37 - DIAGNOSIS OF REALITY OF PROFESSIONAL REGISTERED IN REGIONAL COUNCIL OF PHYSICAL EDUCATION 6TH REGION - MINAS GERAIS - BRAZIL: ACCESSION TO THE CODE OF ETHICS

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INTRODUCTION

Arguably Physical Education in Brazil today , with the arrival of mega sporting events such as the World Cup (2014) and Olympic Games (2016), has been a growing area and enhancement, both in issues related to the increase in the number of companies that invest this growth, as well as vocational training, which generates an increase in higher education courses in Physical Education and Sports and the possible spaces to be (re) created in order to allocate the graduates in the labor market.

However, given the speed at which the world is all the time changing, it is essential that the educational institutions and the regulation of the Profession and the Professional Physical Education, are continuously aligned and prepared to suit the needs arising a society that increasingly requires reliable service and quality regular.

Physical Education in the 80's until today, has undergone many changes, surpassing its traditional domains, beyond the limits of the school, and providing various programs to all persons, regardless of age or gender. With that physical education has generated a large increase in field for Professional Physical Education, society, with its requirements, and market trends, it is believed that all scientific and technological changes that can be imagined for future changes will be accompanied by cultural and ethical norms, since from the beginning of the 90s in Brazil, there has been much discussion academic, epistemological, which in turn generates the loss of the ability to integrate activities guided by values, goals and fields of activity that evolve increasingly in the areas of Physical Education, competitive sport, body shaping, health, quality of life, recreation, leisure, etc.

And that is why you should take advantage of this great expansion and enhancement that physical education has generated among researchers and society, in order to reflect on our role as professionals in the field of Physical Education and Sports and, above all, to make the Physical Education grow as a profession.

In seeking to define the concept of profession, we are faced with a very treacherous terrain and very complex. According to common sense, the whole profession is remunerated activity which serves for daily sustenance and can contribute to the improvement artistic, social and economic development of society. The own dictionary of the Portuguese language, thus defines: "gainful livelihood resulting from the exercise of a job, an occupation" (Ferreira, 1995, p. 531).

Although there is no consensus on "what's profession", the occupations that enjoy this prestigious signal to society in general and members of these occupations that their activities are differentiated (Freidson, 1998).

The knowledge and skills specific to a profession have a unique character and esoteric that only those who have gone through a systematic training process can acquire them. Holders of such knowledge-knowledge and skills - is assured intervention, but in contrast, it requires full dedication to their career and commitment to and responsibility for the services provided.

The provision of services in Physical Education in Brazil is considering the old gym activities developed in colleges Republicans Rio de Janeiro. Initially were linked to the process of schooling, later observed an intense appreciation of their own practices of physical education outside formal education.

To Sá Lopes (2004), health, education, leisure, housing, business and institutional life etc, are great goals that require the performance of professionals. And we note that in the present day, has become visible in all regions of the proliferation of gyms, swimming and the like, and the offer of sports activities in clubs, condominiums and public recreation areas. It is a continuous expansion that has surpassed the fad, consolidating itself as a form of citizenship, to the point that now included in the 1988 Constitution in its Article 217: "It is the duty of the State to foster the practice of formal and informal sports, as right of everyone" (BRAZIL, 1988).

But it is not only the proliferation of gyms and supply of sports activities, but leisure activities and sports in general have assumed an increasingly important role in the sociocultural context worldwide. We can say that this factor is due to the large increase in the dissemination of sporting activities, a continuous expansion of its modes of practice and the growing debate around the sport that strengthens us to make this interpretation.

An example would, in relation to the disclosure practices of sports, is the role the media has played, offering more space for physical activities - sports, allowing big companies to sign sponsorship contracts millionaires. Alluded activities, reached at last, visibility and prominence in social, economic and cultural life of Brazilians. So it is not strange that in 1999, in a survey conducted by Dr. Lamartine Pereira Da Costa (1999b) Physical Education Courses reached the value of 200, in Brazil and today, querying the database of the Ministry Education and Culture - MEC in Brazil this value reaches 1145 (e-MEC, 2012).

But we can say that these numbers do not give guarantee of quality in the services provided by these professionals to the population, or ensure that they are meeting the expectation of the customers. Become would then reassess the relevant social role of Physical Education Professionals, which in theory has a central position in the quality attributed to the intervention.

Today, the intervention Professional Physical Education is regulated by a federal law enacted in 1998, where it is the fruit of the strong interaction of various social vectors, initiated already in the 1940s, in order to ensure the company offering the services quality in the areas of health and education through specialized professionals that use physical activity as a means to the various manifestations of body culture.

