22 - A TEACHER TRAINING OF PHYSICAL EDUCATION AND THE SUPERVISED: THE POINTING AN EXAMINATION OF ACADEMIC PRODUCTION (CAPES)

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INTRODUCTION

In the Brazilian context, the training of teachers and the relationship of this process with the formation stage under a thematic courses is handled in the area by both authors / scholars as the legal framework. Studies on the topic suggest the necessary articulation of this process as one of the most significant learning spaces of the future profession. According to Pepper (2001, p. 76) the stage is in motion to "learn to observe, describe, record, interpret and question and therefore propose alternative intervention."

Further in that direction, pointing Pepper and Lime (2004) which is in Stage that students are faced with the need to articulate the knowledge (theoretical and practical) to understand the school reality, ie, social practice, and to comprehend education systems and public policies related to education. It is this process that may occur

the proper approach to the reality, since the prospective teacher will experience the profession through experience that the stage provides.

In the legal context, we Opinion No. 21, 2001, the National Council of Education, which sets the stage as Curriculum

learning time that, through a period of stay, if anyone takes somewhere or craft to learn the practice of it and then be able to practice a profession or trade. Thus the stage assumes a pedagogical relationship between someone who is already a recognized professional institution in a work environment, and a student intern [...] is the time to accomplish a process of teaching / learning that becoming concrete and will autonomous when the professionalization of this trainee.

Thus, the achievement of stages in all basic education, as was established in the National Council of Education / CP No. 02 (BRAZIL, 2002), should promote different experiences to future educators. However, to establish relationships between the stages from the pedagogical practice, is a challenge both for academics as for teacher educators. According to the Resolution, the training courses for teachers working in primary education, higher education must disburse 400 hours of Supervised in their curriculum, from the second half of the Bachelor's Degree (BRAZIL, 2002).

In order to know how this theme / topic has been treated in Brazil, in post-graduate studies in the last decade, it is proposed that the development of this research. As such, there is the following research question: - which reveals / shows scientific production at the post-graduate derived sense of theses and dissertations on training physical education teachers and the relationship of such training to the stage mandatory curriculum? In addition, we sought to further identify the institutions (public and private), regions of the country where the productions are concentrated, and academic level, thus presenting a panorama of the same, as well as examine / analyze the scientific production through summaries .

Method 2 (basic procedure)

According Demo (1995) the development of scientific research work includes data collection, as well as systematization, from this process, the researcher will present a description of reality / subject matter. Given this understanding, we sought to develop a study of exploratory and descriptive characteristics by examining how the issue of teacher training in physical education and its relationship with the obligatory traineeship is being dealt with under stricto sensu graduate programs - Master's (academic and professional) and a doctorate in Brazil, especially in the last decade.

To do so, we sought the Bank Dissertations and Theses Coordination of Improvement of Higher Education Personnel - CAPES, the productions on the theme, through two sets of descriptors / keywords like: descriptor (1) - Physical Education , degree, stage, and descriptor (2) - Physical education stage. The parameters available in the database, and which formed the basis for this work were: title, author, academic level, institutional (in which one can infer the regional / geographic origin), keywords, and abstract.

The search was performed with temporal constraints, concerning dissertations (both professional and academic master) and theses between 2002 and 2012, a total of 67 abstracts, 27 of these descriptors to the set of (1) and 37 to the set of descriptors (2). Of this total, 27 are directly about the theme. For this article, we took into account the productions that were directly related to the theme.

2.1 Results and brief discussion

Quantitative tests of academic work will be presented in form of graphs resulting from the tabulation and data systematization, 27 (twenty seven) total production found with direct relation to the subject. The qualitative analysis in textual form, was based on the abstracts published by the authors of theses and dissertations.

