uncomplete lessons, they are lessons where the professors do not respect the other areas that we have in the Physical Education, right, like, we have the area of the education with the pedagogical nuclei, nuclei of the area of the health, for example, I think that it all matches up together, at least this is how it is supposed to be, but it is not, professors of the health mistreat the research of the education and vice versa.

What today predominates are the discipline thematic areas, however, I understand that the question of inter-disciplinarity imposes itself to the academic field of the Physical Education. Bracht (1999 p.36) affirms that to base its practice, is not enough that the PE adds knowledge to the biomechanics, with the physiology of the exercise, with psychology, for example. It has yet the necessity to operate syntheses, what it is different of the addition of the parts at the same time, it is about an operated synthesis from the necessities and about the specific interests of the PE and its pedagogical practice.

Still reflecting on the field of knowledge of the PE and the formation of the PE professors I bring up a note of one of the seniors on "the necessity of having a science where we are responsible for the changes that we study and we corroborate during our academic formation". Having conscience of the importance of our work, that our relationships inside and outside of the to school, involve the formation of children, young and adults, therefore, responsibility and conscience are necessary.

I agree with Pires (2001, p.5) when he affirms that although certain traumatic memories in recent history, the researchers are responsable for investing in the construction that starts to consolidate itself. It is about the understanding of the complexity of the phenomenon corporal/movement demands more than partial opinions and limited boardings to explain it, generating the necessity that at least multi-disciplinary approaches work together with the formation of a knowledge field in the PE with some interfaces and possibilities of interaction.

During the initial formation some situations are created that can or not favor the possibility to think and to exert the teaching profession. I think about deepened readings and reflections on questions currently in quarrel for professionals of the Brazilian PE as: the question of the professionalism; the resumé of the course in the institutions of superior education; the question of the formation and the field of work can clarify the ways covered by the academics during their professional formation. I noticed that questions referring to the Brazilian education are present in speeches of the academics and I believe that it is the ideal in a course of formation of educators. To reflect on the Education, politics and society, makes us more conscientious of the reality in which we are living and which presents itself in a dynamic and contradictory way.

This way, Avila (2004) alerts us that "we must be alert to the idealismes that intend to be affirmed in the social relations in such a way that can allow us to supplant the limits imposed by new-liberal politics in all the spheres of the society, and, in the scope of the professional formation". For the author, the professor needs to be sure about the meanings of the concepts present in the most different areas of this reorganization of the capitalism. This way, we educators will not go through a ideological speech, becoming in a certain way, part of a fashion in the field of the education, including in this quarrel the PE and the formation of

professors of this area of knowledge. I agree with the author when he says that we need to convoke for a debate the theory and the historically scientific knowledge elaborated by the humanity, because, this way, even if locked to the injunctions of a unhuman system, the professors can make themselves present in the fight for the overcoming of the hegemony of the capital and for the transformation of the society.

Some final considerations

"Is the first impression the one that remains?!" This is how the old saying goes. Is it true? Can it maybe be apllied on the academical and professional choice? To reflect on the professional choice and to define the reasons of this choice, was an exercise that apparently many interviewed had never done.

A reality, for example - the financial - turns the option to be a PE professor the second option of a professional formation, and perhaps to call it a parallel option could even be the most correct form. Another reason can be the proximity of the field of the PE with the course that would be the first option; the influence of the parents, or better, the desire of the parents configures another reason that makes the PE a parallel option.

The interesting part is that the satisfaction, the "to like", the pleasure, lived deeply in the social-corporal experiences is present even in speeches of the academics who allege not to know how to define their reason of professional choice. The imaginary of the subjects referring to the professional of PE or even to the PE itself, where the pleasure, the satisfaction to carry through desired, dreams, are many times not enough to define the professional choice.

When we reflect on the impressions of the seniors referring to the course and their abilities, we conclude that if the objectives of the course would be contemplated successfully, we would witness indications of changes that should be, or better, must be spreaded.

As to the first impression expressed by the freshmen, I believe that soon when being questioned: "What is your opinion on your course today?", their speeches contemplate opinions directed to beyond the individual "me", but opinions that go in direction to the society of which they are part of and of which they must reflect and also act over. We think that it is necessary "to attack" in all the sides and forms so that the conceptions and practices of education can be reflected and transformed trying to instigate in each brazilian the desire of being, living and having, not only surviving. To confront obscure interests, to sow since the children´s education until the superior education the desire to question, to try to understand and to argue instead of saying yes to everything and everyone, should be the approach of all the professionals who act in the education, independently of the performance area.

