12 - PHISICAL EDUCATION PROPOSPO'S CURRICULUM FOR CEAP IN AMAPÁ: REFLECTIONS STARTING FROM THE ANALYSIS OF CONTENT

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1. INTRODUCTION

Now it is observed in the education debates in the area curricular a great effort at international level of her to try to consolidate hegemony the consensus about the need of looking for build the education objectives in the sense of learn to learn, autonomy search, significant learning, where the competences and abilities are the consensus in the moment.

As Apple (2006,), it is precisely when a convincing is naturalized, and it becomes common sense, that the cultural hegemony is expressed. These education challenges come and they are present in the Guidelines National Curricula's for the courses of degrees.

Of agreement Gimeno (2000), so that one can understand the curriculum is necessary the context inside of the conditions that its grows, being inside a social object and it report peculiarity this of the educational system as a process that seeks to the socialization and cultural selection.

These relations between economy and education are not had given of mechanical form and determinist, but mediated by the correlation of forces that has if established and for the position hegemonic that is expressed in the politics and legal texts (APPLE, 2006, 2005). These propositions don't portray the traveled road and the contradictions that are expressed in the documents and in the executition of the actions of the you practice education.

And in this context that it intends to place the current the Guidelines National Curricula's for the courses of Physical education that orientated the creation of the course in Amapá, and in that measured these were incorporate in the project of the course. The national guidelines for the Physical education were established starting from the National Guidelines for the degree, establishing a proposed curricular that also needs to be seen starting from the students.

These relationships between economy and education are not had given of mechanical form and that it determines, but mediated by the correlation of forces that has if established and for the position for hegemony that is expressed in the politics and legal texts; difficultly it portrays the traveled road and the contradictions that are expressed in the documents and in the execution of the actions of the you practice educational (APPLE, 2005,2006).

And in this context that it intend to place the current Guidelines National Curricula's for the courses of Physical education that orientated the creation of the course of Physical education in Amapá, and in that measured are being implemented, the national guidelines which were established starting from the National Guidelines for the degree, that are being implemented to analyze as the course has been developed starting from the students ' vision'.

The guidelines that base the courses of degrees, like current LDB, were objects of a wide dispute of positions between the education entities and the neoliberalism positions driven by the official organs, as we know were defined starting from the established parameters starting from the optics of the market. The debate in the area of the Physical education was not different, but with some specificities of the correlation of forces among those of they defend the predominance in the area of the health and those that defend the conception inside of the social sciences. (TAFAREL; NOZAKI 2005).

The pedagogic practice of the school physical education is largely determined by the formation type that the teacher obtained and that it angers to contemplate in yours to do pedagogic. This way this study treats of the subject of the proposal expressed curricular in the guidelines curricula's of the course. For the development of this theme it urges the need to verify also as a precedent subject the other subject of the professional identity that this being built in the course.

The object of this study is to analyze proposed curriculum of the Course of Physical education of the Superior Center of Teaching of the Amapá-(CEAP) starting from the Pedagogic Project identifying the guidelines curricula's declared by the referred institution.

Starting from these guidelines the study intends to analyze as the curriculum is being proposed at local level, which they are to their guidelines, which the education conceptions and physical education are present, which the contents and the form that these contents should be worked and appraised in the vision of the institutional project, and which the direction that the course proposes for the professional future in agreement with the presented context.

2. METHODOLOGICAL PROCEDURES

The objective of the study is to analyze the prescribed Pedagogic Project of the course of Physical education of CEAP through the content analysis, according to Bardin (1979), to verify the tendencies declared in the document that represents the proposal of the Institution for the professionals' formation in Amapá.

The Research is exploratory inside of the qualitative focus, using, however some descriptive analyses of quantitative character in the inference phase related to the extracted cuttings of the Pedagogic Project.

In agreement with Guedin and Franco (2008), in the qualitative researches in education there was a concern in rejecting the job of procedures quantified, mainly the researchers beginners for they be not denominated of positivist taking to many misunderstandings, underestimating the necessary rigidity informs and consolidating a model subjective of qualitative research.