2.1.1 Production by academic level

The scholarship was distributed in three levels, they are: doctorate, master's and professional master academic, which can be seen in Figure 1 below:

CHART 1 - PRODUCTION FOR ACADEMIC LEVEL

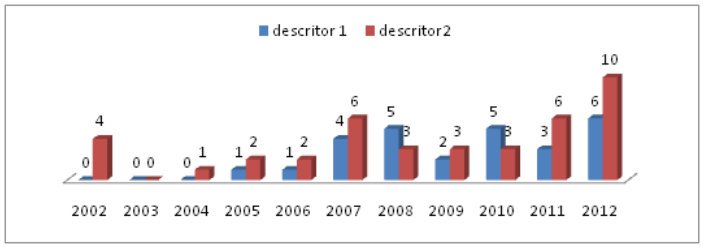


Source: Bank of Theses / CAPES, 2013.

According to the data, you can see that production is concentrated in level of academic master (19), 69% of the total of theses and dissertations. Next we have the productions under the doctorate (06), representing 23%, and finally, the professional master (02) with 8% of total production.

2.1.2 Production by year and descriptors

CHART 2 - PRODUCTION BY WORDS AND YEAR



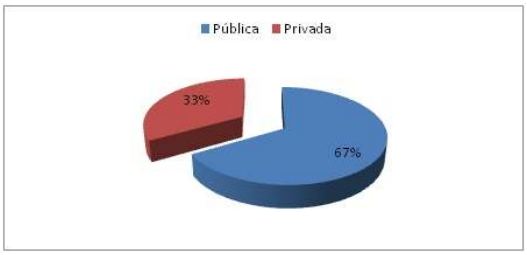
Source: Bank of Theses / CAPES, 2013.

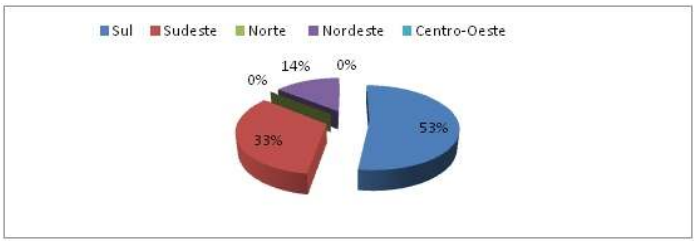
Figure 2 presents the academic literature distributed by year and investigated by the descriptors that were the basis for the search in the CAPES thesis database, regardless of the direct or indirect relationship with the subject. The historical series comprised ten years respectively between the years 2002 to 2012. The data show a higher concentration in the descriptor 2 (physical education, stage), especially in the years 2002, 2007, 2011 and 2012. In the first descriptor (education physics degree, internship), the concentration is evident in the years 2007, 2008, 2010 and 2012. you can still see that in 2003 there was no production on the subject.

2.1.3 Institutions for administrative category

The survey of institutions (of 21) by administrative category indicated a concentration of 67% of production in public institutions. They constitute the whole of universities, of which 4 (four state), and ten (10) federal. Other productions, ie, 33% were private institutions, universities distributed in (5) and universities (2). Figure 3 below summarizes the Institutions of Higher Education as an administrative category.

CHART 3 - IES MANAGEMENT CATEGORY

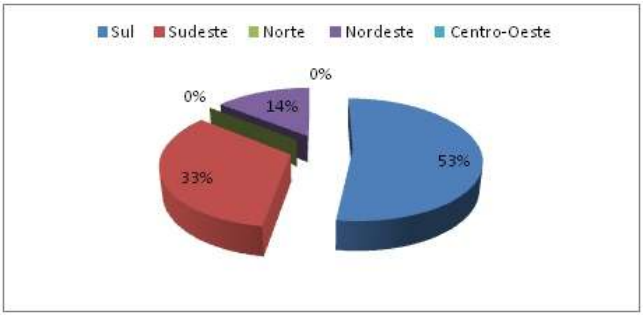




Source: Bank of Theses / CAPES, 2013.

2. 1.4 regions in which are located the production

FIGURE 4 - DISTRIBUTION OF PRODUCTION BY REGION



Source: Bank of Theses / CAPES, 2013.