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IS THE FIRST IMPRESSION THE ONE THAT REMAINS?! IMPRESSIONS AND OPINIONS OF THE ACADEMIC STUDENTS OF PHYSICAL EDUCATION - UFSC

ABSTRACT

"Is the first impression the one that remains?!" This is how the old saying goes. Is it true? Can it maybe be apllied on the academical and professional choice? The impressions, opinions and reflexions presented here compose a cut of an inquiry, carried through in the second semester of 2004, about the desire and the reality concerning to the expectations of the academics of Licentiateship in Physical Education at UFSC referring to their professional formation. Qualitative methodology was used, and to collect the data half-structuralized interviews and analysis of speeches. Twelve academics of the first and the eighth phases were the subjects of this study. There has been verified that the desire of becoming a professional in the area of Physical Education, usually emerges in the childhood/youth, meaning, to the majority, the pleasure. The desire was influenced by professional models, positive experiences with the Physical Education and mainly with the sport. When reflecting on the impressions of the seniors referring to the course and their abilities, we conclude that if the objectives of the course would be contemplated successfully, we would witness indications of changes that should be, or better, must be spreaded. Their notes, are sorrounded by criticism, politization, they propose improvements, they bring up the importance of some debates which, several times guard the interests of politicians which conduct the the education in Brazil nowadays. When interviewing the freshmen we evidenced that the speeches in this moment are not critical, not political and where the "to like" and the personal satisfaction is what interests, but, we believe that soon, the academics, when being questioned in this same way can have a less individualist opinion, more concerned to the social part, to the society in which "I" am part of and which "I" must act and reflect over.

KeyWords: Professional formation, Physical Education, Academic formation

LA PREMIÈRE IMPRESSION EST CELLE QUI RESTE?! IMPRESSIONS ET REGARDS DES ACADÉMICIENS EN ÉDUCATION PHYSIQUE - UFSC - UNIVERSITÉ FÉDÉRALE DE SANTA CATARINA

RESUMÉ

"La première impression est celle qui reste?!" Ainsi dit un vieux proverbe. Est-ce la réalité? Est-il apliqué dans le choix académique et professionnel? Les impressions, réflexions et regards ici présents composent un échantillon de l'investigation, réalisée pendant le deuxième semestre 2004, sur le désir et la réalité des espoirs des académiciens d'Éducation Physique en mention Enseignement - UFSC- vis-à-vis de leur formation professionnelle. Nous avons utilisé la méthodologie qualitative; pour le prélèvement de données l'entrevue semi-structuré et, pour leurs analyses, une analyse du discours. Douze académiciens ont participé de cette étude, étant quelque-uns du premier et d'autres du huitième semestre. Nous avons vérifié que le désir d'être un professionnel de l'Éducation Physique surgit généralement pendant l'enfance/adolescence, étant synonime de plaisir pour la majorité d'entre-eux. Ce désir a été influencé par des modèles professionnels, des expériences positives avec l'Éducation Physique et surtout avec le sport. Les réelles conditions de travail de ce professionnel étaient pour la plupart du temps inconnue des participants. En réfléchissant aux impressions des académiciens de dèrniere année du cours et à leurs compétences/habilités, nous avons conclu que si les objectifs du cours ont eu du succès, nous seront témoins de changements qui devraient, ou plûtot, qui doivent se répandre. Leurs discours sont critiques, politisés, proposent des améliorations, font ressurgir l'importance de débats, souvent camoufflés par les interêts politiques de ceux qui commandent l'éducation au Brésil aujourd'hui. En interviewvant les élèves de première année, nous avons remarqué des discours pour l'instant acritiques, apolitisés, où le fait d'"aimer" et la satisfaction personnelle sont primordiaux. Cependant, nous pensons que lorsqu'ils seront d'ici peu questionnés: "Quel est votre regard sur votre cours aujourd'hui?", leurs discours iront au-delà de l'individualité, soit, au-delà du "moi", vers la société à laquelle ils appartiennent et pour laquelle ils doivent penser et agir.