It understands each other that this research possesses a critical approach, because the presuppositions of the investigation problem appear of a practical context, in a situation dialectics and dialogic (MINAYO, 2006), and also a qualitative approach, because the studies with this focus allow a plan open and flexible of study, being possible to revise constantly, the techniques of collections of information and to revalue the instruments so much to reformulate them as well as to rethink the theoretical foundations.

The content analysis was chosen as tool for the understanding of the meanings that the curriculum presents in PPP of the course of Physical education of CEAP, for the fact of the possibility of this instrument to be applied in every document, considered like Corpus of the study. The analysis looked for to identify the appeal of the meanings found with the purpose of evidencing patterns that can suggest the existence of predominance of focuses in the guidelines curricula's. Inside of the qualitative perspective, the content analysis w it was the structure in the measure in that she looked for to filter certain aspects of the analyzed material, establishing cuttings, through established previously criteria, and later composing a structure through the identification of relative specific dimensions to the worked subject.

The unit of registration was established through the theme "Proposed Curricular of the Course of Physical education of CEAP", being the indexes based in linked elements, so much to the connotation given to the referred theme, as in the existent bibliography on him referred subject. For this study it was used the following groups of indexes: the) Contents; b) Form; c) Conceptions; d) Attitudes; and) Context; f) Profile of the Course and g) Evaluation.

The chosen counting rules for the study were the presence and the frequency of each defined index. The defined criterion for the choice of the categories based on the semantic approach, being the categorization during the inventory stages and classification accomplished through the process of "box" (established previously categories). After the exploration of the material the data were ordered and tabulated to process the inferences and interpretations.

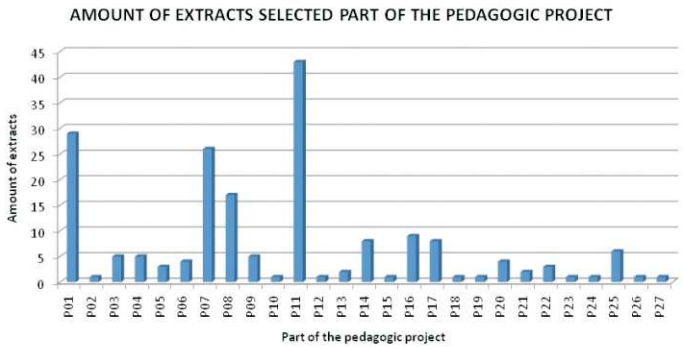
It is worth to detach, that the interpretation of the results was presented inside of the conjugated dimensions, through the perspective of the curriculum as a social construction and that it acquires sense in it configuration practices for the processes of its construction. (GIMENO, 2000). This way, this is just a glance, of some of the dimensions of this process that is the Curriculum prescribed by the institution.

3.RESULTS AND DISCUSSION

3.1- Inferences on the proposal curricular of the course of physical education of CEAP

In agreement with the data, the part of the pedagogic project, that there was the largest number of extractions, it was the part 11 (Menus of the disciplines), with 43 extracts. The part 01 (Introduction) that was second to have more prominences (29 extracts), following by the part 07(profile professional), with 26 extracts.

GRAPHIC 1



Legend:

P01- Introduction	P10 - fields of Formation	P19- Institutional evaluation
P02- Data general reserch	P11 – Menus	P20 Politics of Extension and Research
P03- Regional insert and Context	P12- Complemented activities	P21- Coordination of the Course
P04- Merc. of Work and Field of performance	P13- Regulate of Ativ. Compl	P22- Project Solemnity-evaluation of the course
P05- objective	P14- Supervised Apprenticeship	P23- aim at of the solemnity evaluation
P06- Competences and abilities	P15- Regulate of Est. Sup	P24- Stages of the Solemnity-evaluation
P07- Professional Profile	P16- Evaluation Teaching learning	P25- Dimensions the they be evaluation
P08- Conception and Structure of the Course	P17- Evaluation acting school	P26- Instruments to be used
P09 - Methodology of Teaching and learning	P18 - Av. in the Half-yearly Regime	P27 - Forms of Integration