The above chart illustrates the distribution of theses and dissertations by regions of Brazil, the data show the concentration of production in the southern and southeastern regions, with a southern region with the highest percentage 53%, and to the southeast with the second position, representing 33 % of the total. The northeast region is in third place with 14%. The

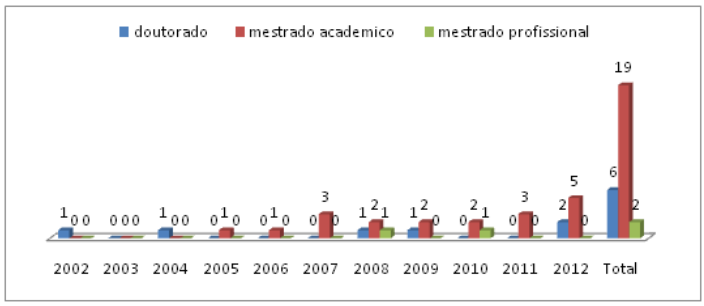
north and center-west regions do not appear related to the topic investigated in the decade productions.

2.1.5 Production by year and level of training

The data of Figure 5 represent the productions that directly relate to the topic of study, and who had in their keywords in the content, or summaries of the descriptors: physical education, curriculum and teacher training / licensure.

The total production at all levels was 27 (twenty seven) work between theses and dissertations. Being six (06) at the doctoral level, 02 (two) level professional master's, and 19 (nineteen) level of academic master.

FIGURE 5 - PRODUCTION PER YEAR AND ACADEMIC LEVEL



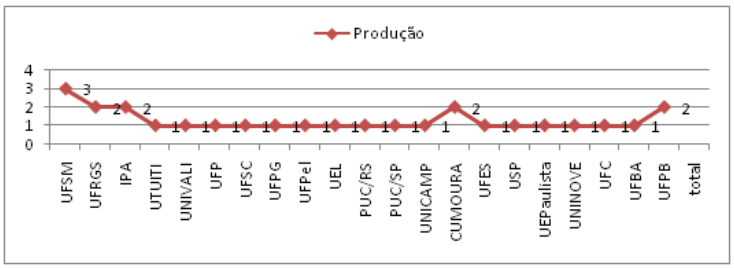
Source: Bank of Theses / CAPES, 2013.

The indicators show that in the period 2002-2012, there was an impressive growth in production from the year 2011, representing around 70% of production corresponding to the examined decade, increasing significantly in the years 2011 and 2012, respectively. Between 2002 and 2006, has been sparse production, and in 2003 the absence of theses and dissertations on the topic.

2.1.6 Distribution of academic production by IEs

Another quantitative indicator of academic productions - theses and dissertations - within the CAPES may be observed through the distribution of master's and doctoral programs in their respective IEs, a total of 21 (twenty-one), can be seen in the graph below .

FIGURE 6 - PRODUCTION FOR IES



Source: Bank of Theses / CAPES, 2013.

The IEs with the highest number of theses and dissertations are concentrated in the Federal University of Santa Maria (UFSM / RS), with three (3) for a total of 27.

With two (2) production in the examined decade are the Methodist University - the Federal University of Rio Grande do Sul (UFRGS), the Federal University of Espírito Santo (UFES) IPA / RS, the University Center Moura Lacerda (cuml / SP) and the Federal University of Pernambuco (UFPB).

The other, with one (1) production are the University Tuiuti / PR Centre, University of Vale do Itajaí (UNIVALI / SC), The Federal University of Pelotas (PFU / RS), the Federal University of Ceará (UFC / CE), the Federal University of Santa Catarina (UFSC), the Federal University of Ponta Grossa (UFPG / PR), the Federal University of Pelotas (UFPel / RS), the State University of Londrina (UEL / PR), the Pontifical University Católica (PUC / RS), the Pontifical Catholic University of São Paulo (PUC), the State University of Campinas (UNICAMP / SP), the Federal University the Holy Spirit (UFES), University of São Paulo (USP), the University Estadual Paulista (UEP), Nove de Julho University (UNINOVE), the Federal University of Ceará (UFC), and finally, the Federal University of Bahia (UFBa).

1.2.7 pointing theses and dissertations on the subject?

Thesis and corresponding to the 2002-2012 period, on the theme of Teacher Education Physical Education and the relation of this formation with the Mandatory Stage, lectures will be presented in a temporal sequence, highlighting the title and content of the goals presented in the summaries by respective authors.

