74 - THE PROFESSIONAL PROFILE OF THE STATE TEACHER OF PHYSICAL EDUCATION HIGH SCHOOL

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INTRODUCTION

The Educational System of the country is going through a difficult situation, the result of a social and political process that doesn`t realize troubleshoot found that education and still. Physical Education is a part of that educational system, and, at times, took a course to understand the needs of conceptions and ideologies of the ruling class, distancing themselves from the main objectives of Physical Education. It is necessary, however, enter the daily life of a school to realize the work of this teachers, as relations are established with the school teacher, what is your involvement in class councils, which the contribution to education, which their value to society. Increasingly, the Physical Education teacher is devalued, distancing themselves from the educational process and assuming the role of a trainer " strong bodies ", leaving a little forgotten the psychic and social aspects. The teacher is constantly looking in his practice, competence to teach their classes. However, this does not concern only the knowledge necessary for the teacher to "transfer " the knowledge to their students. But innovations, dialogues and exchanges of experiences , as well as searching for relevant knowledge. Relevant in the sense that they are within the reach of students, a connection is made between knowledge and needs, often overlooked by the school (RODRIGUEZ & ABRÃO)

Culturally, Physical Education is seen as a science that involves only the development of physical exercises and sports book. However, it is not only this, but an education geared to the whole body, a comprehensive development that involves the interconnection between theory and practice. Some authors define this subject as:

> The art and science of human movement which, through specific activities, assist in the full development of human beings, renovating them and turning them towards self-realization and in accordance with the actual realization of a more just and free (OLIVEIRA 1999, p.75).

For Glaser (1981), Physical Education is "One aspect of education on the part of a whole, so it has the same purpose of education form the individual physically, spiritually and morally sound." From this, the concept Physical Education is widely linked the definition of education, ie, it makes us formulate hypotheses to discern the knowledge that coexist with our needs, exactly what the school offers.

According to Vargas (1990), the profile of Physical Education is to invisibility, their practice is an inertial. From this profile and this practice arises professional devalued without bargaining power. In this sense, The Physical Education aspect works body culture movement of the body, helping students understand and accept themselves, such acceptance related to one's own body, like those of other colleagues, which demonstrates there contradictions between the goals of teachers and their practice explained in class. The daily activities of Physical Education differ from the implementation of rows philosophical-pedagogical school officials. It is necessary that the school environment, Physical Education teachers and other educational disciplines form a team, to try to identify the problems and meet the needs of students. With regard to Physical Education teachers, they have a great responsibility, because they are closer to the students because the classes are conducted largely outside of a formal education and outdoors allowing the teacher / student relationship one little more relaxed, and allows the student to feel more free , and most of the time the teacher of Physical Education can realize their troubles and worries. However, it seems that these are a bit disconnected from the educational process as a whole, allowing the enhancement of students ' physical fitness have " become apparent that there are differences in physical abilities and " best "are those who have access to practice student competitions (VARGAS , 2003). Established by Decree No. 69450 of November 1, 1971, which regulates article 22 of Law No. 4024, of December 20, 1961, and c of art.40 of Law 5540 of November 28 from 1968, as the objectives of Physical Education :

> Contribute to the improvement of integrated all moral and physical capabilities of the individual psychic, allowing you, the useful employment of leisure, a perfect sociability, health maintenance, strengthening the will, the acquisition of new skills, healthy habits (FARIA Jr., 1981, p.50).

According to Negrine (2004) Physical Education in High School must meet the principle of continuity. The sport initiation expected in Elementary Education should be the prerequisites for establishing vertical integration. Prior learning should be the basis for continuing the learning of sports and healthy habits of gymnastics, dances and recreation.

The problem to be investigated in this work is the profile of physical education teacher in public schools of secondary education in the state of Rio Grande do Sul, specifically in Rio Grande in the 2010 school year. This work is justified to the extent that you want to profile the teacher, searching through their speech, and their anxieties about their professional status. Based on the classification of the methodology, this study can be considered a descriptive study, based on the case study, since we intend to investigate the profile of the physical education teacher. Due to its characteristics, descriptive studies are very invested in the educational field. According Triviños (1987), the essential focus of these studies lies in the desire to know the community, their traits, their problems, their teachers. These studies are intended to seek to obtain direct knowledge of reality from the view of the people involved in the study , as well as describing " exactly " the facts and phenomena of a certain reality.

