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INTRODUCTION

In recent decades the Physical Education has been recognized as a great way to nurture the socializing, having a significant sum value in the various relations of teaching and learning, especially when it comes to children, as it is believed that the involvement of Physical Education the individual and society gives you responsibilities that go beyond the gymnastics or play football (MARINHO, 2010, p.108). Besides the bodily knowledge, Physical Education can provide changes in the quality of life of the students in the long term, resulting in the discovery of how enjoyable and beneficial implementation of physical activity as well as the coexistence in new environments, along with socializing with other p people. The practice of routine physical activity in a person can culminate in moments of great satisfaction individually and collectively. The realization of pleasurable activities lead to positive factors in the development of physical and mental aspects, ease of acquiring social involvement and inhibiting possible diseases that the human subject in their day to day.

Thus, from this preamble, arising from discussions developed in the Research Group Theories and Educational Practices in Physical Education UNIDAVI, this article aims to discuss the importance of initial training apart from the technical and biological issues and has focused on the formation of a critical teacher, and it has the supervised curricular as the core content of the discussion. It starts with the premise that the Physical Education in higher school requires many areas that enable the vision of all human movement, however, seems to occur in a natural excessive preoccupation with biological and technical content and a lack of theoretical teaching to discuss critically the various spheres of activity of the Physical Education teacher. .

It is believed that, for Physical Education in fact hold the coveted socialization, training and maintenance of human health, the premises of which relies to justify itself in various contexts (school, sports academies, clubs, etc.), so critical and really active, it is necessary that the teacher ahead of these contexts has also lived a critical training upon graduation, so this is not another playing practices decontextualized and meaningless to the student.

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As Kulcsar (2005), supervised internships become a connecting link with reality itself, ie, the school and the work-theory and practice. It is through the stage that the students will have the experience of working in their chosen profession in different areas, and show yourself what you learned in "theory" in the classroom to apply their lessons with the teacher in charge. This experience, while it can be understood in the classroom, depending on the methodology used by the teacher, becomes more meaningful to the student upon completion of the internship.

> Among other objectives, it can be said that the curriculum-supervised licensee intends to offer future knowledge of the real work situation, ie directly in units of school education systems. It is also a time to verify and prove (self and other) conducting the skills required in professional practice and required the trainees, especially the regency (BRASIL, 2002, p.10).

Divide the different areas of activity has been a step towards greater specificity of the course (at least in theory), each with its targeted studies, with greater emphasis on developing its proposals, the theory and practice into question.

The stage thus directed to different areas aims at finding a better use of menus proposed by the curriculum, leading academic to the practical reality of theoretical experiences.

> According to Anfope* (1992), we must take a new approach in theory and practice relationship in order to seek a rapprochement between the curricula of the courses that form teachers and school reality. This implies a new attitude towards the addressing knowledge in universities (BORGES, 1998, p. 18).

Similarly the supervised internship can add in the academic training, the same may constitute formal moments of bureaucratic character of the training that the educational process. Mere fulfillment of hours required in a particular context does on when during a critical role on the process of teaching experience. Without a pedagogical intervention that instigates the student to reflect on the context of intervention on the processes of teaching and learning the different forms of action, the time of placement cannot fulfill its main proposals, such as the link to "practice to theory ".

As feature Gatti and Nunes (2009 apud SOUZA NETO et.al., 2012) , much of the teaching practice in the Brazilian reality has no reasoning with respect to documentation , forms validation , covenants with schools and spaces stages , thus signaling that these activities occur entirely part of the curriculum or their realization occurs simply as a formal aspect .

It is important not to lose sight of that time internship must be rather a time when exercise and contact with the dynamics of teaching practice occurs, which allows some elements become more solidified , as the choices , decision making and understanding of what being a teacher (SOUZA NETO et.al., 2012) .

Thus there is a dire need that they make the time to actually stage a linked the entire curriculum of the course educational activity. This moment is very important and must be done responsibly, both by academics and by the experience of the teacher facilitator, in other words the academic advisor of the stage.