It is in this context that in 1997, with the publication of the opinion that resulted in the creation of Bachelor of Physical Education, came a professional workspace that was not regulated by the Ministry of Education and Culture MEC. Taking advantage of this space, the movement in favor of legislation pushed through, the Committee on Constitution and Justice Bill No. 330 - C 1996, which became, with some changes (MONTEIRO, 2006) as the exclusion of dance, Act 9696/98. (Mascarenhas, 1995).

Whereas the institutionalization process begins with an innovation (technological changes, market forces and legislation), it appears that the Physical Education manifested by new legislation in response to a number of problems facing the area Physical Education in Brazil, activity in the area exacerbated by individuals who had no knowledge needed to perform the function it was their duty, skilled labor.

Due to this fact urged the creation of an institution with the responsibility to implement a Code of Ethics, ensuring

quality in the society services covered by the various interventions of the Professional Physical Education. After studies by militants of the cause, renowned professionals who believed in professional regulation as a form of appreciation and recognition of the area and above all, the Physical Education Professionals, arise the Code of Ethics for purposes of being an instrument (a) comprehensible (b) easy access, (c) and in the profession with practical application.

According to CONFEF (2000b), taking into account the historical and international experience, the fundamental duty of the Professional Physical Education is to" preserve the health of their beneficiaries in the different conceptual approaches or interventions , dealing with technical, scientific and educational, "typical of his profession and his intellectual preparation. Logical that the Code of Ethics represents the first concrete attempt to root consolidated physical education as a profession, since according CONFEF (2000b) participation in APEFs had a spontaneous character, facing cultural diffusion. The participation in the System CONFEF/CREF is compulsory character, based on Law and Code of Ethics set.

The profession in Physical Education is so new, and growing, the system CONFEF / CREF, in these 15 years of existence, much has been done by the profession, but there is more to do, we have to build and reshape plans and projects. In this time of existence, we can not say that such a system goes unnoticed by society, not only by people but also by the Professional Physical Education and Sport.

But for the system CONFEF/CREF does not pass by unknown people and even by the Professional Physical Education, you will need to know the profile and issues involving the Professional Ethics, since, according to Hurtado (1983), such knowledge is not can be obtained in a dimension purely practical - theoretical or intellectual, should encompass the basic requirements of their professional training, as well as the constituent elements of his personality and the influence it has, or will have on everyone with whom you will serve.

Thus, our goal with this work is, in principle, whether the Professional Physical Education Registered on CREF6/MG understands the code of ethics governing their profession.

METHODOLOGY

This research is considered "applied", a study whose main act is to produce knowledge for the future, applying the field. At the end of this research we aim, above all, that the results obtained may contribute to the growth of CREF6/MG and Physical Education profession in the State of Minas Gerais (Barros and Lehfeld, 2000, p.78).

The subjects of this study are reported in CREF6/MG Professionals who were "active" and the address registered in the database of this institution, so we arrive at a total number of 9,910 professionals, 53.47 % of Registered number.

The instrument used was the same as used in other research done in CREF1/RJ-ES, the researcher Almeida (2002) in his Master's thesis at the University Gama Filho, under the guidance of Professor Lamartine Da Costa. Our assessment document contained questions that analyzed the relationship between registered with CREF6/MG and issues the Code of Professional Ethics.

ANALYSIS AND DISCUSSION OF RESULTS

When our survey was sent to CREF6/MG, had in its database, a total of 18,535 active professionals. Of this total number, we had to reduce our sample space to 9,910 professionals, since they possessed registered mail. Of this number, 680 had a return of questionnaires, with a match of 6.86 % of the sample space. This percentage was higher than expected, since the search Almeida (2002) obtained 4% on a total of 5,641 questionnaires.

The result, supposedly satisfying our research, possibly given to the fact that our instrument of data collection, have been sent via e-mail, since in research involving the comparison of two instruments: the questionnaire printed and electronic the electronics have been highly feasible, since it can void the possibility of errors and response tabulation , as it facilitates the analysis of data collected, and because the internet is today a very advanced form of communication (Omete Meadow and Carrara, 2005).

As for the means with which the Physical Education Professionals recognize CREF6/MG as a regulatory body of the profession, realized in the composition of the results, the higher education institution is the main disseminator System CONFEF / CREF (69 %), we can assume that if the system CONFEF / CREF wants their salespeople are more engaged, committed and seeking a recovery against the labor market and outside the own Code of Ethics, the system itself is expected to strengthen its ties with the institutions of Higher Education, since it will polish even superficially the new Professionals.

