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## PERCEPTION OF STUDENTS WITH RESPECT TO THE SUPERVISED STAGE COMPONENT: A CASE STUDY OF THE GRADES OF THE PHYSICAL EDUCATION COURSE OF A PRIVATE INSTITUTION OF VICTORY OF CONQUISTA, BA

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### ABSTRACT

This study aims to analyze the students' perceptions regarding the supervised internship of the Physical Education course of a private institution in Vitória da Conquista, Bahia. A total of 122 students answered the questionnaire with closed questions. Frequency and percentage were used to analyze the data. He noted that the students know the importance of the supervised internship for their training, but even they do not feel confident to work in the job market. It makes necessary the attention of institutions to seek to empower their students so that they are prepared to work in the labor market.

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## INTRODUCTION

The internship applied by the higher education institution aims to connect the graduate to his professional future, as it allows the practical application of the theoretical content learned in the classroom. In addition, it presents itself as an opportunity to know one of several fields offered by a profession (TEIXEIRA et al, 2017). Thus, the academic has the opportunity to familiarize himself with the scenario of his occupation and to establish connections between the knowledge worked on in the other curricular components and the problems evidenced in the job craft. Marinho and Santos (2012) warn of the importance of the curricular proposals developed in the universities to be in tune with the real context

and dynamics of the labor market in order to condition and prepare the future professional to the reality that awaits him. The authors state that curricular stages are relevant training camps for undergraduates as they bring a learning experience and anticipate situations about the reality of the future professional. Anversa et al (2015) say that the activities developed during the curricular internship are fundamental because, as they bring students closer to their trade, they tend to prepare them to enter the market and carry out their work in a coherent and professional ethical way. Thinking from this perspective, it is necessary to emphasize that the advances in the formative process undoubtedly depend on continuous analysis of the curricular proposals that are developed by the training institutions. For the changes that constantly occur in the professional field demand that the institutions are, in fact, attentive to the current demands of the labor market. In order to understand certain aspects of the professional insertion of

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graduate students, investigations have been carried out both in the field of Physical Education and in teaching and other contexts STEINHILBER (1999). Considering the importance of continuing education for professional success in today's highly competitive labor market, studies have also expressed concern to investigate, in the graduates, their prospects for undergraduate courses "lato" and "stricto sensu", in addition to to know the areas of special interest of these subjects (SANTANA; MOREIRA, 2010) And, with this, the Physical Education is a roll that has undergone many evolutions in its historical context, in the contemporary period studies are being directed to the pedagogical, sporting and behavioral approaches, opening new perspectives for the students during their academic formation (GHILARDI 1998). According to the IBGE (2010), the city of Vitória da Conquista, located in the southwest region of Bahia, is the third largest city in the state with a population of 306,866 inhabitants. And with this outbreak of sedentary life, and the emergence of chronic non-communicable chronic diseases, people are increasingly seeking physical exercise, either as a way to prevent disease, promote health or feel better. And this causes the graduates of the area of Physical Education to be prepared to meet this demand. Because it is a topic that requires great attention, interest arose in developing this study, because it is believed to be a way of clarifying the preparation that these students receive during the academic period of a city in the interior of Bahia. In view of the above, the present research aims to analyze the perception of Physical Education students of the Faculty of Technology and Sciences of Vitória da Conquista, Bahia, with respect to the curricular component Supervised Stage.

**Superior courses in Brazil: Origin and understanding:** The fascination of society in pursuing higher education has increased significantly. History in Brazil relates to teaching institutions, where higher education is part of this historical context of Brazilian society. We find in the literature reports about the arrival in Brazil of the Portuguese Royal Family in mid 1808, who fled from the Napoleonic forces, due to this led to the initial creation for the first units of Brazilian higher education, which had a pressure exerted by the elites of society in that time (COLOSSI; CONSENTINO; QUEIROZ, 2001). The first schools of higher education in Brazil were the Institution of Engineering and Military Art of Rio de Janeiro, School of Medicine of Rio de Janeiro, School of Medicine of Bahia. But in 1827 is created the course of Legal Sciences in São Paulo. In fact, the development took place even through the Republic it develops the creation of 14 Higher Schools. Some will show strength for its development, with the University of Manaus created in 1909, soon after in 1912 the University of Paraná and in 1961 University of Brasília (MENEZES, 1983). According to the Ministry of Education, Brazil reaches a total of 8,033,574 enrolled in higher education. The number surpasses the statistic of 2014 in 2.5%, when there were 7,839,765 enrolled. 33 thousand undergraduate courses are offered in 2,364 higher education institutions. Second (GHILARDI, 1998) Higher education in Brazil now encompasses a complex and diversified system of public and private institutions with different types of courses and programs, including various levels of education, from undergraduate to postgraduate studies. For many scholars, such as WOODS JR. (2000), the education structure and national vocational training are generally precarious and unable to keep up with the demands of changes in the labor market WOODS JR (2000) says that the expansion of higher

education in the 1960s and 1990s was only facilitated by investments in higher education that the government offered.

