# 24 - FORMATION OF THE TEACHER IS WORKS OF CONCLUSION OF COURSE: THE CASE OF THE STATE UNIVERSITY OF LONDRINA

ROSANGELA MARQUES BUSTO
busto@uel.br
State University of Londrina Brazil
SIXTO CUBO DELGADO
University of Extremadura Espanha
sixto@unex.es
JOSÉ VICTORIA PALMA
angpalma@uel.br
State University of Londrina Brasil

**Introduction**

In first place, the problem that generated the elaboration of the present study will discuss, he appeared of the educational changes unchained by the promulgação of the Law of Guidelines and Bases of the National Education (Law 9293/96). The new educational demands seek to the our students' preparation for the full exercise of its citizenship and its qualification for the labor market; in agreement with Libâneo (2001, p. 28), those changes " ask to the universities a new teacher capable to adjust its didacticism to the new realities of the society, of the knowledge, of the student, of the communication " means.

Those new legal demands of formation so much of citizens as of professionals they took us to seek, inside of our own house of professional formation if our course is coherent with the proposal of formation of the Course of Licenciatura in Physical Education of the State University of Londrina.

The Physical Education in the Brazilian School

The Physical Education, as all the Brazilian education, suffered several types of influences. We intended to demonstrate those influences we looked for the information in the official documents and in the literature that is about the History of the Education and of the Brazilian Physical Education.

The expression Physical " Education appears in the century XVIII, in philosophers' works worried with the Education. The child's formation and of the youth it becomes conceived as an integral education - body, lies and spirit -, as full development of the personality " (Betti & Zuliani 2002, pg. 73).

Under several influences from its implantação in the Brazilian educational system, we can find that the " systematized practice of corporal exercises possessed several denominations, dentre them physical exercises, exercises calistênicos, gymnastic exercises, gymnastic and other " (Oliveira, Gurski, Key Júnior and Dalcin, 2003, p. 149).

In the Brazilian school the Physical Education appears in the end of the century XIX in one moment in that the social " organizations did and they took into account the difference between the intellectual work and the manual work, being the slaves' last attribution and the first of the dominant " elite (SEED, 1990, p. 151).

The Clerkship of Education of the State of Paraná in its Basic Curriculum for the Public School in the printed version (1990) and in the electronic version (2003) he/she reminds us that the vision of the intellectual and manual work had strong influence in the delay of the introduction of the gymnastics in the schools " in spite of to strong social resistance, at that time, against the gymnastics courses, this repudiation was not enough to get to eliminate or to leave it out of the school curricula... THE Physical Education, always harnessed her you value moral, doctors and military in each time, he/she became obligatory, first in the primary and secondary courses, and later on in all the levels and teaching " degrees (SEED 1990, p. 151)

In this perspective, we found in the Reform Couto Ferras, in 1851, still during the empire, the first mention to the Gymnastics, old name dice the Physical Education, in the Brazilian school context that, to the long of those, years it went by countless influences that reflected the form as it was used by the economic, political and social systems (Castelani, 1991 and Cantarino Filho, 1982).

| | |
|---|---|
| 1930-1945 | - improvement of the organic functions.<br>- Physical improvement.<br>- Formation of moral qualities |
| 1946-1968 | - physiologic, psychic, social and moral -improvement |
| 1969-1979 | - physical -aptitude<br>- Sporting -initiation |
| 1980-1986<br>1987-1995 | - Critical -thought<br>-creativity<br>-understanding |
| 1996-2004 | Reflexive Critical thought |

I square 1 - educational Objectives along the history

**Courses of Physical Education in Brazil**

The courses of Formation of Professionals that should act in Physical Education in Brazil had beginning in 1925 with the creation of the first School of Physical Education of the Center of Sports of the Navy. The classes were ministradas for instructors, that they used the French, German or Swedish gymnastics methods, among others. The military ones had been responsible for the professional formation until the year of 1939, when the first civil school was created in the city of São Paulo.

The organization of the Courses of Physical Education in Brazil was made through the Resolutions: 69/1969; 03/1987 and 07/2004.

**The Course of Physical Education in the State University of Londrina**

The State University of Londrina, based on the orientations contained in the Resolution no. 69 of November 06, 1969, implanted in 1972 the Course of Licenciatura in Sport Physical and Technical Education with 3 year-old duration. The course had as objective to form teachers to act in the disciplines in the secondary school (2nd Degree) and professionals for exercise in the kindred area.