Such data can be proven through the statement made by former vice - president of the Regional Council of Physical Education 4th District of the State of São Paulo - CREF4/SP, teacher Jose Maria Camargo Barros (2001), where the same reports that "the Code of Ethics should be part of the evaluation process of students, teachers and the institution attended, so that the future professionals is consistent with professional practice and ethical principles of the profession."

The main reason why the Professional Physical Education to register at CREF6/MG, is the" requirement of the workplace" (32.9 %), followed by ground control "rights and duties" (32.5 %.) What scares us is that the vast majority of respondents feel induced or forced to register in CREF6/MG. It is at this point that such an entity should be careful, since the Professional Physical Education has been registered, as required by the workplace and not by a control consciousness of the rights and duties of the occupation.

Remember that, in art. 6 of the Code of Ethics for Professional Physical Education - Rights and duties - as we place it is the duty of the Professional uphold the prestige of the profession, the dignity of the Professional and the improvement of their institutions. So the question is, as a professional who registers as required by the workplace, may uphold the prestige of the profession, if it is not compromised?

When we ask the professionals registered if they see any benefit in being tied to your Professional Council, the result left us a bit seized, since the research Almeida (2002), the result was the opposite, 61.2 % of our respondents can not see the benefits to be bound to a Professional Council. These results lead us to believe that there is no legitimation of CREF6/MG from a professional perspective and personal.

One of the first approaches that did about knowledge and understanding of the Code of Ethics is the question posed to the Professional Physical Education referred to the reasons generating resources to the Council, or the reasons why it takes to make a complaint. The results obtained on the four possible offenses and / or impediment sustained during professional practice, shows that the magnitude of choices, the item "forced to disregard the code" with 76 % proved to be the main reason to generate resources to CREF6/MG by the Professionals. Then positioned themselves" moral damages "(74 %), "unfair competition" (68 %) and " discrimination "(53 %).

To justify means more specific to the previous question, to assess the understanding of the Code of Ethics and consequent adherence to this instrument of order and discipline professional CONFEF generated by System/CREF, we complement the previous question, if the Professionals "going to the Council if forced to disregard the Code of Ethics and the Law

in the profession."

In this arrangement of data, there is full control of the "appeal against the Council was forced to disregard the Code of Professional Ethics" (55.1 %), confirming the majority position in the previous question. Accordingly, 17.4 % answered that depend prior judgment to do about the case. With lower incidence of non-recourse options (25.2%) and no knowledge of the code (2.4%) complement the perceptions of respondents regarding the use of resources of a regulatory nature. These questions allow us to affirm that there is adherence to the Code.

More specific use other means to assess the understanding of the Code of Ethics and the consequent accession to, to ask the Professional Physical Education is "He thinks that you should report to CREF6/MG institutions in the field of physical education that are not consistent with the Code of Ethics, or harmful to customers?". We note that there is full compatibility with the previous data, considering that 70.1 % of respondents said they were able to report breaches of ethical regulated by System CONFEF / CREF. In the other answers, there are minor variations with respect to the previous data, indicating that it is possible to admit the existence of a membership by a majority of professionals surveyed the Code.

In the context of possible membership of the Professional Code of Ethics, including the data generated by the item of responsibility to be assumed for misconduct in professional activity. Faced with this question, 84.26 % of respondents declared themselves willing to comply with such responsibility, confirming adherence to the Code of Ethics.

In another question of denial or acceptance regarding the legal requirement that it can only deliver physical and sports activities for professionals possessing record in CREF6/MG we had as a result, 83.53% of respondents agreeing with the legal requirement , confirming both the evidence the adherence to the Code of Ethics.

More objectively, we asked professionals about the knowledge of the Code of Ethics or not. In this format more straightforward, 88.5 % of the responses were positive, suggesting that 11.3% support the Code of Ethics for its possible effect and not know it. Anyway this variation between 88.5% and 83.53% is enough to admit a membership of most respondents to the Code of Ethics.