The Physical Education in High School

According to Faria (1981), the goal of high school is the formation of the personality of the learner to finish this stage of schooling, you can still continue your studies and go to the level of higher education. This professional qualification is designed to prepare the student to the needs of the local labor market or regional.

The Physical Education develops concretely in specific place, school, existing as a result of social, cultural originating from urban classification, and characterized as a specific space to Social Education formalized, legally regulated. This also

educational events that take place where the culture of a particular socio-historical period is transmitted didactically, by highlighting the valorization of the school as a place suitable for the development of formal educational processes of Physical Education, one can also say that is speaking in Education and in relation to other facts related to teaching, school always sets a positive (PEREIRA, 1999). So are the classes of Physical Education who objectively educational concepts embody it, students learn and exercise , the teacher teaches and the successes and mistakes occur. These conclusions highlight the link between theory and practice on how teaching and learning process. According to the author, the Physical Education in High School should be developed, necessarily, three times a week with one-day interval between regular classes. For this author, the Physical Education classes are divided into two types: The first concerns the regular classes, developed in normal times, and second concerns the classes that occur at other times in school activities than those of formal classes. This second type of class is with high school students who participate voluntarily, according to the interest of the same. These physical education classes are held in the periods that the school premises are not occupied by the activities of regular classes. The goal of these classes is not formal team building, developing activities with dance, gymnastics and others.

The high school students differ from elementary school, for reasons of psychological and physical development. These are in the prime of his youth, which constitute an important aspect to be considered by Physical Education teachers to succeed in the development of their work.

Physical Education Middle School: Professor

Teachers, in general, are the starting point for the education of students. It is from these resources use, that will achieve greater or lesser influence learning in the process of assessment and socio-emotional climate, they establish with their students. It is the teacher who will serve knowledge for the formation of a consciousness able to understand the social, political, economic and cultural, encouraging the individual to seek ways to participate in the process of construction and transformation of their society.

> The teacher sets up as the most active representative of the social culture, and as an agent of the educational process, is paramount because their educational action is not only to convey the contents of their teaching, but to transfer wisdom, experiences and pass on exemplify human values. (MENESTRINA, 1993, p.35)

The Physical Education teacher, has a great responsibility to the students, and society, because it works with activities of an educational nature - physical , which develops in a human and social circle narrower, the school, and a circle wider and more open, society, characterizing it as an important educator. According to Hurtado (1985), so that the teaching and learning of this teachear presenting good quality level, the teacher should possess certain conditions: vocation, where the teacher has in its interior will and possibilities to exercise the profession of educator, specific skills, which means by the personal qualities of an individual, making their natural potential for the realization of activities; specialized training in the discipline, and must have complete mastery of safe and content, covering theoretical and practical knowledge; professional qualifications, which is essential experience and practice required the physical education teacher to develop students in the educational process in order to participate actively in the acquisition of knowledge and development of attitudes and ideals, general culture, necessary part of daily physical education teacher, by that belong to a changing world that are established by scientific and technological progress, resulting in the organs which it operates, enabling a better understanding among teachers of other subjects, and make more efficient the knowledge that " transmits " to his students. In addition to these conditions, the Physical Education teacher must have a political consciousness, make its educational activities, an instrument that exceeds the environment of the school and the education system, placing it in a critical way, the situation as it passes education in the country .

Importantly, three stages of life in which physical education part, being regarded as essential: during childhood to expand its range of motion in physical education classes is how the child has a greater chance of integration and identification with the teacher and classmates; adulthood because physical activity proves to be an essential factor in increasing functional capacity, the formation of character and the modeling of self-image; during old age, as physical activities are able to prolong the productive life of a person preventing aging assume a pathological character (ABRÃO, 2012).

The Physical Education in school and especially in high school, is not a simple job. Each student has a different expectation. His personality, a bit more mature, hinders the teacher / student relationship in the classroom. During the teaching process, the teacher must understand situations and emotions feel the way the student perceives and feels. Basic motor skills of high school students, will have been initiated in the previous level of education, according to this educational stage reserved for the improvement of these. However, if your teen has not developed basic motor skills such as jumping, throwing, running, receiving, among others, in childhood, will probably have the greatest difficulties in the performance of sports activities (ABRÃO & BONORINO, 2011). When a school has two types of education (Primary and Secondary), it gets easier the structuring of the school curriculum, thus enabling curricular integration between the two teachings, thereby providing continuity curriculum. If not, the school should organize your high school physical education curriculum, according to their possibilities and regional and local characteristics. The activities are planned to be organized by grade / year and selected within the possibilities of physical space and school materials, respecting the interests and abilities of students.