In 2002 found one (1) doctoral thesis, the same written by Ramos (2002), under the title Professional Preparation in Physical Education: the question of stages. According to the author

In many cases, the stages in the process of professional preparation in physical education are seen as static moments of learning, as solely responsible for the integration of theory and practice and as a synonym for employment. The perspective views of reflective teaching internships and curriculum as inseparable, valuing the knowledge of theory and practice present in the acquisition and construction of knowledge [...].

In 2003 there was no production on the theme. In 2004, again another doctoral thesis was identified, it Malaco (2004) investigates on the Training of Educators and the affectivity of Physical Education Trainees in Relation to Educational Practice, Malaco emphasizes that considers important:

[...] Learn how they feel and perceive these experiences, considering their training. The Teaching Practice and

Supervised Internship may support the construction of identity and the future professional educator competencies, so the experiences experienced by trainees in school life are extremely important because they allow us to understand the dimensions of teaching practice and its complexity.

Only one dissertation was found in 2005. Authored by Mendes (2005) who researched the practice of teaching and supervised the construction of knowledge and didactic-pedagogic skills: the case of UFPI. For Mendes,

Teacher education is a major challenge that emerges today, considering the new tasks assigned to the teacher and to school on time dynamics of socio-cultural history and contemporary society marked by swiftness of information and communication. The centrality of the discussions about the processes of teacher education reveal, among other things, the complexity of Teaching Practices and Curricular Supervised Teaching, highlighting the need to establish projects of stages that enable the production of knowledge about the school reality as well as enable a meaningful experience of the teaching cycle.

Similarly, in 2006 only one dissertation was identified. Under the heading Initial training: a reflexive critic experience in development of inclusive physical education, Conceição (2006). To the author's contributions to the Supervised training of (a) teacher (a) Physical Education, are of great importance, and highlights that "runs in the space of the stage design associated with the dialogue and exchange of experiences can enable to a more solid academic training may also provide for the construction of critical awareness about Brazilian educational problems. "

In 2007 three were found (03) productions on the subject, all level of academic master, the Lopes (2007) work entitled The Supervised Internship in Teacher Education: graduates with the word in Physical Education, aimed "analyze how the stage is seen by licensed Physical Education teacher. "

Locatelli (2007), studying Knowledge about teachers in training physical education teachers: a study of collaborative practices between university and elementary school, which emphasizes "the importance of the partnership between elementary school and university, favoring the implementation of educational projects without dichotomizing teaching and research. Thus, it is believed that the undergraduate programs begin to play a key role in the professionalization of the teaching process, with effective exploitation of knowledge of teachers. "

Rodrigues (2007) in his work on the course of Supervised Physical Education UEFS: realities and possibilities aimed to "theoretically contribute to the construction of references in tune with omnilateral training for the (re) organization of Supervised curriculum of training courses teacher of Physical Education ".

In 2008, production on the theme grows to four (4), one (1) PhD, one (1) level of academic master and two (2) level of academic master.

Scherer's thesis (2008) entitled The Challenge of Change in initial teacher education: curriculum stage in the undergraduate program in physical education. Addressed the training of physical education teachers centered on expertise of Supervised supported on a participatory model. Aimed

develop reflection on the role of physical education in elementary school, autonomy and critical spirit of trainees in relation to their social commitment as a teacher and citizen, and the recognition of individual and institutional differences that constitute social reality and influence teachers' actions.

Agostini (2008) in a study entitled The organization and development of internships for undergraduate courses UFSM: involvement of trainees and mentors, the study aimed to "contribute to a better understanding of the organization and development of Curriculum for Training Courses Degree ". To this end, the author set out to answer "how to characterize the organization and development of the Training Curriculum Degree Courses UFSM".

Already Tables (2008) investigated on the training and knowledge of prospective teachers of undergraduate course in physical education across from the inclusion of pupils with special educational needs. The author focused

the issue of inclusion of students with special educational needs in the formative process of the Degree in Physical Education from Central Methodist University, the IPA. The research studied how the course is preparing future physical education teachers for pedagogical activities in the practice of including pupils with special educational needs in mainstream school.

