18 - VOCATIONAL TRAINING IN PHYSICAL EDUCATION: CRITICAL ANALYSIS OF THE PEDAGOGICAL PROJECT OF UNDERGRADUATE COURSE OF THE FEDERAL UNIVERSITY FROM AMAPÁ-BRAZIL

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INTRODUCTION

Our intention with this research was to analyze critically the data obtained with the studies and reading of the contents of the Pedagogical Project and reading of the contents of the Physical Education of the Federal University from Amapá -UNIFAP's that started to be built in 2001 and was approved by UNIFAP's Superior Council in 2004 and the above mentioned course began to work in June, 2006.

The first researched worry point refers to the predominant concept of vocational training. In this item was evidenced the profile of egression in physical education through technical knowledge about body health.

At the second point, the record organization and the multidisciplinary characters were analyzed by the course record structure and its relation to the other originating knowledge in several fields of knowing.

And finally, the leading principles and the course goals, we analyzed the domain of means of knowledge production accumulated historically to the possibilities of body and sporting culture understanding as an important part of historical heritage and as study object of vocational training in physical education.

However, these are the arguments for us to start to delimit some matters about the vocational training of teachers always seeking to work the reports out again when the commitment is to know, to consider, to debate what is produced about knowledge in this area and what is intended to reach this knowledge.

MATERIAL AND METHODOLOGY

It was studied and analyzed the pedagogical Project of Undergraduate Course in Physical Education of the Federal University from Amapá, that started to be built in 2001 and was approved by UNIFAP's Superior Council in 2004. The proposed methodology for this research development was the analysis of the contents where Lakatos (1995) describes: *"The analysis of contents aims to take care of the not apparent, latent, and the hidden, unprecedented potential (of what hasn't been said) held by any message (communication)."*

RESULTS AND DEBATES

From the contents of the project mentioned above and taking the elements for the reading and analysis into consideration, at first we determined three categories of analysis according to the objectives of the work presented next.

1-CONCEPT OF UNIFAP's COURSE

The analysis of the project of UNIFAP's vocational training course in physical education proved some data that turn into problems related to the vocational training of future teachers. The course project legitimates that concepts and practice of one education lie where the fundamental worry is with the movement in it's mechanical aspects, joining a sight of health of biophysiological temper with well emphasized priority by anato-physiological and psychological aspects are incorporated into interests of physical aptitude reported in our analysis by a great number of contemplated subjects in the curriculum as human anatomy, biology applied to physical education, general biochemistry, public health, human physiology, exercise physiology, kinesiology, sport psychology, study of not transmissible chronic diseases, collective and individual sports, coordination development and others. Thus it was possible to realize that the course gives a lot of emphasis to the subjects in the biological and psychological areas, making it very clear when it expresses in the pedagogical project of the above mentioned course the profile of egression in physical education should:

"Be able to plan, manage, execute, coordinate and evaluate programs of Physical Education in public and private teaching, besides the Sport and Promotion to health directed to several social segments". (p. 12)

It is also possible to realize in one of its objectives, the great worry with the localization of the area of physical education in the health field when the following is quoted:

"Knowing and dominating instruments, methods and techniques that make possible the intervention of the professional in the academic and technical ambit in the areas of Education, Sport, Leisure and life Health/Quality and Promotion to Health". (p. 12)

All of this makes us realize that the biological aspects, life and health quality lie in the conception of a vocational training course that did not search for questioning about this health that is so heard of; what is to have life quality among others.

According to Castellani Filho (1988); Guiraldelli Jr. (1988) and Soares (1986) it is implicit in this type of vocational training curriculum a man's dual conception, excessive worry with technical knowledge about body health, development of coordination skills and the sports performance.

2-ORGANIZATION OF THE CURRICULUM AND THE MULTIDISCIPLINARY

The curriculum is organized to have duration of at least four years. In the first year the student will have contact with the subjects of anatomy, physiology, biochemistry, information technology, public health, among others. But from the second year on, the student will have contact with several subjects in the sports area such as collective and individual sports area such as collective and individual sports and in the third and fourth year it will be offered supervised traineeship, work of the course conclusion (TCC) and subjects as sporting training, sporting marketing and other components directed to professional specialization. This organization leads us to a fragmented structure, separating the theory from the practice without establishing links to the educational reality; it does not search for an approach between academic vocational training and school reality or other, without any identification with the necessity of practices built by the students/teachers in their everyday life.