In 1976 the Course enlarged its performance for the teachers' formation for they act in schools of 1st and 2nd Degrees. This minimum Curriculum had the duration from 1969 to 1989, just suffering small changes.

The first significant change that happened in the Curso Graduação in Physical Education of the State University of Londrina it went to change of the annual system to the system of half-yearly credit, in 1976, the teaching of 1st degree was included (5a. for 8a. series). In this alteration curricular, we observed the inclusion of disciplines gone back to the infantile education, complemental sports, recreational techniques for faulty mental, attack sports and defense, sporting training.

The Curriculum implanted by the State University of Londrina, for the Licentiate's formation in Physical Education in the year of 1990, counted with 48 disciplines and 5 complemental academic activities, it was elaborated seeking to the formation of the graduated in Physical Education with the following profile: to act as educator, facilitator and transformation

agent, guiding - individual and collectively - children, adolescents, adults, seniors and people with special needs, in the development of its knowledge and potentialities to move in a generic and harmonious way. It objectified the Licentiate's preparation in Physical Education, specifically gone back to the performance in the school segment (I teach infantile, fundamental and medium) in the planning, implantação, implementação and evaluation of programs of the component curricular Physical Education. In general terms, the licentiate in Physical Education for UEL also received close to conceptual and technical knowledge that it would qualify him to work in the non school area, public or private organizations, with programs of physical education, physical conditioning, gymnastics, games, rhythmic activities and organization, orientation and execution of lazer activities and recreation.

He/she would have as field of performance schools, education clerkships or sport and lazer, academies, clubs, community centers, public parks, condominiums, hotels, creches, specialized clinics, etc. it could still render consultant ship services and consolatory to individuals, public organs, private companies and communication means in products and services related to the Physical Education, evaluation and prescription of physical activities.

**Objective**

This study, therefore, he/she has as general objective

To contribute for the professionals' of Physical Education of the State University of Londrina formation, offering subsidies in process for the reformulação and implementação curricular and its implementação, according to guidelines of the Ministry of the Education.

To verify coherence exists between the proposal of teachers' of Physical Education formation and the works of conclusion of Course of the Center of Physical Education and Deports of the State University of Londrina, in the years of 2000 and 2001.

**Specific objectives**

To " verify there was growth in the number of works of Conclusion of Course in the School Area using the literature as departure approach.

To " identify the research lines in that were accomplished the largest number of works of course conclusion.

**Method**

The objective of this I surrender it is to describe the methodology used to answer to the questionamentos of this investigation. For that we will describe the methods that were used.

Taking in consideration the presuppositions theoretical initials and the current legislation that norteiam the educational changes in course in the country exposed along the previous chapters, we intended to define the investigation problems, the objectives of the same, the instruments for the collection of data and the delineamento used to answer them.

**Delimitation of the Research**

The scientific work is a complete speech and it can be narrative, descriptive or dissertativo, in this text, " assumes the form dissertativa, because its objective is to demonstrate, by means of arguments, a thesis, that is a solution proposal for a problem, relative the certain theme " (Severino, 2000, p. 183). it still Completes the author that

The science, while content of knowledge, is only processed as a result of the articulation of the logical with the Real, of the theory with the reality. That, in a generating research of scientific knowledge and, consequently, a thesis destined to tell it, it should necessarily overcome the simple rising of facts and collection of data, looking for to articulate them in the level of a theoretical interpretation. (Severino, 2000, p. 149)

**I study of case**

Still in agreement with the authors, what characterizes the case study it is the discovery of new relationships and concepts, more than the verification or confirmation of hypotheses. The objective of the case study is nothing else that to explore, to describe, to explain, avaliar e/ou to transform. Triviños (1987, p. 133) it completes: the Study of Case is a " research category whose object is an unit that is analyzed deeply ". Para Eisman, Brave and Pina (1997, p. 257) the case study

in the it is of it unites methodology bell in a way of elección of sujetos u objects to be estudiados. El studio of cases is characterized because it renders special atención the cuestiones that específicamente pueden to be conocidas the través of cases. El case puede to be simple the complejo y puede to be un niño, unite clase, the un school.