The research Gaspari (2008) deals with the teaching practice of trainees in physical education after the Resolution No. 07/2004: the dichotomy between theory and practice. The author intended this research to "examine the practice of trainees and teachers of schools, identifying progress or setbacks that practice as a curriculum component in the formation of these trainees made." Has also sought to "understand how the supervised training influences the development of professional skills of these students."

The survey indicated that in 2009 three (3) productions were presented around the theme. Mastic (2009) in a study called The Stage as Dialectics and Collaborative Practice: Production of Knowledge for Future Teachers examined how

stage in undergraduate courses, which uses reflection as a methodological strategy, contributes to the construction of pedagogical knowledge; the potential of collaborative research stage in relation to the concepts produced by interns from the reflection on own teaching activity performed in public schools; formulates possibilities for the stage to assist in the education of future teachers, in order to strengthen their professional identity through reflection on teaching practice.

The research of Silva (2009) Formative versou on academic trajectories of physical education degree course UFSM: contributions in the constitution of being a teacher. The goal was "to analyze the perception that students of Bachelor of Physical Education UFSM have his formative trajectory they mean and how such experiences, as well as their contributions to the construction of their identity as future teachers of basic education."

Already investigating Behrens (2009) treated on the movements of the curriculum a course of supervised physical education: reflections for teacher training. Aimed to "identify the teacher training course at the Faculty of Physical Education Raft, advances and weaknesses present in reflexive movements Supervised process."

In 2010 the production remained the same for 2009, ie, three (3).

The work of Montiel (2010) under the title The Curricular Supervised courses Bachelor of Physical Education from Rio Grande do Sul: impact of 400 hours sought to analyze

the changes in the undergraduate courses in Physical Education (PE) of the RS, and their impact, from the current curricular changes in legislation regarding the Internship Required, based on the year 2002, through the National Council education / full Council (CNE / CP) that through Resolution No. 2 establishes the duration and hours of undergraduate courses, full degree, training of basic education teachers in higher education, with courses that fit this Resolution until October 15, 2005.

Nunes (2010) focused on the study's stages of teaching and teacher education in physical education: a case study of undergraduate esef / UFRGS.

The study of Tables (2010) dealt with the training and knowledge of prospective teachers of the degree course in Physical Education forward to the inclusion of pupils with special educational needs. The present study investigated

the issue of inclusion of students with special educational needs in the formative process of the Degree in Physical Education from Methodist University IPA, moreover, wanted to know how the course is preparing future physical education

teachers for pedagogical activities in the practice of inclusion pupils with special educational needs in mainstream school.

In 2011 identified two (2) masters dissertations, both in academic master level. Quaranta's dissertation (2011) was titled Formation of physical education teachers in modality of distance education: teaching experiences in supervised training. The author indicates that

had the opportunity to observe how this contact from supervised training and how academics resignify which was seized during the course, allied to their biographies to position themselves in the school culture, and from there they think their practice. We investigated how students interpret their interns teaching experiences occurring in supervised training, with a view to academic coursework degree in Physical Education, distance mode (EAD), offered by the University of Brasília (UNB), with the locus of research the Polo Classroom Support.

The research Honorato (2011) under the title Professional Training in Physical Education: similarities and differences in the relationship between theory and practice in the field of Supervised aimed:

a) investigate the possibility of joint academic knowledge to practice teaching in schools through the experiences provided by Supervised discipline; b) reveal the elements that approximate / distanced academic training of pedagogical practice; c) to list grants for critical reflections that contribute towards the advancement of theory and practice in uniqueness proposed curriculum that guides the training of future teachers.

Finally, in 2012 the largest scholarship of the period examined, the twenty seven (27) works, found seven (7) pertain to the said year, two (2) PhD theses and five (5) academic Master's dissertations.

Research Vieira (2012) titled The relationship between the practices of teacher education and the theory of knowledge in the undergraduate degree in physical education from the regional university Cariri intended "critically analyze the relationships established between practical training teachers Degree in Physical Education from Regional University Cariri (URCA) and the theory of knowledge that enlightens ".

