

22 - PHYSICAL EDUCATION AND VOCATIONAL TRAINING

PROF. DR. ADAILTON EUSTÁQUIO MAGALHÃES

PROF. DR. RUNER AUGUSTO MARSON

Sports Center, Federal University of Ouro Preto - Minas Gerais / Brazil

de-op@hotmail.com

INTRODUCTION

Historically, the term "physical education" was first used in France in 1762 for Ballexserd and in 1893 in England, by John Locke, to determine which physical activities were considered relevant for educational purposes giving rise to that since then begun to be part of educational processes. It is significant that despite the geographical proximity between the two countries spent more than a century to be recognized in both nations as an element of education.

During the first republic period, a very significant period in the history of Brazil, was included physical education in schools by gymnastic exercises in order to meet the existing situation. At this time it was recognized as *"important tool for physical improvement of individuals 'strengthened' by the exercise, which creates health in itself, would be more apt to contribute to the greatness of the nascent industry, the armies, as well as the prosperity of fatherland."* (GROUP OF AUTHORS, 1992).

Thus, the International Charter of Physical Education and Sport (UNESCO, 1978) cited in the Manifesto World of Physical Education - 2000 (FIEP, p.1) states in its Article 1

"The practice of Physical Education and Sports is a fundamental right of all and this right is essential for personality development, provides a means for developing practitioners attitudes in sport and physical education systems and social life, allows adjustments in the sporting traditions countries, improving the physical conditions of the people."

The "Madrid Declaration" (1991), also cited in the Manifesto World of Physical Education - 2000 (FIEP, p. 4) adopted by the European Association of Physical Education (EUPEA) in Article 1 states that there is no education without Physical Education.

By his reference to training, it is worth mentioning the document issued later in the Yokohama World Congress (ICHPERD, 1993), quoted in the Manifesto World of Physical Education - 2000 (FIEP, p. 4).

Based on the criteria expressed before, the Federation Internationale d'Éducation Phisique - FIEP, the highest body of representation of the International Physical Education, registers Article 4 of its Manifesto World of Physical Education, published in 2000.

"Physical Education, by its concept and scope, should be considered as part of the educational process of persons, whether inside or outside the school environment because it represents the best choice of body experiences exception of people, creating lifestyles that incorporate the use of various forms of physical activity (p. 5)."

Terminology in the Book of Physical Education and Sport appears the following definition of Physical Education "activity that systematically assesses all the ways to practice the exercises in order to increase mainly the biological potential of man, according to the needs social." (SED / MEC, 1981, p.19).

As noted, several bodies of world renown in the field of Physical Education has been focusing his attention to the role of physical education as a discipline and to conceive nowadays closely linked to the process of teaching and learning.

It is known that interdisciplinary is a valuable scientific approach to enable the development of a set of courses and course work as a factor that strengthens the integrative curriculum framework of education systems.

RELATIONSHIP: PHYSICAL EDUCATION AND AREAS OF HUMAN DEVELOPMENT.

The current paradigm for the use of physical education in educational settings indicate that this discipline should not be isolated within the curriculum, not interact, relate and cope with the various areas of human development and other curricular subjects, as a discipline on quality treated scientific basis and its relationship to other disciplines.

In schools, physical education is present in a formal way when it falls into the curriculum including the role of discipline. Nevertheless, as an indicator of its relevance, it is important to remember his presence in relation to other areas of human development, such as sport, health, culture and tourism (SANTIN, 1988; ROSEMBERG, 1998).

Finally, it is fair to say that physical education has a strong relationship with the peace, promote the fact that games and competitions that involve several people, thereby strengthening the relations of solidarity and harmony among different races and ideologies.

The Brazilian Charter on Physical Education (2000, p. 15) states recognize this importance.

"Physical Education in Brazil that inevitably must become a Physical Education in quality, without distinction of any human condition, without losing sight of the integral formation of persons, males, youth, adults or elderly, must be conducted by physical education professionals as a way of developing an active lifestyle in Brazil, which could contribute to the quality of life."