Not offering to those, since the first year of vocational training, possibilities of contact to the practice reality of work so that by questioning and interventions it can build other way in the field of physical education and sporting science. For this

recording structure (Gonçalves et al, p, 280, 1996), they state:

"The fragility of a critical reading of reality adapting or contents to the demanding society that uses even more the way of professional specialization in this area, trying to divide the territory of knowledge, that is, so that each specialist occupies as exclusive owner, his/her field his/her "epistemological island".

If we consider that a curriculum means walking, route, the subjects should circulate among them, to make connections to establish senses to the process of vocational training as Soares et al., (1992, p. 29), points out, that each subject should be considered as one: "Recording component that has just one pedagogical sense as its object join to the different objects of the other components of the curriculum."

Thus, UNIFAP's course of physical education offers few possibilities of overcoming the reproducing view that the market demands, in other words, an adaptive function to the market laws and labor preparation to adjust to the interests of a society of consumption. The course does not have a theoretical axis which sum up the knowledge that will be worked on several recording subjects, observed by the great number of subjects from the biological/health science without connotation to the knowledge originated from human/social science, from earth, from philosophy and from art.

In this perspective, there will be a great distance between the university, the course and the work reality.

The curriculum should offer the student, possibilities to study the grounds, official rules, techniques and tactics of sports, dance or gym but, understanding the historical-socio-cultural context of certain body practice. Thus, it would be possible a better understanding of physiological, philosophical, psychological, sociological dimension of physical education, sport science and etc.

3-LEADING PRINCIPLES AND THE OBJECTIVE OF THE COURSE

Are we mentioned before, the above mentioned course presents itself as a curriculum characterized by the linear, formal organization of the conventional subjects, fragmented, thus involving in numerous sequences of pre-requirements.

At first an undergraduate course that should aim at the vocational training of future teachers to reflect on the cultural and individual differences about body culture manifestations concerning for the teaching-learning process, presents a certain theoretical/pedagogical fragility that would lead to a vocational training worry of the technician, in other words, the future teacher in the school ambit will direct his/her work only to the athletes' training, instead of supplying through inclusion principles, a formation for citizenship, in other words, through the sport.

The course project does not predict debates, reflexion, built of knowledge about physical education, leisure and sport science like courses, workshops, conventions, seminars, among others, should help in the composition of vocational training structure directed to several professional fields.

The competence conception in a dimension of reductionism is merely understood to be instrumental when it quotes:

"The professional field is considered diversified, extensive, emergent, increasing, and in continuous transformation, demanding a professional, with competence and skills to: know and dominate the scientific and technical instrumental inherent to Physical Education related to body culture manifestation with emphases in knowledge about sport, game, gymnastics, dance and fight."

Despite we noticed a mention in the above quotation related to body culture manifestations, the course does not assure the domain of knowledge means of production, accumulated historically to the possibilities of sporting and body culture understanding as an important part of historical patrimony, thus, constituting itself in the study object of the vocational training in physical education course.

A FEW CONSIDERATIONS

The development of this research favored us to know and reflect about several questions about vocational training in physical education obtained by the analysis of the pedagogical course of UNIFAP undergraduate course in physical education, such as:

The course project legitimates practice and concepts of physical education where the fundamental worry is with the movement in its mechanical aspects, incorporating a view of health an biophysiological temper with emphasis in the subjects of biological/psychological area, excessive worry with technical knowledge about body culture development of coordination skills and a porting performance, in damage to the pedagogical training.

The course does not have a theoretical axis which provides knowledge that will be worked on several subjects, observed by the great number of subjects from biological/health science and without connotation to the knowledge originating from human/social science field, earth, philosophy and art.

The course does not assure the domain of knowledge means of production, accumulated historically to the possibilities of sporting and body culture understanding as an important part of historical patrimony, thus, constituting itself in the study object of the vocational training in physical education course directed to several professional fields.

For this course, it is urgent a recalculation of its curriculum against the necessity to reflect about another vocational training of physical education teachers. We want to educate critical citizens, or repeaters, coaches, instructor of mechanized movements? By doing this we hope we have provided some data to be reflected about a very spacious subject, but that is obviously part of our life stories.