Source: Own Research

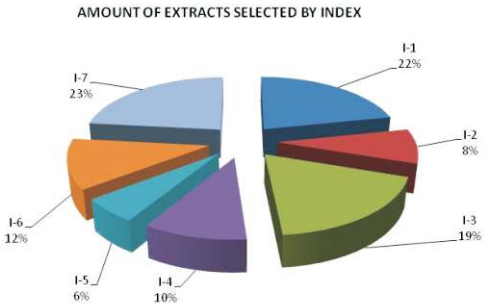
In general terms, the group of cuttings, extracted it possesses strong CONNECTION and significance with the unit of registration, that is, with the with the proposals curricula's presented for the course, having a high contribution of extracts related with Evaluation, Contents and Conceptions, as she can observe in the table and graph below.

TABLE 1-Amount of Extracts Selected by Index

Índices	Extratos	(%)
I-1 CONTENT	41	21,7
I-2 FORMS	16	8,5
I-3 CONCEPTION	35	18,5
I-4 ATI TITUDE	19	10,1
I-5 CONTEXT	11	5,8
I-6 PROFILE DO COURSE	23	12,2
I-7 EVALUATION	44	23,3
Total	**189**	**100,0**

Source: Own Research

GRAPHIC 2



Legend:

I-1 Content	I-5. Context
I-2. Forms	I-6. Profile of the Course
I-3. Conception	I-7.Evaluation
I-4. . Attitude	

Source: Own Research

It is noticed that the three more appealing indexes represent 63,5% of the obtained cuttings, suggesting that prescribed curriculum proposed by CEAP expresses an evident control posture, with a percentile one significant of propositions returned for: a) Evaluation with prevalence of the institutional evaluation (54%) and of the student's evaluation (45%); b) Contents, with prevalence for the Physical education (72,5%) and c) Conceptions, of the which 51,4% if they referred to the education conception, 40% concerned the physical education conception and 10% of culture.

3.2- INTERPRETATION OF THE DATA

The study intended to analyze the proposal curricular of the course of Physical education of CEAP, a to leave of the theories criticize, ,Aplle(2006),Silva(2000), combined with the formulation of prescribed curriculum proposed by Gimeno (2000).

The presented curriculum is a reflex of the wider social relationships of the society, of their contradictions and of the positions hegemony that they are presents (APLLE, 2006). This way it is not of finding strange that the evaluation is the index that

more he/she appears in the project, compared with the others that, traditionally in the proposals curricula's, because the curriculum was understood, "now as content, it forms, as group of the student's experiences, or as programs and pedagogic projects" as it points Gimeno (2000, p. 14).

As in the current context the education reforms, it has been implemented and a process of correlation of forces in that the logic of the new demands of the market has been maintaining it hegemony. The proposal of the course follows the national guidelines for the degree, and the one of the Physical education, as and document any for it proposition, as presented in the own document:

> Its education proposal is leaning in concepts and actions that explore the flexibility of the Guidelines on one side emanated Curricula's of National Council of Education and for other the development of competences and abilities face to the reality of the institutional socioeconomic context (CENTER OF HIGHER EDUCATION OF AMAPÁ, 2004, p. 3).

It also notices that the evaluation procedures try to combine, the constructions of instruments that proposes the perspective of three moments of the evaluation. A moment of the denominated traditional theories, proposing the formative evaluation and with soma; the formulation starting from the theories criticizes (SILVA,2005), proposing the continuous evaluation and the evaluation of the competences that it reflects the current context of theories denominated neotechnicality or you powder-criticize. The formative evaluation would transit among two perspectives the formative proposal in the traditional model and the formative proposal in the perspectives powder-criticize, with base in the pedagogy of the differentiation, as she can evidence below:

> Considering that the course aims at the student's integral formation, valuing in equality of conditions, as much the acquisition of knowledge as the development of competences, abilities and attitudes, as well as the student's need to be fully conscious of the way as it will be evaluated and to understand the process as a whole, the evaluation, along the course, will be formative and with soma. (CENTER OF HIGHER EDUCATION OF AMAPÁ, 2004, p. 65).