The study by Benites (2012) on the Training of teacher-collaborator: "practice teaching" in Physical Education, aimed to: "(a) to characterize the space of supervised training curriculum, (b) characterize the work of Professor -colaborador and (c) point out that knowledge and practices emerge from teacher-collaborator in the context of the stage. "

Bezerra (2012) called for research Vocational training in physical education: identity construction in initial teacher training aimed to "examine the construction of identity in teaching Teachers in Initial Training (PFIs) of the Bachelor's Degree in Physical Education, Federal University of Paraíba, the from the context of pre-professional socialization and Supervised Internship. "

The study by Cardozo (2012) entitled Supervised curriculum in physical education: significance for teacher education graduates' FURG sought "understanding issues about curriculum supervised internships in a training course for teachers", being the central research question "seek understand the perception of the students who graduated from a degree in Physical Education (PE), the Federal University of Rio Grande - FURG on supervised internships. "

Silva (2012) investigated on the supervised internship in the initial training of graduates in physical education in Paraná. The overall research objective was to "map as supervised courses Bachelor of Physical Education in Northern Paraná, after curricular changes resulting from the enactment of Resolutions CNE / CP n occurs. 01 and 02/2002 and CNE / CES n. 07/2004 ".

In search of Sousa (2012), called Thinking initial training in physical education: understanding the role of internship in a conception of teaching action as praxis, the author used "process stage as a space for reflection, in order to decrease the existing gap between theory and practice from the perspective of teaching praxis as action. "To do so, Sousa sought to understand "how the teacher reflects and analyzes their own teaching practice and how the process of reflection helps build knowledge and teacher identity".

The dissertation Zancan (2012), entitled supervised Curricular and quality of training of the licensee in physical education, had the general aim "to recognize and reflect the contributions and limits of supervised traineeship course in Physical Education, a private institution of RS, based on the quality of teacher training in stage II and III ". Also aimed to "contrast the contributions and limits of supervised traineeship with the regulatory frameworks relating to the Physical Education course, in order to discover and describe the course researched, highlighting its history to the social, historical, political and educational aspects."

CONCLUSION

The quantitative examination of the production in check allowed an overview (presented in graph form) around the production by academic level, master (academic and professional) and PhD per year and descriptors, the direct relation with the theme descriptors and year of publication. Still allowed, tabular productions by institutions and their administrative categories, by year and level of academic education, as well as the distribution of that production by higher education institutions and their regions of Brazil.

Already, the exam with quality characteristics based on the abstracts and titles and trimming the goals of theses and dissertations, briefly allowed to infer that the issue of teacher training in the area of physical education and the relationship within the Supervised this training / process the light of available academic productions in the database - theses - CAPES, for the last decade has indicated the relevance of the topic from the point of view of its importance to the process of teacher training in the area of Physical Education in academic field.

However, the number of a decade of academic research within the CAPES, focusing on the area of Physical Education, a total of twenty-seven (27) works quantitatively represents a "shy" about all of theses and dissertations considerable number produced in the decade in question. This survey / exam will also consider other aspects that were not privileged to this article as: - verification of theoretical and respective authors and categories used outlook; - Characterizing methodological aspects; - The results and directions for further research.

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A TEACHER TRAINING OF PHYSICAL EDUCATION AND THE SUPERVISED: THE POINTING AN EXAMINATION OF ACADEMIC PRODUCTION (CAPES)

ABSTRACT

This article addresses the issue of Teacher Education in Physical Education and Supervised ratio within this training / process the light of available academic productions in the database - theses - CAPES, for the last decade. Aims to survey the productions in post - graduate studies and identify how the issue / subject is being addressed in the framework and level of these productions. The methodological dimension was based on the survey of productions about the topic through two sets of descriptors / keywords like: descriptor (1) - physical education, degree , stage , and descriptor (2) - physical education stage . The parameters available in the database, and which formed the basis for this work were title, author, academic level, institutional (in which one can infer the regional / geographic origin), keywords and abstract. The search was conducted with time constraints, concerning dissertations (both professional and academic master) and theses between 2002 and 2012.