### Physical Education

The profession of physical education was regulated by Law No. 9,969 / 1998, providing for the creation of the Federal Council of Physical Education / Regional Councils of Physical Education (CONFED / CREF's) whose objective is to supervise and follow the services and qualities of the services provided to the community in this area. Steinhilber (1996) reports that the council is responsible for supervising the illegal practice of the irresponsible, irregular and lay profession, for disciplining and promoting ethics at work and punishing severely when necessary, that is, the councils are bodies that maintain and supervise the quality of the service provided and the professional. However, the regulation of the profession is of professional and fundamental competence. Although this competence can only be complete if it is based on a body of knowledge that allows it to be supported in order to carry out the satisfactory work in order to meet the needs and solve any doubts and to provide theoretical (scientific) and practical support a professional who works in the market. The physical education professional has the duty to be able to offer reliable services with quality, and have professional ethics and posture that leads to political and economic transformation (BARROS, 2000).

In the past, universities only graduated in Physical Education to work teaching and had the freedom to work in areas that were not part of the school. Today thanks to the demands of the labor market, there was the creation of the course of the Bachelor, and brought changes in the curricula of the Physical Education courses, starting to have the separation of the bachelor and the baccalaureate (GHILARDI, 1998). With the advent of the Bachelor's degree, it ended up creating a new professional profile, which from that moment on would no longer be linked to school, linked to gymnastics of gymnastics, companies using gymnastics, condominiums, sport, personal trainers, where the concern is not only in performing, but in knowing how and why to perform (MANOEL, 1996). The Physical Education course was only three years old, and when I went to class, I assigned the function of dividing the students into two teams of any sporting modality, took to the court and kept whistling the games, and with that the bachelors course nowadays suffers a bit of prejudice in society, due to the poor professional training undergraduate left to Physical Education, but logical that we can not generalize or commit injustice, as we can see that many professionals have always been committed, and were always seeking to discuss and questioning it, proving that the value of this profession to society (GHILARDI, 1998). In understanding a little more about its academic identity, the object of study of Physical Education is related to the human movement, and thinking in this perspective Physical Education should be concerned with justifying the practice of any motor activity, involving the body, and for this the professionals must have a scientific knowledge to be able to understand all this process and this optimizing all its potentialities and possibilities that are employed in the professional scope (MARIZ, 1993).

**Stage:** With the advancement in contemporary society there have been several changes both in the social environment and in the professional environment, because in any area of professional training and action it is necessary to prepare to

work in the labor market with security of their acts and always keeping abreast of the issues (RODRIGUES, 2005). The supervised stage is one of them, having one of the functions to have the trainee build their identity from their performances in the stage environment. The supervised placement makes it possible to relate theory and practice during the period of academic completion. Having a central position for the students, because with the practical experience we know relevant concepts to achieve a professional identity. (PIMENTA E LIMA, 2004). Based on the knowledge of the training that the student is directed in his field of higher education, it is extremely important to have this experience to help in the self-formation of the future teacher (DEUS *et al.*, 2016). Second Nunes (2001) the opportunity for the connection of theory and practice in the supervised stage is an important experience during the formation of the future teacher in the proportion that knowledge of reality and the junction of knowledge forces decision making in the urgency of circumstances. The eventuality of the theoretical and practical combination makes the supervised stage an essential experience in the process of learning to be a teacher, insofar as one has the knowledge of the concrete reality and the association of knowledge to intervene in decisions in the urgency of the classroom (AZZI, 2001). In addition, the internship proposes the understanding that it is necessary to know the theoretical part to be based on practical (RANGEL-BETTI; BETTI, 1996). It is also worth noting that the curiosity of the student is indispensable, always looking for new things and learning to observe the most experienced, exchanging information and learning to identify some type of problem that occurs in the place (OLIVEIRA, s.d.).