FINAL CONCLUSION

Considering the results discussed above and for the purposes of this study, it is possible to admit that there is a process of adherence to the Code of Professional Ethics among the registered CREF6/MG. However this finding is delimited to a group of registered of which can only outline a qualitative profile and generic. Specifically this sample group showed evidence of having understanding of the code of ethics and professional responsibility. We can say that such evidence is manifested through the following interpretations of the data collected:

There was a balance with respect to why the registered professionals, and most of this population is registered for control of professional rights and duties as well as the requirement of the workplace;

Most professionals do not see the benefit to be bound to CREF6/MG, the majority does not legitimize the system, with the accession of obligation;

A clear majority of respondents declared to know and understand (88.05% and 48.2% respectively), the Code of Ethics, classifying it as important, other informants recognized the code just bandied about by their effects;

There is adherence to the Code of Professional Ethics for the majority of the respondents;At the end of this study, we add to these findings directly referred to the research questions of this research, I recommend that further research be done on the knowledge that the Professional Physical Education, registered in CREF6/MG, has on the system itself CONFEF/ CREF, performing the construction of a better tool worked, so you can check the real reason for such dissatisfaction with this entity.

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DIAGNOSIS OF REALITY OF PROFESSIONAL REGISTERED IN REGIONAL COUNCIL OF PHYSICAL EDUCATION 6th REGION - MINAS GERAIS - BRAZIL: ACCESSION TO THE CODE OF ETHICS

ABSTRACT

Undoubtedly, Physical Education in Brazil today, with the upcoming mega sporting events like the World Cup (2014) and Olympic Games (2016), has been a growing area and valluation, both issues related to increasing the number of companies that invest in growth, as well as vocational training, which generates increased higher education courses in Physical Education and Sport and the possible positions to be (re)created in order to allocate graduates in the labor market. However, due to the rapidly changing world, it is essential that the Institutions of: educational and regulating the Profession, and the Professional Physical Education, are continuously aligned and prepared to suit the needs arising a society that increasingly requires reliable

service and quality service. For there to be control by society, it was necessary to create the CONFEF and the CREFs, in 1998 by the Brazilian Federal Government. After this date, the system CONFEF/CREFs, created the first Code of Professional Ethics. This research was conducted with Registered Professionals at the CREF6 - Minas Gerais. The purpose of this study was to ascertain the level of understanding of the Code of Ethics for Professional Physical Education in the State of Minas Gerais. The instrument used was a questionnaire sent to all registered professionals in CREF6/MG in 2012. In our result, 88.5 % of respondents know and classify how important the Code of Ethics. In this context, 24% of professionals judge their peers as not connoisseurs of the value of ethics in their profession, 30% think the professionals are technically unprepared, so doesn´t have no professional ethics, whereas 21% of respondents consider that the professional has ethics, 14% believe that the professional is indifferent to their profession, and 6% interpret the professional as corporatist.

KEYWORDS: Ethics, Physical Education Regional Council of the State of Minas Gerais, Reality Training.

DIAGNOSTIC DE LA RÉALITÉ DE AGREE AU CONSEIL REGIONAL D'ÉDUCATION PHYSIQUE 6EME REGION - MINAS GERAIS - BRESIL: ADHESION AU CODE DE DÉONTOLOGIE

RÉSUMÉ

Education sans doute physique au Brésil d' aujourd'hui, avec l'arrivée de grands événements sportifs tels que la Coupe du Monde (2014) et aux Jeux Olympiques (2016), a été un secteur en croissance et à l'amélioration, à la fois dans les questions liées à l'augmentation du nombre d'entreprises qui investissent cette croissance, ainsi que la formation professionnelle, ce qui génère une augmentation des espaces possibles à (re) créés dans le but de répartir les diplômés sur le marché du travail. Toutefois, étant donné la vitesse à laquelle le monde est tout le temps changeant, il est essentiel que les institutions de formation et de réglementer la profession et l' éducation physique professionnelle, sont continuellement alignés et prêts à répondre aux besoins découlant une société qui exige de plus en plus un service fiable et de qualité régulière. Pour avoir un contrôle dans la société, il était nécessaire de créer le CONFEF et CREF en 1998. Après cette période, le CONFEF s'est manifesté dans la création du Code de déontologie. Le but de cette étude était de déterminer le niveau de compréhension du code de déontologie pour l'éducation physique professionnelle dans l'État de Minas Gerais. L'instrument utilisé est un questionnaire envoyé à tous les professionnels inscrits dans CREF6/MG en 2012. Dans notre résultat, 88,5% des répondants connaissent et classer l'importance du Code de déontologie. Dans ce contexte, 24 % des professionnels de juger leurs pairs comme comprendre les pas la valeur de l'éthique de leur profession, 30 % pensent que les non préparés techniquement, donc pas de déontologie professionnelle, alors que 21% des répondants considèrent que le professionnel éthique, 14 % pensent que le professionnel comme indifférent à leur profession, et 6% interpréter le professionnel comme corporatiste.

