91 - EMPLOYABILITY AFTER INITIAL TRAINING: THE FINAL PROFILE IN PHYSICAL EDUCATION

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1 INTRODUCTION

This study aims to analyze the profile of graduates of Bachelor of Physical Education and their insertion in the labor market of an HEI in South St. Paul.

It is known that the school environment is not the same that appears in vocational training.

Even considering the supervised internships, classes teaching practice, or even the practical experiences of the different components of the courses Undergraduate Physical Education - Bachelor, one can not say that these are able to bring the ambiance ideal school to the future Physical Education teacher.

2 A REALITY SCHOOL

"The architecture school is a cultural and educational element of the school curriculum, not only by the effects that induce their structures, but the symbolic role that the school plays in individual and social life of every individual and a social group." (TAVARES, 2004, p. 293).

This paper makes the school a part of people's lives, because there interact various social processes, such as reproduction of social relations, knowledge transformation, resistance and struggle against the established power. (TAVARES, 2004).

Despite this social importance, but we can not find that the school now is the perfect environment to educate. The teacher faces a harsh reality when he realizes the school that will work, especially if it is public. One can not deny the incentives that the government has given in favor of Brazilian education and how we can already see progress in this area. But it can be seen that the dynamics of progress still seems slow to reach the destination: the teaching.

It is known that the reality school where the teacher works is complex, changeable, and often conflicting categorizáveis presents problems not always possible and not always ready solutions. (BRASIL, 1999).

Another point to highlight concerns the instability that is generated from teachers hired temporarily, causing discomfort and even a disenchantment by teaching. (Tardiff, 2002).

Heargreves and Fullan (2003) state that one may find other problems, such as the workload of the teacher, not always proportional to the salary received, difficulties in designing a learning program appropriate to the area of Physical Education.

Added to these, the problems related to inadequate teaching materials, spaces not suitable for professional practice guidelines and dissatisfaction with school.

If future teachers come across a professional thread dismantled, discredited, devalued, may suffer a personal crisis that will make you give up the teaching career.

Thus, it is important that this relationship is discussed in both theoretical and practical, to ensure the future teacher competence to deal with all possible adversities in their field of training and professional development.

Accordingly, Pimenta (2002, p. 19) states that a "professional identity is constructed, because from the social significance of the profession; continual review of the social meanings of the profession; revision of traditions."

3 METHODOLOGY

The research is descriptive, which aims to describe the characteristics of a given population and to establish relationships between variables. For Gil (1995), descriptive research has as its primary objective the description of the characteristics of a given population or phenomenon or the establishment of relationships between variables.

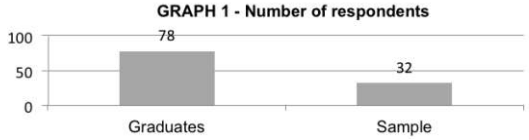
Involves the use of standardized techniques of data collection, as in the present study, using a questionnaire, taking the form of survey.

First, it establishes a theoretical framework that will be the basis of observation and data collection. The research was conducted in a private institution, institution of higher education - in the south of Sao Paulo that meets public in the region. A questionnaire was applied as described below students in the selected sample, and secured the right to secrecy. The research followed the protocol of the Ethics Committee is that respondents signed a consent form.

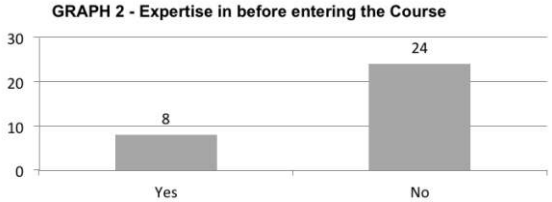
The research is a graduate of Bachelor of Physical Education IES with a time of four months of completion, and the sample was 32 respondents, chosen randomly.

4 PRESENTATION AND DISCUSSION OF RESULTS

The number of graduates from the Bachelor's Degree in Physical Education equals 41% of the graduates of 2012, as shown in Graph 1.

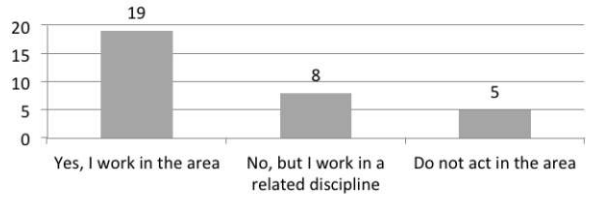


As shown in Graph 2, only 25% of graduates worked in the school before joining the course. It is believed that this number is due to the need to be trained to be able to act as teacher. Students who were already in the area are trained in pedagogy and other Degrees, besides working in the administrative area schools.