Second Francisco e Pereira (2004) the internship is a fundamental step in the formation of the trainee student, because it is at that moment that the transition from student to teacher will happen. This graduation moment is important for the graduating student, so that he can experience experiences and better know his area of performance. The practical and observation phase of the teachers seeks to teach didactic, practical and pedagogical points that were developed during the academic training, giving them the opportunity to act and make decisions about the variables of the profession even though trainee (ARAÚJO E SILVA, 2014). Segundo Araújo and Silva (2014), the supervision and observation phase in the supervised stage aims to create a line of reasoning, situational apprehension and execution of the aspects of daily didactic-pedagogical practice developed in the classroom, giving the student-trainee the opportunity to obtain demands on the observations made could complement this practice and be able to make direct interferences.

**Labor market for professionals of physical physical education:** With contemporaneity and technological advancement people are becoming more and more sedentary, joining with other factors as poor eating habits are developing chronic noncommunicable diseases that are providentially associated with these inadequate lifestyles (CAPARROZ; BRACHT, 2007). For Sá (2007), the job market for Physical Education professionals has grown absurdly, people are looking for these professionals in the various fields of action, such as clubs, academies, athletic associations, company work gymnastics programs or as a personal trainer. In addition, the field can also extend to online consultancies. For some time the labor market has only covered academies and schools, with the passage of time the labor market has expanded, and today

the physical education professional is connected to many areas, from leisure, performance, high performance sport (HAMILTONIAN; HAMILTONIAN, 2012). The Physical Education professional takes great responsibility to the students, as doing wrong exercises with excessive repetitions or carrying a load that is greater than their physical capacity can cause injuries and permanent damage (RANGEL-BETTI; BETTI, 1996). It is important to have ethics and respect at the moment of passing the information to the students, because everything will influence the practice of certain activities, to have a proper posture and correct breathing can help in specific situations (DEUS *et al.*, 2016). Changes in the labor world have reflected changes in areas of individual, social and cultural life. Competitiveness and productivity become paradigms in the world of production and labor, making technology and scientific knowledge of great importance. Therefore, the qualification of human resources and the quality of the knowledge produced are extremely fundamental (ANTUNES, 2007).

The national labor policy has many gaps, for example: the Brazilian demographic pyramid is dominated by the younger (younger) groups, reflecting a constant flow in the labor market in search of their first labor contract remunerated; it is also notable to exclaim the problem created by the rural exodus, with displacement of a rural mass to industrial orbit being disqualified (VERENGUER, 2003). In recent years great changes have occurred in the labor market, especially in the area of Physical Education, for example, the regulation of the profession and the new curricular guidelines, besides the production of knowledge and academic and scientific characterization in the area of great expansion (VERENGUER, 2005). To that end, the production of knowledge in the area of Physical Education has grown substantially, in what disrespect to the research on the relationship of the Physical Education professional and the world of work, still have some gaps to fill. (VERENGUER, 2003). Should the professional framework respond increasingly to the current demands of the labor market, as well as those that are immediate and necessary in order to anticipate future demands and mediating needs? Should the undergraduate course be permanent or should it be modified? Should you consent to and legitimize the common sense view that undergraduates have about the area or should it expand their professional vision? (VERENGUER, 2005).

It is observed the construction of the identity of Physical Education being a field of dispute and tension, in which a coherent discourse is observed under the aegis of the biomedical sciences, and a pedagogical practice, both in the scope of professional training and social intervention, created almost exclusively in the demonstration of models and in the know-how (SILVA *et al.*, 2009). The cultural origins of Physical Education demonstrate the valorization of practical knowledge, aimed at the practical experience and execution of correct and effective techniques of movement, making it less significant the theoretical bases (SILVA *et al.*, 2009). The undergraduate course in Physical Education, which is concerned with meeting the immediate demands of the current job market, is graduating professionals who are out of date at that moment (ANTUNES, 2007). Considering the 4 years for his initial formation, plus 2 or 3 exploration of his related airs, trying his possibilities only to later enter the phase of commitment to his professional career, in which he will build his professional identity, meaning that 6/7 years after the

beginning of his academic journey he will be benefiting fully from all his investment (ANTUNES, 2007).

**MATERIALS AND METHODS**

In order to meet the proposed objective, we opted for the descriptive research (CERVO E BERVIAN, 1996). They participated 122 student of Physical Education course Bachelor of private higher education institutions of Vitória da Conquista, Bahia. It is noteworthy that the choice of HEI was based on four criteria: 1) is enrolled in the Physical Education course; 2) is enrolled after 6 semester; 3) have completed the supervised internship; and 4) accept to participate in the research. In view of item 4, due to the freedom of withdrawal expressed in the Term of Free and Informed Consent signed by the participants, the final sample was composed. As a data collection instrument, a questionnaire prepared by the researchers was used, applied to the students who were present on the day of the pre-scheduled collection, composed of 21 closed questions. The data were treated from the descriptive statistical analysis and frequencies.