Physical Education Middle School: public school State

In the public schools and municipal interviewed 18 teachers who have an average of 33 years, 9 men and 9 women working around 40 hours a week in two schools (10) and two jobs (8). From this, we note that these professionals work hard to achieve a level slightly better survival, needing to have two jobs. Working in two locations, it is likely that the links created with the school and the students are not as deep as expected of an educator. The teacher lives an experience torn between two worlds and two realities. Other indicators can be raised on this issue such as: average salary, location and higher education, exercise time teaching, and expertise made. The average salary is 4.4 times the minimum wage, considering the two jobs. 16 of these teachers are trained at the School of Physical Education, ESEF / Pelotas two with training in the former University of Bage. Most respondents had their training during the 80s. 1 teacher is formed shortly teachers and 3 are formed over 30 years. Regarding the issue of specialization only 1 teacher does not have this training, since graduated shortly. The vast majority have expertise in Gymnastics School, Athletic Training and Sports, Physical Education.

Still the characterization of the group, we point out some que teachers work in another branch, not Specifically school. This fact gives Undoubtedly the financial difficulty passing a teaching career in the state of Rio Grande do Sul If que previously said the teacher works at two schools feels torn between two realities, Which teachers say que fouled teach, work in commerce, with sales representation, among others? Facts que disqualify desmerecem condition and teacher. The initial question of the interviews was what is physical education for you.Thus, it is observed that there is great difficulty in conceptualizing the

profession itself as well as its area of operation. Physical Education is understood by educators in a diverse, since this issue emerged more or less 15 different answers, such as: Physical Education is an activity that develops sport and recreation; Physical Education is a practice that gives pleasure; Physical Education is motivation; physical Education is an opportunity for socialization through the body; physical Education is a means of educating; physical Education is a physical activity, physical education is to develop sportsmanship; physical Education is a means to discipline; a Physical Education is a form of culture.

The perceptions of their own profession are extremely different and often contradictory. Throughout his work there was a consistency between what the teacher answered the first question and the other following, however, what we see is that it is very difficult to conceptualization of the profession itself, and even the teacher who works only in school do not know exactly what role he has and what is even Physical Education.

Difficulties of materials and infrastructure, to teach some content teachers understand that their class is more focused on the emotional and psychological aspects than even "teach the content." Looking up the true nature of Physical Education, its essence, what she really is, while individual process, which develops human potential, as a social phenomenon, help this man to maintain relations with the group to which it belongs (OLIVEIRA, 1999).

Regarding the choice of the profession of physical educator, could separate into 3 categories. The first category concerns like the sport, that is, to continue the bond created when teen athlete's life, the answers that portray this issue are: "I like the sport" , "athlete was a lifetime ", " always been involved with the sport . "The second category refers to the chance to attend Physical Education as a teacher reported that when she started the course was not clear what he was doing, others replied: "I passed the entrance exam as the second choice" , " college was free," "not sure how it was going, I went to see " such answers reveal that career choice was not very well thought out and even when there was an interest in this area was not interested in a clear sense. The third category is for different settings that were made with reference to this issue such as" "I am the son of a teacher," "always liked the Physical Education teacher.

When asked if teachers if they felt made the profession, thirteen of them answered "no" , four replied "yes" and answered "sometimes ". Teachers who answered "no" have referred primarily to salary. The dissatisfaction of teachers is very large and it is not only the salary, but the lack of infrastructure, lack of appreciation, works a lot and not much time left for yourself. The answers were affirmative, for personal accomplishment (even earning little), "finding oneself professionally mature. "Even a teacher responded that "sometimes" feels accomplished with the profession because left college with the illusion , then began to teach and "get real" .In a survey conducted by Cunha (2002), shows some assertions, the three main points set out by teachers are intimately related to broader issues of education. They are: the devaluation of teaching, teaching structure and working conditions

> The first is strongly related to the salary issue and it is with some regret that teachers recognize their professional devaluation, especially by government agencies. Many have made utterances that encaminhavam to the idea that there are no conditions pair full exercise of teaching if the teacher needs overwhelm yourself working to ensure their survival (CUNHA, 2002,p.123)

Opinions expressed by teachers regarding Physical Education I, if this helps aa pair transformation of society, were positive, ie, much says yes, but at the same time do not think, because of how physical education is crafted in school. Those who opted for an affirmative answer said the school teacher can contribute to the transformation of society in teacher / student relationship, the sport, the practice of physical education as a child, where children learn to organize, learn to get a life healthy, the possibility of socialization, the whole ode opportunities that the school offers and help people think differently. Negative factors that relate to infrastructure practices.