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ABSTRACT

The current research had as goal to analyze critically the Pedagogical Project of Undergraduate Course in Physical Education from the Federal University from Amapá-UNIFAP, through the predominant concept of vocational training; the record organization; the multidisciplinary characters and; the leading principles and the goals of the course. The obtained results from the document analysis point out to a series of limitations as: man's dual conception; excessive worry with technical knowledge about body health; a great number of subjects coming from biological/health science and without connotation to the originating knowledge of the human/social science field, earth, philosophy and art and; the body culture is not comprised as an important part of historical heritage and as study object of vocational training in Physical Education directed to several fields of professional performance.

Key words: Vocational Training, Physical Education, Pedagogical Project

FORMATION EN ÉDUCATION PHYSIQUE: ANALYSE CRITIQUE DU PROJET PÉDAGOGIQUE DU COURS DE LICENCE DE L'UNIVERSITÉ FÉDÉRALE DE L'AMAPÁ

RÉSUMÉE

La présente recherche a eu comme objectif d'analyser de façon critique le projet pédagogique du cours de licence en Éducation Physique de l'Université Fédérale de L'Amapá-UNIFAP, en ce qui concerne la conception prédominante de formation; l'organisation du curriculum; le caractère multidisciplinaire et; les príncipes directifs et les objectifs du cours. Les résultats obtenus à partir de l'analyse de document indiquent vers une série de limitations comme: conception dualiste d'homme, préocupation excessive par rapport aux connaissances techniques sur la santé corporelle; grand nombre de disciplines appartenant au cadre des sciences biomédicales/santé et sans une approche aux connaissances issues du domaine des sciences humaines/sociales, de la terre, de la philosophie et des arts et; ne comprend pas la culture corporelle comme partie importante du patrimoine historique et comme objet d'étude du cours de formation en Éducation Physique tournés vers les divers champs d'activité professionnelle.

Mots-clé: Formation, Éducation Physique, Projet Pédagogique.

FORMACIÓN EN EDUCACIÓN FÍSICA: ANÁLISIS CRÍTICA DEL PROYECTO PEDAGÓGICO DEL CURSO DE LICENCIANTURA DE LA UNIVERSIDAD FEDERAL DE AMAPÁ-BRASIL

RESUMEN

La presente investigación tuve como objetivo analizar críticamente el Proyecto Pedagógico del curso de formación de profesores de educación física de la Universidad Federal de Amapá-Brasil, mediante la concepción predominante de formación; la organización del currículo; el carácter multidisciplinar y; principios orientadores y objetivos del curso. Los resultados obtenidos a partir del análisis de documentos indican hacia una serie de limitaciones como: concepción de hombre fragmentado; preocupación demasiada con conocimientos técnicos sobre la salud corporal; muchas asignaturas resultantes de las ciencias biológicas y sin ninguna connotación con los conocimientos originarios de las ciencias humanas/sociales, de la tierra, de la filosofía y de las artes y; no comprende la cultura corporal como parte importante del patrimonio histórico y como objeto de estudio de los cursos de formación en educación física encaminados a los diversos lugares de actuación profesional.

Palabras claves: Formación, Educación Física, Proyecto Pedagógico

FORMAÇÃO EM EDUCAÇÃO FÍSICA: ANÁLISE CRÍTICA DO PROJETO PEDAGÓGICO DO CURSO DE LICENCIATURA DA UNIVERSIDADE FEDERAL DO AMAPÁ

RESUMO

A presente pesquisa teve como objetivo analisar criticamente o Projeto Pedagógico do Curso de Licenciatura em Educação Física da Universidade Federal do Amapá-UNIFAP, mediantes a concepção predominante de formação; a organização do currículo; o caráter multidisciplinar e; os princípios norteadores e os objetivos do curso. Os resultados obtidos a partir da análise de documento apontam para uma serie de limitações como: concepção dual de homem; preocupação excessiva com conhecimentos técnicos sobre saúde corporal; grande número de disciplinas advindas das ciências biológicas/saúde e sem conotação aos conhecimentos originários do campo das ciências humanas/sociais, da terra, da filosofia e das artes e; não compreende a cultura corporal como parte importante do patrimônio histórico e como objeto de estudo do curso de formação em educação física voltado aos diversos campos de atuação profissional.

Palavras-chaves: Formação, Educação Física, Projeto Pedagógico.