This subject will link when it is analyzed the other indexes, that they were in second and third position in the obtaining of selected extracts. In agreement with the contents that prevailed, it could be noticed that you/they were the one of Physical education and in the conceptions they were the one of Education. The education proposal presents a challenge of being criticizes, reflexive, looking for the autonomy and the students' participation, I dialogue among them know, construction of the knowledge that seeks to professionals' formations that can contribute in the transformation of the middle in that they live. They reinforce this intention the methodological procedures that they present coherence with this perspective of the education.

> The proposal presents as main goal the quality teaching the professionals' formation in Physical education wide pedagogic formation, capable to contribute for the individuals' critical, reflexive formation, with participation and solidary. (CENTER OF HIGHER EDUCATION OF AMAPÁ, 2004, p. 5)

However, in smaller frequency we also have presents in the proposal, expressions that also indicate the communication of the knowledge, the teaching centered in the student, adaptation to the socioeconomic context, in eclecticism of positions that indicate it direction inverse curricular of the proposed previously and that they are combined with the evaluation models presented. In relation to the contents of Physical education that they will be worked, we found formulations in the pedagogic disciplines that can aid in this aim at but in the contents related to the content of the physical-sporting activities, as the own name indicates, difficultly these critical objectives will be reached.

> The "social education", as scenery to the practice and pedagogic culture, it seeks the qualification of knowledge that provides to the man the condition of professional adaptability for the world of the work […]. The applied scientific-methodological base in this structure curricular is ally to a pedagogic project centered in the student as subject of the learning. (CENTER OF HIGHER EDUCATION OF AMAPÁ, 2004, p. 5; 18).

In relation to the professional profile the proposed curriculum appeared, as already expected, the predominance of an approach gone back to the degree (87% of the cuttings), in relation to the baccalaureate. However it was verified in some parts of the Project indicative of a formulation that it seems to appear for a combination among the two (8,7% of the cuttings), signaling there to be, in the procedural dimensions that the curriculum is executed, a concern with the licentiate's preparation in physical education to assist the other social demands in that the respective professional will be subject out of the school focus.

4-FINAL CONSIDERATIONS

Tends in view the obtained results, it is recommended studies returned to analyze as the form and contents of the healthy Course of Physical education developed, therefore the way as the teacher approaches the discipline is also a decisive factor in the identification of the conception or of the conceptions that prevail in the curriculum, because in its totality the educational performance interferes in the several procedural phases of the curriculum, not just representing the values and explicit attitude, but also the occult ones that they are silted up in the cultural plot, social and school politics in that the curriculum this inserted.

It suggests its also the accomplishment of studies that cross the incorporate data in the Pedagogic Project with the students' vision and of the teachers, with the purpose of identifying as these three dimensions of the formation of the professional future they are interlinked and linking in this process.

Studies on this theme in Institutions of Higher education in States of the north of Brazil aid in the combat and correction of distortions and/or related contradictions eat the professionals' of Physical education formation in the Amazonian area.

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**PHISICAL EDUCATION PROPOSPO'S CURRICULUM FOR CEAP IN AMAPÁ:
REFLECTIONS STARTING FROM THE ANALYSIS OF CONTENT**

ABSTRAT

The study was accomplished starting from the proposal curricula's of the Course of Physical education of CEAP (Center of Higher Education of Amapá), aiming at to analyze the guidelines, conceptions, contents, it forms, evaluation, profile characteristic of the course. The method of content analysis was used, proposed by Bardin(1979), to verify the tendencies declared in the prescribed pedagogic project of the course. The results appear for a proposal in that it prevails: the) the evaluation with fort focuses returned for the institutional evaluations and of the student; b) the content gone back mainly to the full licentiate's formation in physical education and c) the course conceptions in the spheres of the education, physical education and culture. Tends in view the obtained results, studies are recommended that analyze the influence of the educational performance in the execution of the proposals of curriculum, as well as studies that cross the incorporate data in the Pedagogic Project with the students' vision and of the teachers, with the purpose of identifying as these three dimensions of the formation of the professional future they are interlinked and linking in this process.