It was found all the teachers interviewed that Stated the profession of physical educator is the Necessary to the other professions , but the need is called into question When thought of physical education Within the school, answers like "Discriminates school Physical Education" the "Physical Education is secondary school", "Physical education is treated as a discipline recreational and uninformative. "The factors que Contribute to the need for physical education in school are " works the pedagogical practices and biomedical body" , " to Prevent health", " the integration of the moment. "It is que noticed there is a disbelief in the school environment as a whole in relation to Physical Education, principals , teachers of other subjects , students and even the teachers of Physical Education , but this included in school curricula and is required for education of man. Thus Resulting In A Certain opposition between the plans contained in Physical Education and practical view que it exposes. When questions about expectations regarding the profession, all were unanimous in responding that their expectations were decreasing with time. Leaving only the lamentations about the contempt for the profession, lack of recognition and professional development and a certain lack of motivation for the future, creating a need to change profession.

In question investigating the existence of differences between the Elementary and Secondary Education, teachers commented that the content should be differentiated. However in practice this does not happen as these would like to the extent that the conditions of school infrastructure does not. Yet within this same subject teachers argued that high school students are more difficult to work and the motivation process is much more complex. A difference between the Elementary School Physical Education for High School takes much difference for the customers, ie, the form of treatment and goals of teachers are different in their students, depending upon the number and age. During the survey, the majority of teachers have doubts what the real difference between physical education and sport. Some of the interviewed teachers begin conceptualizing Physical Education and end up entering in contradiction conceptualizing sport. Who spoke on the issue of teaching and administrative difficulties that interfere with their professional practice, it is clear that most teachers are free to do their job, sometimes suffering interference of government in the case of the State Government when the exchanges occurred directors. Regarding the difficulties teachers can highlight some important points, namely: excessive workload, lack of organization of schools in relation to replace a teacher in the absence of the other; accommodation of their own physical education teachers, the school does not condone with respect to represent the school in school sports, that is, does not schedule or conditions to prepare students. With reference to participation in school meetings, the teachers, mostly state that has followed the same and that their opinions have been relevant in school decisions.

With respect to the contents which are conducted in state and municipal schools sport is the most cited. Realize that teachers work a lot with football, later with volleyball, handball and basketball. There was no teacher who does not work with sports and even reported that they would not know what to do if they did not work in sports lessons. Other teachers mentioned that besides the sports work with other content such as gymnastics, recreation, stretching, walking, athletics while a dance teacher reported working with both girls and boys. The reality of public school teachers , state and local, is an extensive workload that makes it impossible to plan their classes regularly, which leads most to define football for boys and volleyball for girls. Some teachers mentioned phrases like: "I plan my lessons in the head" , "after 15 years lecturing no longer need to plan."How to lock the

questionnaire asked "Who is the teacher of Physical Education in High School?". This question refers to some of the answers given by the teachers: It is the teacher who has more contact with students, is the outlet of the students, is the victim, is the school gari (carrier material) is an improviser. It is a human being frustrated by not developing physical education according to the needs of students. Thus, it is surprising how many different perceptions that the Physical Educators have of themselves. Thus, the answers reveal satisfaction among teachers is directly related to the emotional relationship with the students. However, the vast majority, refers us to a discontent "come to be a teacher."

CONSIDERATIONS

From the theoretical framework discussed in this body, we can deepen the role of physical education teacher in high school, as well as understand the profile of the teacher who works in this area.

The profile of the state school teacher is a professional demotivated, devalued, dissatisfied with the profession that works in more than two jobs , having no time for leisure, experiencing difficulties in carrying out extension courses (lack of support , financial conditions) , lack of incentive to do their jobs day by day, discredit their function within the school. They believe that anyone can teach in his place (school). Your expectations are worsening with the future, would like to change profession. Are in delicate financial state. Feel confused to characterize the Physical Education. Have no material conditions and infrastructure to conduct their activities. Feel that their work is insignificant to school, what keeps them in the profession is mainly friendship with students.