CONCLUSION

The academics do not understand the need to dominate minimal knowledge of different areas by merely thinking solely of their favorite sport, once they enter the course from the life of athlete. The fact that students seek course because of his experiences in the sport does not constitute a problem if they enter the higher education faced with a critical and ressiginificador teaching practices in physical education, which many times does not occur, thus constituting professional training experiences in

continuation of the basic teaching of Physical Education, marked by the exclusion of the less physically fit and reproduction of motor alienated practices without proper contextualization and reflection of the same .

Insofar as they start their work, the fieldwork is not always desired or thought a priori, as the case of athletes, and this is when the learner perceives gaps in their initial training, delivering its workforce work activities that bring more profit and not one that has more appreciation and have more knowledge about it. Many teachers end up leaving out some values that Physical Education can add in a child's life, both in school and in sports initiation centers. Targeting only the growth in technical and tactical parts of the game played, the teacher ends up leaving aside the notion that his student is a child that age and playing is his priority. The history of repeated frustrations in Physical Education may result in the formation of individuals who have no appreciation for the bodily practices that do not exercise with the purpose of maintaining health, dislike for sport, just the opposite of what he preaches to Physical Education.

The moments of stage, if well targeted and not experienced as only a formal activity, may be constitute fortuitous moments of reflection on the future performance, as well as academic background and her direction.

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ABSTRACT

This article aims to discuss the importance of initial training apart from the technical and biological issues and has focused on the formation of a critical teacher, and it has the supervised curricular as the core content of the discussion. It starts with the premise that the Physical Education in higher school requires many areas that enable the vision of all human movement, however, seems to occur in a natural excessive preoccupation with biological and technical content and a lack of theoretical teaching to discuss critically the various spheres of activity of the Physical Education teacher.

KEY WORDS: Higher Education; Physical Education; Supervised Curricular Internship.

L'EDUCATION PHYSIQUE DANS L'ENSEIGNEMENT SUPERIEUR

RÉSUMÉ

Cet article vise à discuter de l'importance de la formation initiale ainsi que des questions techniques et biologiques, et a mis l'accent sur la formation d'un enseignant critique, et a supervisé le contenu de base de la discussion. Il part du principe que la formation initiale en éducation physique nécessite une liste de domaines qui permettent la vision de tout mouvement humain, cependant, semble se produire dans un souci de «naturel» excessive avec un contenu biologique et technique et un manque de enseignement théorique à discuter de manière critique les différentes sphères de l'activité de l'enseignant d'éducation physique.

MOTS-CLÉS: Enseignement Supérieur; Education-Physique; Curriculaire Supervisée.

EDUCACIÓN FÍSICA EN LA EDUCACIÓN SUPERIOR

RESUMEN

Este artículo tiene como objetivo discutir la importancia de la formación inicial para allá de las cuestiones técnicas y biológicas y se ha centrado en la formación de un docente crítico, y el curricular supervisado como el contenido básico de la discusión. Empieza de la premisa de que la formación inicial en Educación Física requiere una lista de áreas que permiten la visión de todo del movimiento humano, sin embargo, parece ocurrir una preocupación "natural" excesiva con los contenidos biológico y técnico y la falta de enseñanza teórica para analizar críticamente las diversas esferas de la actividad del profesor de Educación Física.

PALABRAS-CLAVE: Formación Inicial; Educación Física; Curricular Supervisada

A EDUCAÇÃO FÍSICA NO ENSINO SUPERIOR

RESUMO

O presente artigo tem como objetivo discutir a importância de uma formação inicial para além de questões técnicas e biológicas e que tenha como foco a formação de um professor crítico, tendo os estágios supervisionados como conteúdo central de discussão. Parte-se da premissa de que a formação inicial em Educação Física necessita de um rol de áreas que possibilitem a visão do todo no movimento humano, contudo, parece ocorrer de forma “natural” uma excessiva preocupação com conteúdos técnicos e biológicos e uma carência de fundamentação teórica que discuta sobre lecionar de maneira crítica nos diversos âmbitos de atuação do professor de Educação Física.

PALAVRAS CHAVES: Formação inicial; Educação Física; Estágio Curricular Supervisionado.