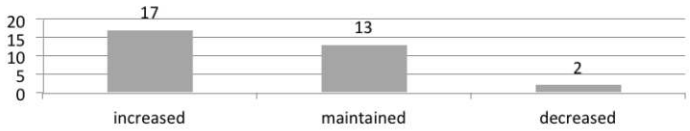
According to Graph 3, it is observed that 60% entered the labor market specifically as a physical education teacher at the very end of the course. Thus, the mission of IES, linked to the commitment of the graduates enter the labor market appears to be fulfilled. By observing the total graduates linked to the training area, the total comes to 84.5%.

GRAPH 3 - Current Work Area



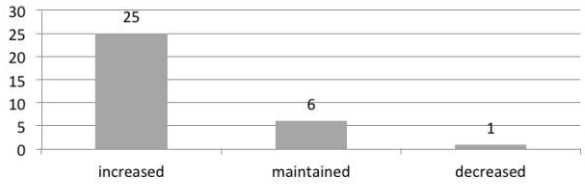
With the link to Higher Education and Graduation effective for treating a particular HEI, the vast majority of students work to keep their studies. Asked about the salary before and after the training, it appears that 53% of students had a pay rise, improving their quality of life. Only 6.5% represented a salary decrease, as shown in Graph 4.

GRAPH 4 - Comparison of pay before / after formation



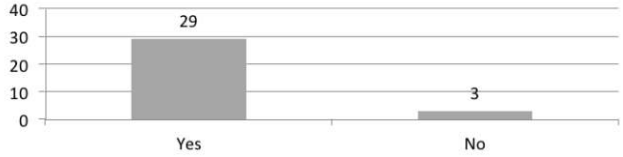
As the IES serves a population of classes C, D and E, the professional recognition had a significant improvement during the course. For 78% of the graduates, the course was a professional recognition. It is observed in Graph 5 the information presented.

GRAPH 5 - Professional recognition in the period



Related to the same subject, the student is asked as its recognition in the circle of family and friends. As graph 6, it is found that 90.5% of students had the highest personal recognition.

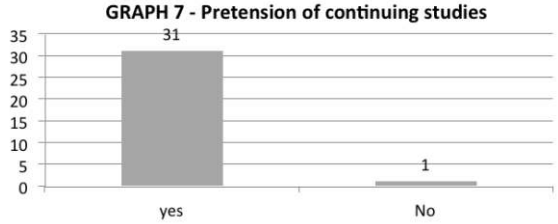
GRAPH 6 - Recognition in your social circle (family and friends) during the period



The concern with the continued formation is observed in Graph 7. In questioning whether they want to continue their studies, 97% of graduates plan to continue studying.

We know that continuing education is essential for professional development and adaptation of working methods, which contributes to the quality of teaching.

GRAPH 7 - Pretension of continuing studies



Among those who intend to continue their studies, 65.5% of graduates plan to attend a Graduate. The finding shows the need for specialization in the training area, as shown in Graph 8.

GRAPH 8 - Area of continuing studies

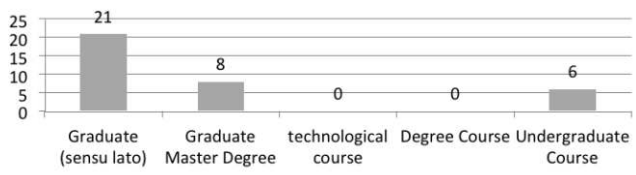


Table 1 presents the powers in the pedagogical project of course, linked to curriculum guidelines for undergraduate MEC. The graduates have analyzed and identified the skills acquiring them during the course.

From the foregoing, it is observed that in all the skills presented an increase acquisition, which demonstrates that the course fulfilled the requirements of initial training.

INCREASED	KEPT	RACING
Being able to develop educational programs, develop plans that address the diverse content of physical education, including promoting the increased possibility of adopting a physically active lifestyle and healthy.	27	5
Study, critically apply curriculum guidelines and other legal determinations that fits you deploy, execute, evaluate and submit the results of its assessment to competent authorities.	26	6
Working in school and non-school, in promoting learning in the subjects at different stages of human development at various levels and modalities of the educational process, through physical education related physical activity, recreation and sport.	30	2
Find, learn, understand, analyze, evaluate social reality for her action through demonstrations and expressions of human movement, focusing on different forms and types of physical exercise, gymnastics, game, sport, action / art martial, dance, for the training of citizens.	30	2
Mastering the conceptual knowledge, procedural and attitudinal specific Physical Education and those arising from related sciences, driven by social values, moral, ethical and aesthetic befitting a democratic and pluralistic society.	27	5
Identify problems with socio-cultural and educational investigative attitude, integrative and proactive in the face of complex realities, in order to contribute to overcoming social exclusion, ethnic, racial, economic, religious, political and other.	29	3

6 CONCLUSION

In the study, it was found that the profile of graduates is consolidated with the professional area. The vast majority of students went to work in the field of training.

The concern of graduates with continuing studies is very important, since professional development is much needed in view of the dynamics of modern society. The graduates feel prepared to work in the school, since the skills required in the course, characterized the educational project are considered met.