KEYWORDS: Physical Education. Stage. Teacher Training.

FORMATION DE PHYSIQUE DES ENSEIGNANTS DE L'ENSEIGNEMENT ET LA SOUS SURVEILLANCE : LE POINTAGE UN EXAMEN DE LA PRODUCTION UNIVERSITAIRE (CAPES)

RÉSUMÉ

Cet article aborde la question de la formation des enseignants en éducation physique et le rapport de surveillance au sein de cette formation / processus, le feu de productions académiques disponibles dans la base de données - thèses - CAPES , pour la dernière décennie. Vise à étudier les productions dans les études post-universitaires et de déterminer comment la question / sujet est abordé dans le cadre et le niveau de ces productions . La dimension méthodologique a été basée sur l' étude des productions sur le thème , à travers deux séries de descripteurs / mots clés tels que : descripteur (1) - l'éducation physique, le niveau , la scène, et le descripteur (2) - stade de l'éducation physique . Les paramètres disponibles dans la base de données , et qui ont servi de base pour ce travail étaient titre, l'auteur , le niveau académique , institutionnel (dans lequel on peut en déduire l'origine régionale / géographique) , les mots clés et le résumé . La recherche a été effectuée avec des contraintes temporelles , concernant les mémoires (à la fois maîtrise professionnelle et universitaire) et de thèses entre 2002 et 2012 .

MOTS-CLÉS: éducation physique . Scène. Formation des enseignants

FORMACIÓN DE LOS MAESTROS DE EDUCACIÓN FÍSICA Y EL ENCUADRAMIENTO: EL SEÑALAR UN EXAMEN DE LA PRODUCCIÓN ACADÉMICA (CAPES)

RESUMEN

En este artículo se aborda la cuestión de la formación del profesorado en Educación Física y la relación de actividades supervisadas dentro de esta formación / proceso a la luz de las producciones académicas disponibles en bases de datos - tesis - CAPES , durante la última década . Tiene como objetivo estudiar las producciones en estudios de post-grado e identificar cómo se está abordando el problema / tema en el marco y el nivel de estas producciones . La dimensión metodológica se basó en el estudio de las producciones sobre el tema , a través de dos conjuntos de descriptores / palabras claves como : descriptor (1) - la educación física , grado , estadio y descriptor (2) - etapa de educación física . Los parámetros disponibles en la base de datos , y que sirvieron de base para este trabajo fueron título, autor , nivel académico , institucional (en el que se puede inferir el origen regional / geográfica) , palabras clave y resumen . La búsqueda se realiza con las limitaciones temporales , en relación con disertaciones magistrales (tanto profesional y académica) y tesis entre 2002 y 2012 .

PALABRAS CLAVE : Educación Física . Etapa . Formación del Profesorado

A FORMAÇÃO DO PROFESSOR DE EDUCAÇÃO FÍSICA E O ESTÁGIO SUPERVISIONADO: O QUE APONTAM UM EXAME DA PRODUÇÃO ACADÊMICA (CAPES)

RESUMO

O presente artigo aborda a temática da Formação de Professores na área da Educação Física e a relação do Estágio Supervisionado no âmbito dessa formação/processo a luz das produções acadêmicas disponíveis no Banco de Dados – teses – da CAPES, relativas à última década. Tem como objetivo realizar um levantamento das produções no âmbito da pós-graduação Stricto Sensu e identificar como a temática/assunto vem sendo abordada no quadro e nível dessas produções. A dimensão metodológica pautou-se no levantamento das produções relativas ao tema, por meio de dois conjuntos de descritores/palavras-chave como: descritor (1) - educação física, licenciatura, estágio, e descritor (2) - educação física, estágio. Os parâmetros disponíveis no banco de dados, e que serviram de base para esse trabalho foram título, autor, nível acadêmico, origem institucional (na qual se pode inferir a origem regional/geográfica), palavras-chave e resumo. A busca foi realizada com limitadores temporais, relativas às dissertações (tanto mestrado acadêmico como profissional) e teses entre 2002 e 2012.

PALAVRAS-CHAVE: Educação Física. Estágio. Formação de Professores.,