**Participants of the Study**

**Universe of the Works of Conclusion of Course**

The universe of the Works of Conclusion of Course in the years of 2000 and 2001 was composed of given 234 works according to relationship supplied by the Clerkship of the Center of Physical Education and Deports of the State University of Londrina, all the given works were analyzed.

In the year of 2000 101 works were given, that represent 43,16% of the total; in the year of 2001 it represented 56,84% with given 133 works.

**Variables**

For the elaboration of this study we are considering the following variables in agreement with the established objectives:

Area in that the works were accomplished

School - Not School

Lines of Research (UEL/CPG, 2001)

The State University of Londrina, in 1999 with the publication of the first book Áreas/Linhas of Research of UEL, looked for " solutions for the problem of the dispersion of the profile of the educational researchers' formation in its training process, with views to the establishment of a Institutional Politics of Scientific and Technological Development in UEL " (UEL, 2001).

**Used techniques**

For the development of this investigation we chose the case study, we believed to be this the technique that better it characterizes it, therefore we intended to study facts that happen inside in a specific Course of a higher education institution.

**Results**

This study intends, after analyzing the works of conclusion of course of the years of 2000 and 2001, to contribute for the professionals' of Physical Education of the State University of Londrina formation, offering subsidies in process for the reformulação curricular and its implementação, according to guidelines of the Ministry of the Education.

Analysis of the Works of Conclusion of Course

They were given, in the clerkship of the Center of Physical Education and Desportos of the State University of Londrina, a total of 234 (two hundred and thirty four) works in the years of 2000 and 2001.

The works were classified as belonging to the area, school and not school, the Table 01 exhibition that 85,90% of the works were accomplished in the non school area and 14,10% in the School area. The distribution for the areas was made in

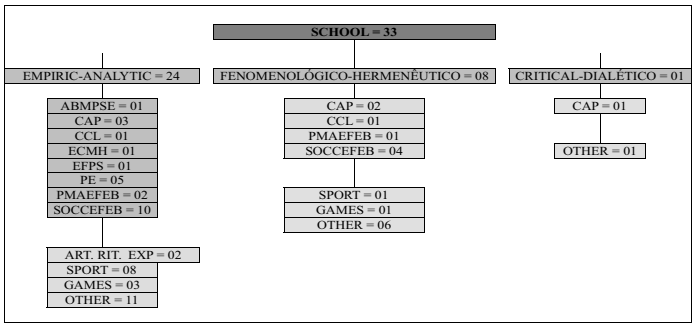
agreement with the professional's of Physical Education profile proposed by the State University of Londrina as well as the opinion 215/87.

| Category | Nº | % |
|---|---|---|
| School | 33 | 14,10 |
| Not School | 201 | 85,90 |
| Total | 234 | 100 |

It controls 01 - Works distributed in agreement with the area in that were accomplished.

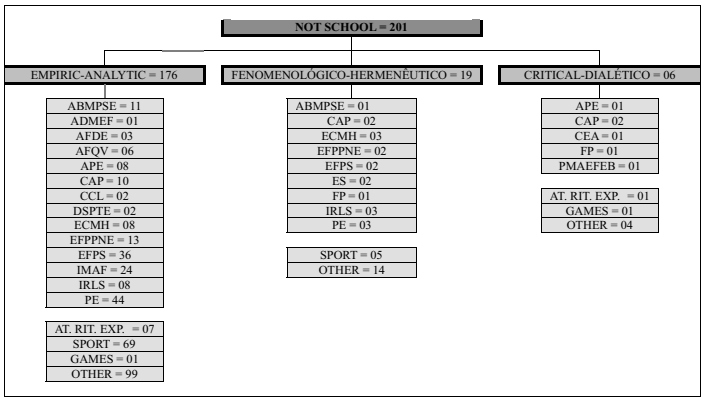
To proceed, we will show the picture with the areas scholar's distribution and not school.

The picture no. 02 demonstrates the distribution of the 33 works accomplished in the school area, we just found in the literature 4,5% of the works between 1973 and 1988 (Farinati and Batista, 1989).




I square 02 - Distribution of the Works of Conclusion of Course accomplished in the school area.

The analysis of the 201 (two hundred and a) Works of Conclusion of Course of the years of 2000 and 2001, accomplished in the area non scholar will be to proceed demonstrated in the picture no. 03.




I square 03 -works of Conclusion of Course you given in the years of 2000 and 2001 accomplished in the Non School Area.