Mots clés : Formation professionnelle - Éducation Physique - Formation académique

LA PRIMERA IMAGEN ÉS LA QUE PERMANECE?! IMAGENES Y MIRADAS DE LOS ACADÉMICOS EN EDUCACIÓN FÍSICA - UFSC

RESUMEN

"La primera imagen és la que permanece?!" Así dice un viejo dictado. Será realidad? Las imagenes, miradas y reflexión aquí presentes componen un recorte de una investigación, hecha en lo sigundo semestre de 2004, sobre deseo y realidad cuanto las expectativas de los académicos de licenciatura en Educación Física - UFSC, referente a suya formacíon profesional. Utilizamos el método cualitativo, colectamos los datos utilizando entrevista semi-estructurada con análisis de los discursos. Los sujetos de este estudio fueron doce académicos de la primera e de la octava fase. Vimos que lo deseo de venir a ser un profisional de Educación Física, frecuentemente surge en la infancia/juventud significando plazer para la mayoría. Lo deseo fue influenciado por los modelos profisionales, vivencias positivas con la Educación Física y principalmente con lo desporte. La realidad del trabajo del profisional, en regla, no es conocida por los sujetos. Cuando reflectamos acerca de las imagenes de los formandos por lo que respecta al curso y suyas competencias, concluímos que se los objetivos del curso fueren contemplados con suceso, presenciaremos indicios de mudanzas que deberían, mejor dicho, debem propagar. Suyos discursos son criticos, politicos, proponen mejorías, apontam la importancia de debates a menudo velados por intereses politicos de los que rigen la educación brasilera actual. Cuando entrevistamos los novatos constatamos discursos que hoy no son criticos, ni politicos, donde lo "gustar" y suya satisfacción personal és lo que interés, pero, acreditamos que en breve cuando fueren cuestionados: "Cual es tuya mirada a respecto del curso hoy?" suyos discursos contemplarán miradas para allá do yo singular, o sea, orientado para la sociedad que hacemos parte, debemos reflectar y actuar.

Palabras - clave: Formación profesional - Educación Física - Formacíon academica

A PRIMEIRA IMPRESSÃO É A QUE FICA?! IMPRESSÕES E OLHARES DOS ACADÊMICOS EM EDUCAÇÃO FÍSICA - UFSC

RESUMO

"A primeira impressão é a que fica?!" Assim diz um velho ditado. Será realidade? Será que se aplica na escolha acadêmica e profissional? As impressões, olhares e reflexões aqui presentes compõe um recorte de uma investigação, realizada no segundo semestre de 2004, sobre desejo e realidade quanto às expectativas de acadêmicos de licenciatura em Educação Física- UFSC referente a sua formação profissional. Utilizou-se a metodologia qualitativa, para a coleta dos dados utilizou-se entrevista semi - estruturada e suas analises foram através da análise dos discursos. Foram sujeitos deste estudo doze acadêmicos da primeira e da oitava fase. Verificou-se que o desejo de ser um profissional de Educação Física, usualmente surge na infância/juventude significando para a maioria, o prazer. O desejo foi influenciado por modelos profissionais, vivências positivas com a Educação Física e principalmente com o esporte. A realidade do trabalho deste profissional, em regra, não era conhecida pelos sujeitos. Ao refletirmos sobre as impressões dos formandos referentes ao curso e suas competências/habilidades, concluímos que se os objetivos do curso forem contemplados com sucesso, presenciaremos indícios de mudanças que deveriam, ou melhor, devem se propagar. Suas falas são permeadas pela criticidade, politizadas, propõem melhorias, trazem a tona à importância de debates muitas vezes velados por interesses políticos dos que regem a educação no Brasil de hoje. Ao entrevistar os calouros constatamos falas que neste instante são acríticas, apolitizadas, onde o "gostar" e a sua satisfação pessoal é o que interessa, porém, acreditamos que em breve ao serem questionados: "Qual é o seu olhar sobre o seu curso hoje?", suas falas contemplem olhares voltados para além do eu individual, ou seja, além de mim, em direção a sociedade da qual faz parte e pela qual também deve refletir e agir.

Palavras - chave: Formação profissional - Educação Física - Formação acadêmica