The professional approach can be considered as a central component of this study and therefore requires a deepening their understanding and their relations with other fundamental concepts that are discussed in this work. Indeed, some definitions that help to clarify and give support to this are covered here.

Cárdenas (1999), referring to the professional pedagogical approach defines:

"... is orientation of the educational process in training professionals for education, whose content is based on the relationship between the orientation training of students and the needs of the social practice of graduates of educational careers. The essence of this relationship is constituted by the demands of education given to show the universal trends of development, as well as historical and practical conditions of each country."

The relationship between the concepts discussed so far leads us to believe that the professional profile of a particular profession is the starting point for designing a curriculum aimed at training and discipline with the same professional approach.

The relationship of the professional profile with the professional forces us to reflect to clarify the effects of this relationship in students. Therefore, when addressing the term "professional profile" is necessary to clarify its relationship with the professional training of students in order to respond to demands made by society at any stage of their development.

A first idea is that the professional profile is formed in a knowledge system, modeled after the set of laws, phenomena, principles, concepts, and skills pertaining to each profession, differentiating between the professionals themselves, defining a specific field of action in society.

According to Pacheco (1994) "*The professional profile is a model, an idealization of characteristics, knowledge and skills they should have a student who discharged from a professional career, which commonly expresses itself in the form of terminal objectives which they seek a level education given in students' education. It is the initial step in the process of developing the curriculum and therefore all planning of the educational process. The professional profile is one of the concrete ways in which it expresses the relationship between education and society, the aspect related to vocational training.*"

In this citation, it makes clear the importance of treating the professional profile in this study and also makes clear the relationship between the professional profile and training. It is from the profile that one can reach the position of a profession to society; references which qualify the formation of a student in a particular occupation are based on the professional profile and at the same time allow society as a whole, evaluate the professional conditions of the individuals comprising it.

There are numerous components that are taken into account in building the profile of a profession and are located on components: affective, cognitive and also in the physical. All they and others are an active part in shaping the character and the development of an individual for the exercise of their profession.

The individual to exercise his profession must necessarily have detailed knowledge about her, exercising her wanting to be part of it, how to be part of it from the management standpoint, and also have good physical and mental conditions for the profession

Of the components mentioned, this study emphasizes the physical within the professional profile, because the proposal is offered here is aimed to show how physical education can contribute to the training of students, but without ignoring that it is inconceivable to separate the body and mind. In this sense it highlights the thought of Bruhns (1989) which states:

"Acting on the postures and movements should bear in mind that we are playing at being social. The motor act should never be considered an isolated process. It has meaning only in relation to the conduct of the entire personality."

It is worth noting that the competitions, which are art of Physical Education, students can develop the qualities that are part of their professional profile, such as courage, boldness, confidence, security and others involved in the moment of decision decisions. Also contribute in their relations with others and develop in them qualities such as honesty, solidarity, friendship, cooperation and other necessary in every process of building teams, regardless of their functions or purposes.

According to Ferreira (1989) the inclusion of Physical Education in the curriculum of different professions allows their contribution to the training of students. It is obvious that corresponds to the teachers of design it, shape it, and either adjust it in accordance with the professional profile of the profession of the case that is valued by those responsible for curriculum development. This leads to a reflection on the professional approach.

Vocational training does not begin with the entry of the student in the institution of higher education, there are important precedents that contribute significantly to this process will build on these institutions and continue to posterity in the graduation of these students.

González (1999) considered it important to address what happens in a period of training has been called by it: a stage of general vocational training. In his article "*Vocational-Counseling: A Methodological Proposal to choose responsible and professional development*" (1999), in referring to this moment, the author explains, "*this step is expressed in the early grades with the formation of interests and general knowledge related to the different spheres of human activity, culture, science, sport, allowing the child to "discover" their inclinations and attitudes.*"

For this author, the educational influences at this stage must be designed in such a way that promotes the formation of such qualities as independence, perseverance, self-esteem, to encourage flexible thinking and creativity in the boy, however, as is known, and regulators do not become effective until the actions of the individual age youth.