**Conclusion**

To proceed, we will begin presenting the conclusions with relationship to the specific objectives proposed initially in this investigation.. THE study had as proposal initial to offer subsidies for the reformulação curricular and its implementação in the Course of Licenciatura in Physical Education of the State University of Londrina that will be offered in this chapter.

**Conclusion with relationship to the objectives**

To " verify there was growth in the number of works of Conclusion of Course in the School Area using the literature as departure approach.

When they analyzed the newspapers of Physical Education from 1930 to 2000, Santos and Ferreira Neto (2003) they found 33 goods distributed in 11 newspapers of the 36 newspapers found in the Catalog of Newspapers in Physical Education and Sports, they complete the authors: " such a study evidenced a lacuna in the knowledge on what it is being practiced inside the school, have seen that, of a documental corpus of ink and three goods, five investigated the teacher's of Physical " Education practical avaliativa (Santos and Ferreira Neto, 2003, p.7)

The research accomplished by higher education Institutions, in the area of Physical Education, that it should form professionals that futuramente will be responsible for the investigations in the school area, it " simply ignores the existence of Schools, teachers of Schools, students of Schools and Physical Education in the School, to not to be when of them they need for cobaias in experiments and questionnaires ". (Faria Júnior and Farinatti, 1992, p. 63)

They still affirm the authors, when they analyze the Brazilian Scientific Production in Physical Education, using the dissertations of protected mestrado from 1973 to 1988: it was " verified that 4,5% of the total could just be somehow related with the School " (Faria Júnior and Farinatti, 1992, p. 62).

To " identify the research line in that were accomplished the largest number of works of course conclusion.

With relationship to the 5 research lines where happened the largest incidence of works found:

The lines are divided in Sport, Health, Physical Activity, Professional Training and Special Needs. Dentre the 5 lines, Pedagogy of the Sport is the one that more contributed with works, demonstrating its strong influence in the professionals' of Physical Education of the State University of Londrina formation.12,75

| nº | LINE OF RESEARCH | Nº | % |
|---|---|---|---|
| 1 | PE - Pedagogy of the Sport | 52 | 34,90 |
| 2 | EFPS - Physical Education and Promotion of Health | 39 | 26,17 |
| 3 | IMAF - Instrumentação and Methodology in Physical Evaluation | 24 | 16,11 |
| 4 | CAP - Training and Professional Performance | 19 | 12,75 |
| 5 | EFPPNE - Physical Education for People Carriers of Special Needs | 15 | 10,07 |
| | TOTAL | 149 | 100 |

It controls 02 - Lines where were accomplished the largest number of works

Subsidies for Reformulação and Implementação of the Curriculum of the Course of Physical Education

1 - to take in consideration the change in the form as the Physical Education became seen by the educational legislation, not more an activity, but yes an understood component as content curricular that should be in agreement with the pedagogic political project of the school. 2 - to assist the orientations of the Law of Guidelines and Bases of the National Education, it establishes that the licenciaturas will be responsible for the national basic education (Infantile Education, I Teach Fundamental and Medium), that understands individuals of the 04 to 17 years. 3 - to look for to adapt the four education pillars in the area of Physical Education. 4 - to look for the contextualização of the contents be she developed. 5 - to support the government programs that use the sport: 6 - to propose extension projects and of research in the area escolar.7 - to Take in consideration the declarations mudiais and international agreements of the which Brazil is signatory. 8 - to modernize the acervo of the Central Library of the State University of Londrina and to already create the sectorial Library of the Physical Education with all the works of course conclusion developed in the Center.

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Rosangela Marques Busto
Centro de Educação Física e Desportos Departamento de Esportes Individuais e Coletivos
Universidade Estadual de Londrina
busto@uel.br

**FORMATION OF THE TEACHER IS WORKS OF CONCLUSION OF COURSE: THE CASE OF THE STATE UNIVERSITY OF LONDRINA**

This study had as general objective to contribute for the professionals' of Physical Education of the State University of Londrina formation, offering subsidies in process for the reformulate course and its implement, as guidelines of the Ministry of the Education opted for the qualitative and quantitative forms and we chose the case study, we believed to be this the technique that best characterized our investigation, because we intended to study facts that happened inside in a specific Course of a higher education institution. The 234 works of conclusion of course of the Course of Licenciatura were analyzed in Physical Education of the State University of Londrina, give in the years of 2000 and 2001. After the analysis of the works we verified that at 85,90% of the works were accomplished in the non school area. The Empiric-analytic abordagem went to more used in the works and the research line that more contributed with the works (52) it went to Pedagogy of the Sport. In the conclusion we presented subsidies for reformulação based on the literature and in the current legislation.