PALAVRAS-CHAVE: Déontologie, el Consejo Regional de Educación del État physique de Minas Gerais, los profesionales de La Realidad.

DIAGNÓSTICO DE LA REALIDAD DEL PROFESIONAL REGISTRADO EN EL CONSEJO REGIONAL DE LA EDUCACIÓN FÍSICA SEXTO REGION - MINAS GERAIS - BRASIL: ADHESIÓN AL CÓDIGO DE ÉTICA

RESUMEN

Educación Posiblemente Física en Brasil hoy en día, con la llegada de los grandes eventos deportivos como la Copa del Mundo (2014) y los Juegos Olímpicos (2016), ha sido un área de crecimiento y mejora, tanto en cuestiones relacionadas con el aumento del número de empresas que invierten este crecimiento, así como la formación profesional, lo que genera un aumento de los posibles espacios para ser (re) creados con el fin de asignar los graduados en el mercado laboral. Sin embargo, dada la velocidad a la que el mundo está cambiando todo el tiempo, es fundamental que las instituciones formadoras y la regulación de la profesión y sus propios profesionales de Educación Física, están alineados y preparados para satisfacer las necesidades que surgen continuamente una sociedad que exige cada vez más un servicio confiable y de calidad regular. Para tener un control en la sociedad, era necesario crear el CONFEF y CREF en 1998. El propósito de este estudio fue determinar el nivel de comprensión del Código de Ética Profesional para la Educación Física en el Estado de Minas Gerais y si se conoce la CREF6/MG Organización. Se envió un cuestionario a todos los profesionales inscritos en CREF6/MG en 2012. En nuestros resultados, el 88,5 % de los encuestados conoce y clasificar la importancia del Código de Ética. En este contexto, el 24% de los profesionales de juzgar a sus pares que no compreendedores el valor de la ética en su profesión, el 30 % piensa que los, por lo que no hay ética profesional técnica sin preparación profesional. En los enfoques más generales, el grupo de la muestra calificó tendido a unirse a CONFEF el requisito.

PALAVRAS-CHAVE: Ética Profesional, el Consejo Regional de Educación Física del Estado de Minas Gerais, los profesionales de la realidad.

DIAGNÓSTICO DA REALIDADE DOS PROFISSIONAIS REGISTRADOS NO CONSELHO REGIONAL DE EDUCAÇÃO FÍSICA DA 6ª REGIÃO - MINAS GERAIS - BRASIL: ADESÃO AO CÓDIGO DE ÉTICA

RESUMO

Indiscutivelmente a Educação Física hoje no Brasil, com a chegada de megaeventos esportivos, como Copa do Mundo (2014) e Jogos Olímpicos (2016), tem sido uma área em expansão e valorização, tanto nas questões referentes ao aumento do número de empresas que apostam neste crescimento, bem como na formação profissional, que gera o aumento de possíveis espaços a serem (re) criados de forma a alocar os egressos no mercado de trabalho. Entretanto, frente à velocidade em que o mundo vem a todo o momento se modificando, torna-se imprescindível que as Instituições formadoras e de regulação da Profissão, bem como os Profissionais de Educação Física, estejam continuamente alinhados e preparados para se adequarem às necessidades provenientes de uma sociedade que exige cada vez mais serviços confiáveis e de qualidade regular. Para que haja o controle perante a sociedade, foi necessária a criação do CONFEF e dos CREFs em 1998. Após tal período o CONFEF manifestou-se na criação do Código de Ética Profissional. O propósito deste trabalho foi de se verificar o nível de compreensão ao Código de Ética do Profissional de Educação Física no Estado de Minas Gerais. O instrumento utilizado foi um questionário remetido a todos os profissionais registrados no CREF6/MG no ano de 2012. Em nosso resultado, 88,5% dos respondentes conhecem e classificam como importante o Código de Ética. Neste contexto, 24% dos Profissionais julgam seus colegas de profissão como não compreendedores do valor da Ética em sua profissão; 30% acham o profissional tecnicamente despreparado, portanto sem ética profissional; já 21% dos respondentes consideram o profissional ético; 14% julgam o profissional como indiferente à sua profissão; e 6% interpretam o profissional como corporativista. Em abordagens mais genéricas, o grupo de amostra qualificada tendeu a se vincular ao CONFEF por obrigatoriedade.

PALAVRAS-CHAVE: Ética Profissional, Conselho Regional de Educação Física do Estado de Minas Gerais, Realidade Profissional.