Similarly, Gonzalez (2001) shows that the stage of formation and development of professional skills and interests coincide with the arrival of the adolescent and the young center for professional education and aims to essential training and development interests, knowledge and professional skills that convert in a subject fit for the successful performance of a particular profession.

Also in the case of Brazil vocational training is an aspect of personality development that has a high degree of significance for our society and addresses in different forums, particularly within academic researchers.

A quote from the final document of the "Meeting of Vice Chancellors of Brazilian universities" in Ilhéus city (1999) explains the concern of those with the current situation of vocational students.

"The role of a university-related training needs a redefinition that allows monitoring the technological developments that define the contours of contemporary professional practice, considering their academic background as a task that takes place, necessarily, in different time that takes place in the innovations (p.5)."

It should be noted that this quote refers to those aspects of the development of students within the school context, which is of fundamental importance. Nevertheless we remember that in the sphere of social demands, self-education has been increased at the family and community.

Regardless of the profession to which he belongs, any professional should make the commitment to meet as fully as possible the demands of society to which it belongs, while respecting the ethical, moral and social consequences for his professional activity as a result of either a constructive reflection of this society.

Therefore, the concern about training quality is of paramount importance and is the university, without a doubt, the primary responsibility for ensuring this.

CONSIDERATIONS

Thus it is necessary to address the role of vocational leading at this stage: to facilitate the formation of a vocation is to create foundations for the boys to the gradual approximation of the training of professional interests. Without doubt, these

moments just about "getting in touch with the boy's life," allowing the emergence of common interests in seeking information, obtaining knowledge and skills training that can form the basis for future professional interests.

In general, it is understood that the formation of any professional, regardless of its scope, must be present where the jurisdiction is included creativity to be able to identify alternatives, assess priorities, and assess the implications of the chosen solutions. It is, above all, the ability to understand the social significance of their professional intervention. Also included should be a commitment with regard to adherence to an ethical scale substantially and the incorporation of humanistic culture as a value in itself with its consequence ideological/political: the uncompromising defense of rights as a condition indispensable to the process and conscious participation and self-structuring of subjects (individual and collective) that require professional services. This appointment implies strict compliance with the Professional Ethics Code.

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Author's address:

Adailton Eustáquio Magalhães
Centro Desportivo - CEDUFOP
Universidade Federal de Ouro Preto
Morro do Cruzeiro
CEP: 35.400-000

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ABSTRACT

This study presents a problem addressed in educational literature, but of great significance since ancient times, as is well known maxim "Men sana in corpore sano", which indicates the close link that exists between the intellectual and physical personality development. On investigation it conducts an analysis of trends in Physical Education, specifically addressing the historical aspect of their integration into the educational process, noting their educational potential. Address the essential concepts of this study (physical education, professional profile and training), their definitions and mutual relations. Still, he recalls his presence and relationship to other areas of human development such as sport, health, culture, tourism and peace.

KEYWORDS: Physical Education, Professional profile, Professional training.

A EDUCAÇÃO FÍSICA E A FORMAÇÃO PROFISSIONAL

RESUMO

O presente estudo nos apresenta uma problemática pouco tratada na bibliografia pedagógica, mas de grande significação desde os tempos remotos, pois é bem conhecida a máxima "men sana in corpore sano", que nos indica o estreito vínculo que existe entre o intelectual e o físico no desenvolvimento da personalidade. Na investigação se realiza uma análise da evolução da Educação Física, abordando especificamente o aspecto histórico de sua inserção no processo educativo, assinalando as suas potencialidades educativas. Abordam os conceitos essenciais deste estudo (Educação Física, perfil profissional e formação profissional), suas definições e relações mútuas. Ainda, recorda sua presença e sua relação com outras áreas do desenvolvimento humano como o desporto, a saúde, a cultura, o turismo e a paz.

PALAVRAS-CHAVE: Educação Física; Perfil profissional; Formação profissional.