We conclude that the course provides satisfactory conditions for graduate work in the labor market and be recognized socially.

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EMPLOYABILITY AFTER INITIAL TRAINING: THE FINAL PROFILE IN PHYSICAL EDUCATION

ABSTRACT

The school environment has a peculiar problem that does not present the same way as in vocational courses. The teacher faces a harsh reality when he realizes the school that will operate mainly in public. There are problems related to inadequate teaching materials, spaces not suitable for professional practice guidelines and dissatisfaction with school. In this sense, the research studied the insertion in the labor market, in public and private schools, the graduates of the Bachelor's Degree in Physical Education from a particular IES in São Paulo. The research is descriptive, survey data and the sample of 32 graduates of the year 2012. It was found that 84.5% of graduates are working in the area of training, most of which lists the powers in the course of acquiring skills for professional practice. We conclude that the course offered by IES provided an improvement in professional and social life of graduates through its recognition in society and rising wages.

KEYWORDS: Initial training; Physical Education; Egress.

EMPLOYABILITÉ APRÈS LA FORMATION INITIALE: LE PROFIL DE FINAL EN ÉDUCATION PHYSIQUE

RÉSUMÉ

Le milieu scolaire a un problème particulier qui ne présente pas de la même manière que dans les cours de formation professionnelle. L'enseignant fait face à une dure réalité quand il se rend compte que l'école fonctionnera principalement en public. Il ya des problèmes liés à l'insuffisance des matériels didactiques, espaces non appropriés pour les lignes directrices de pratique professionnelle et de l'insatisfaction avec l'école. En ce sens, l'étude a porté sur l'insertion dans le marché du travail, dans les écoles publiques et privées, les diplômés du baccalauréat en éducation physique à partir d'un particulier IES à São Paulo. La recherche est descriptive des données d'enquête et de l'échantillon de 32 diplômés de l'année 2012. Il a été constaté que 84,5% des diplômés travaillent dans le domaine de la formation, dont la plupart dresse la liste des compétences dans le cadre de l'acquisition de compétences pour la pratique professionnelle. Nous concluons que le cours offert par l'IES fourni une amélioration dans la vie professionnelle et sociale des diplômés par sa reconnaissance dans la société et la hausse des salaires.

MOTS-CLÉS: formation initiale, l'éducation physique; egress.

INSERCIÓN PROFESIONAL DESPUES DE FORMACIÓN INICIAL: EL PERFIL DE FINAL EN EDUCACIÓN FÍSICA

RESUMEN

El ambiente escolar tiene un problema peculiar que no presenta la misma forma que en los cursos de formación profesional. El maestro se enfrenta a una dura realidad cuando se da cuenta de la escuela que operan principalmente en público. Existen problemas relacionados con los materiales de enseñanza inadecuados, espacios no aptos para las guías de práctica profesional y la insatisfacción con la escuela. En este sentido, la investigación se estudió la inserción en el mercado de trabajo, en las escuelas públicas y privadas, los egresados de la Licenciatura en Educación Física de un determinado IES en São Paulo. La investigación es descriptiva, los datos de la encuesta y la muestra de 32 graduados del año 2012. Se encontró que el 84,5% de los graduados están trabajando en el ámbito de la formación, la mayoría de los cuales se enumeran las competencias en el supuesto de adquisición de competencias para el ejercicio profesional. Llegamos a la conclusión de que el curso ofrecido por el IES proporciona una mejora en la vida social y profesional de los egresados a través de su reconocimiento en la sociedad y el aumento de los salarios.

PALABRAS CLAVE: Formación Inicial, Educación Física; egreso.

A EMPREGABILIDADE APÓS A FORMAÇÃO INICIAL: O PERFIL DO EGRESSO EM EDUCAÇÃO FÍSICA

RESUMO

O ambiente escolar tem uma problemática peculiar que não se apresenta da mesma forma que nos cursos de formação profissional. O professor enfrenta uma dura realidade quando percebe a escola na qual irá atuar principalmente nas públicas. Há problemas relacionados à inadequação de materiais de ensino, espaços não adequados para a prática profissional e descontentamento com as diretrizes escolares. Nesse sentido, a pesquisa estudou a inserção no mercado de trabalho, nas escolas públicas e particulares, dos egressos do curso de Licenciatura em Educação Física de uma IES particular do município de São Paulo. A pesquisa é do tipo descritiva, levantamento de dados e a amostra de 32 egressos do ano de 2012. Verificou-se que 84,5% dos egressos estão atuando na área de formação, sendo que a maioria relaciona as competências estabelecidas no curso com a aquisição de habilidades para atuação profissional. Conclui-se que o curso oferecido pela IES proporcionou uma melhora na vida profissional e social do egresso, através do seu reconhecimento na sociedade e ascensão salarial.

PALAVRAS-CHAVES: Formação inicial; Educação física; Egresso.