WORDS KEY: Professional formation, Conception, Curriculum

LE CURRICULUM D'ÉDUCATION PHYSIQUE PROPOSÉ PAR CEAP DANS L'AMAPA : RÉFLEXIONS À PARTIR DE L'ANALYSE DE CONTENU

RÉSUMÉ

L'étude a été réalisé de la proposition curriculaire du Cours d'Éducation Physique du CEAP (Centre d'Enseignement Supérieur de l'Amapá), en objetivant analyser directives, conceptions, contenus, forme, évaluation, profil caractéristiques du cours. A été utilisé la méthode d'analyse de contenu, proposé par Bardin(1979, pour vérifier les tendances déclarées dans le projet pédagogique prescrit du cours. Les résultats signalent pour une proposition dans laquelle il prédomine : a) l'évaluation avec une forte analyse retournée aux évaluations institutionnelle et de l'élève ; b) le contenu retourné surtout pour la formation du diplômé plein en éducation physique et c) les conceptions de cours qui sert de base dans les sphères de l'éducation, de l'éducation physique et de la culture. En ayant en vue les résultats obtenus, on recommande des études qui analysent l'influence de l'activité enseignante dans l'accomplissement des propositions curriculaires, et aussi les études de triangulation des données intégrées dans le Projet Pédagogique avec la vision des élèves et des professeurs, dans le but d'identifier comme ces trois dimensions de la formation du futur professionnel ont un relation d'interdependence dans ce processus.

MOTS CLÉ: Formation Professionnelle, Conception, Curriculum.

EL CURRÍCULUM DE EDUCACIÓN FÍSICA PROPUESTO POR EL CEAP EN EL AMAPA: REFLEXIONES A PARTIR DEL ANÁLISIS DE CONTENIDO

RESUMEN

El estudio fue realizado a partir de la propuesta curricular del Curso de Educación Física del CEAP (Centro de Enseñanza Superior de Amapá), objetivando analizar las directrices, concepciones, contenidos, forma, evaluación, perfil característicos del curso. Fue utilizado el método de análisis de contenido, propuesto por Bardin(1979), para verificar las tendencias declaradas en el proyecto pedagógico prescrito del curso. Los resultados apuntan para una propuesta en que predomina: a) la evaluación con fuerte enfoque vuelto a las evaluaciones institucional y del alumno; b) el contenido vuelto sobre todo para la formación del licenciado pleno en educación física y c) las concepciones de curso abalizadas en las esferas de la educación, educación física y cultura. Teniendo en vista los resultados obtenidos, se recomiendan estudios que analicen la influencia de la actuación docente en la efectuación de las propuestas curriculares, bien como estudios que triangulen los datos incorporados en el Proyecto Pedagógico con la visión de los alumnos y de los profesores, con el propósito de identificar como estas tres dimensiones de la formación del futuro profesional están ínter ligadas y se relacionando en este proceso.

PALABRAS CLAVE: Formación Profesional, Concepción, Currículum

**O CURRÍCULO DE EDUCACÃO FÍSICA PROPOSPO PELO CEAP NO AMAPA:
REFLEXÕES A PARTIR DA ANÁLISE DE CONTEÚDO**

RESUMO

O estudo foi realizado a partir da proposta curricular do Curso de Educação Física do CEAP (Centro de Ensino superior do Amapá), objetivando analisar as diretrizes, concepções, conteúdos, forma, avaliação, perfil característicos do curso. Foi utilizado o método de análise de conteúdo, proposto por Bardin(1979), para verificar as tendências declaradas no projeto pedagógico prescrito do curso. Os resultados apontam para uma proposta em que predomina: a) a avaliação com forte enfoque voltado para as avaliações institucional e do aluno; b) o conteúdo voltado principalmente para a formação do licenciado pleno em educação física e c) as concepções de curso balizadas nas esferas da educação, educação física e cultura. Tendo em vista os resultados obtidos, recomendam-se estudos que analisem a influência da atuação docente na efetivação das propostas curriculares, bem como estudos que triangulem os dados incorporados no Projeto Pedagógico com a visão dos alunos e dos professores, com o propósito de identificar como estas três dimensões da formação do futuro profissional estão interligadas e se relacionando neste processo.

PALAVRAS CHAVE: Formação profissional, Concepção, Currículo.

PUBLICAÇÃO NO FIEP BULLETIN ON-LINE: http://www.fiepbulletin.net/80/a1/12