**LA FORMATION DU PROFESSEUR EST BIEN SÛR USINE DE CONCLUSION: LE CAS DE L'ÉTAT UNIVERSITÉ DE LONDRINA**

Cette étude avait comme objectif du général pour contribuer pour les professionnels d'Éducation Physique de l'Etat Université de Londrina formation, offrir des primes en train pour le reformulez cours et son outil, comme directives du Ministère de l'Éducation a opté pour les formes qualitatives et quantitatives et nous avons choisi l'étude du cas, nous croyions pour être ce la technique que le mieux a caractérisé notre enquête, parce que nous avons projeté d'étudier des faits que s'est passé au-dedans dans un Cours spécifique d'une institution des études supérieures. Les 234 usines de conclusion ont été analysées dans Éducation Physique de l'Etat Université de Londrina bien sûr du Cours de Licencié, donnez dans les années de 2000 et 2001. Après l'analyse des travaux nous avons vérifié cela à 85,90% des travaux a été accompli dans la région de l'école du non. Les abordagem Empirique Analytiques sont entrés à plus utilisé dans les travaux et la ligne de la recherche qui plus contribué avec les travaux (52) il est allé à Pédagogie du Sport. Dans la conclusion nous avons présenté des primes pour reformulação basé sur la littérature et dans la législation courante.

**LA FORMACIÓN DEL MAESTRO Y TRABAJOS DE FINALIZACIÓN DE CURSO: EL CASO DE LA UNIVERSIDAD ESTATAL DE LONDRINA**

Este estudio tenía como objetivo general para contribuir para los profesionales de Educación Física de la Universidad Estatal de formación de Londrina, ofreciendo subsidios en proceso para el curso del reformulacion y su instrumento, como las pautas del Ministerio de la Educación optadas para las formas cualitativas y cuantitativas y nosotros escogimos el estudio del caso, nosotros creímos para ser este la técnica que mejor caracterizó nuestra investigación, porque nosotros pensamos estudiar hechos que pasó dentro en un Curso específico de una institución de educación más alta. Se analizaron los 234 trabajos de conclusión por supuesto del Curso de Licenciatura en Educación Física de la Universidad Estatal de Londrina, ceda los años de 2000 y 2001. Después del análisis de los trabajos nosotros verificamos eso a 85,90% de los trabajos era cumplido en el no el área escolar. Los abordagem Empírico-analíticos fueron a más usado en los trabajos y la línea de la investigación que más contribuido con los trabajos (52) fue a la Pedagogía del Deporte. En la conclusión nosotros presentamos subsidios para reformulacion basado en la literatura y en la legislación actual.

**A REALIDADE DA LICENCIATURA EM EDUCAÇÃO FÍSICA NA UNIVERSIDADE ESTADUAL DE LONDRINA ANALISADA PELOS TRBALHOS DE CONCLUSÃO DE CURSO**

Este estudo teve como objetivo geral contribuir para a formação de profissionais de Educação Física da Universidade Estadual de Londrina, oferecendo subsídios para a reformulação curricular em andamento e sua implementação, conforme diretrizes do Ministério da Educação optamos pelas formas qualitativa e quantitativa e escolhemos o estudo de caso, acreditamos ser esta a técnica que melhor caracteriza nossa investigação, pois pretendemos estudar fatos que ocorrem em um Curso específico dentro de uma instituição de ensino superior. Foram analisados os 234 trabalhos de conclusão de curso do Curso de Licenciatura em Educação Física da Universidade Estadual de Londrina, entregues nos anos de 2000 e 2001. Após a análise dos trabalhos constatamos que a 85,90% dos trabalhos foram realizados na área não escolar. A abordagem Empírico-Analítica foi a mais utilizada nos trabalhos e a linha de pesquisa que mais contribuiu com os trabalhos (52) foi a Pedagogia do Esporte. Na conclusão apresentamos subsídios para reformulação baseados na literatura e na legislação atual.