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THE PROFESSIONAL PROFILE OF THE STATE'S TEACHER OF PHYSICAL EDUCATION HIGH SCHOOL

ABSTRACT

The purpose of this study was to investigate and analyze the profile of Professor of Physical Education from the vision of the physical education teachers of secondary education in public schools, municipal, state and private. Using the case study as a methodological procedure, sought through questionnaires raise different opinions that Physical Education teachers had about them, about their teaching practice and their involvement within the school. For analysis and interpretation of results the responses were grouped by public institution, municipal, state and private. Realized with this study that teacher's profile in the state and county profile different from the teacher's private school. These differences occur primarily by the financial factor and also the infrastructure that each school has and the way that physical education professionals using the same to conduct their classes.

KEYWORDS: Teacher, High School, Physical Education.

LE PROFIL PROFESSIONNEL DE L'ENSEIGNANT DE L'ÉTAT DE L'ÉCOLE D'ÉDUCATION PHYSIQUE DE HAUT

RÉSUMÉ

Cet article vise à cartographier le passage de la maternelle à la première année de donner un accent particulier sur l'espace physique des salles de classe. La méthodologie est inspirée par l'étude de cas fournie sources de données multiples. Ces indicateurs, nous pouvons voir que l'espace de la maternelle est un environnement accueillant dans lequel ludique est une dimension de la langue, parce que l'enfant est exprimé en toute liberté, l'imagination, la créativité et le plaisir à travers le dessin, la danse et blagues. Dans la première année, l'expression se produit, le plus souvent, par l'utilisation de l'écrit, et les rares fois que le jeu est associé. Avec les progrès de passage pour les années à venir, des fonctionnalités telles que la spontanéité, la créativité, l'imagination, le plaisir, la joie et le plaisir, et la taille du corps, le mouvement et l'activité physique ont tendance à être perdu, ce qui conduit à des horaires remplis de l'école contenus qui seront développés dans un court laps de temps variant entre 45 minutes et 1h30, dans laquelle l'enseignant, souvent sans aucune connaissance dialogue, divers contenus œuvres.

MOTS CLÉS: éducation des enfants, l'espace, à l'école primaire pendant neuf ans.

EL PERFIL PROFESIONAL DEL DOCENTE DEL ESTADO DE LA ESCUELA SUPERIOR DE EDUCACIÓN FÍSICA

RESUMEM

El propósito de este estudio fue el de investigar y analizar el perfil del profesor de Educación Física de la visión de los profesores de educación física de la enseñanza secundaria en las escuelas públicas, municipales estatales, y privadas. Con el estudio de caso como un procedimiento metodológico, buscó a través de cuestionarios elevar las diferentes opiniones que los profesores de Educación Física tenía sobre ellos, sobre su práctica docente y su participación dentro de la escuela. Para el

análisis e interpretación de los resultados de las respuestas fueron agrupadas según la institución pública, municipal estatal y privado. Realizado con este estudio que el perfil del profesor en el perfil del estado y del condado diferente de la escuela privada del maestro. Estas diferencias se producen principalmente por el factor financiero, así como la infraestructura que cada escuela tiene y la forma en que los profesionales de educación física con la misma para llevar a cabo sus clases.

PALABRAS CLAVE: Maestro, Educación Secundaria, Educación Física.

O PERFIL PROFISSIONAL DO PROFESSOR DA REDE ESTADUAL DE EDUCAÇÃO FÍSICA DO ENSINO MÉDIO

RESUMO

O propósito deste estudo foi verificar e analisar o perfil do professor de Educação Física Escolar à partir da visão dos professores de Educação Física do Ensino Médio das escolas públicas estaduais e particulares. Utilizando o Estudo de Caso como procedimento metodológico, procurou-se através de questionários levantar as diferentes opiniões que os professores de Educação Física tinham a seu respeito, a respeito de sua prática pedagógica e da sua participação dentro da instituição escolar. Para análise e interpretação dos resultados as respostas foram agrupadas por instituição pública, municipal, estadual e particular. Percebeu-se com este estudo que o perfil do professor do estado e município difere do perfil do professor da escola particular. Essas diferenças acontecem principalmente pelo fator financeiro e também pela infraestrutura que cada escola possui, bem como a forma que os profissionais de Educação Física utilizam as mesmas para realizarem suas aulas.

PALAVRAS CHAVE: Professor, Ensino Médio, Educação Física.