**RESULTS AND DISCUSSIONS**

All the results were treated and discussed on four fronts: the level of satisfaction of the stage offered, the importance of the supervised stage and the future field of action, the contribution of the disciplines offered in the undergraduate and supervised stages. By asking students about the level of satisfaction with regard to the training received regarding the needs of the field of professional activity of the bachelor in Physical Education, the students were asked to take into consideration the experiences in the supervised stage and all applicability of the contents at graduation.

**Table 1. How satisfied are you with your supervised internship?**

Level of Satisfaction	(n)	(%)
Good satisfied	31	25,4
Excellent very satisfied	36	29,5
Very poorly dissatisfied	32	26,2
Regular indifferent	4	3,3
Unsatisfactory	19	15,6
Total	122	100,0

It was found that 25.4% of the students of the institution found good satisfaction and that 29.5% found very satisfied, and 26.2% very unsatisfied and 3.3% regular indifferent and 15.6% poorly satisfied.

**Table 2. Do you consider the supervised internship important for the training of the student and training as a professional future?**

Student Training	(n)	(%)
Important	27	22,1
Veryimportant	95	77,9
Total	122	100,0
Training as a professional		
Important	49	40,2
Irrelevant	15	12,2
Veryimportant	57	46,7
Total	122	100,0

But on the importance of the supervised internship, he had a small margin, knowing the importance that higher education institutions have in this training process, Barros (2000), points out that it is necessary to influence graduates more and more

about the importance of the supervised internship, making them able to reflect on the reality that surrounds them. So it is necessary to encourage the importance of practical experiences so that they become future professionals prepared. When continuing with the analyzes about the training process, we investigated the importance of the supervised stage, for the professional performance for the students. It was found that 77.9% of the students of the Physical Education course that were interviewed understood that the supervised internship is important for the formation of the student, and 22.1% that is very important, already related to the professional formation, 46, 7% answered that it is very important, and 40.2% that it is important and 12.2% that it is irrelevant. When talking about satisfaction with the disciplines, it is worth mentioning, based on Verenguer (2003), that the graduates when they begin their training courses, they already present a vision of which disciplines / contents will be important for their professional preparation.

**Table 3. What level of satisfaction about the subjects offered during the Graduation and if they give theoretical support to the supervised stage?**

Level of satisfaction of the disciplines offered	(n)	(%)
Good	44	36,1
Great	15	12,3
Terrible	8	6,6
Regular	55	45,1
Total	122	100,0
Levelofsubjectsupport		
High	9	7,4
Medium	90	73,8
Very high	7	5,7
Verylow	16	13,1
Total	122	100,0

Based on the results found, in relation to the level of satisfaction of the students with the courses offered, 36.1% found regular, 12.3% excellent, 6.6% very bad and 45.1% regular. Already related to the level of theoretical support of the disciplines that will influence in their learning in the supervised stage and for the professional field, 7.4% high, 73.8% average, 5.7% very high, and 13.1% very low, this shows us that the student understands the supervised internship as important in his professional training, but that the institution must be attentive to this training process and seek to offer the best possible to their students. Alves; Queirós and Batista (2014, p210) stress that the internship should be seen as a powerful tool in the training process, since “[...] allows trainees to adopt new roles, negotiate dilemmas and deepen their understanding of their professional identity and how they are building themselves. "Finally, according to the results, we sought to verify if there is an association between the students' satisfaction with the training received and the feeling of confidence regarding the future professional performance, when it goes to the labor market (Table 04).

**Table 4. After the internship, do you feel prepared for the job market?**

Variables	(n)	(%)
Extremelyprepared	28	23,0
Veryprepared	17	13,9
Notready	4	3,3
Unprepared	28	36,1
Prepared	29	23,8
Total	122	100,0

It was found that only 23.0% are extremely prepared for the job market, 13.9% are very prepared, 3.3% are not prepared, 36.1% are poorly prepared and 23.8% are prepared. is due to the fragilities found during the initial training process, and that perhaps there is a lack of preparation coming from the institution seeking to encourage the students because it is worth mentioning, based on Fonseca e Lara (2015), that the actions promoted during graduation, through disciplines, projects and internships, help students to reformulate, overcome and build new paradigms related to training and professional actions throughout their career.

## Conclusion

With the answers provided by the students of the course of Physical Education of Bachelor, we observe how much the initial formation is important for the graduates, the disciplines offered, in relation to the needs of the field of professional performance and the supervised stage has strong connection with the expectations of the students in relation to the knowledge, skills and attitudes inherent to the fields of activity. With this it points out a great need to understand the curricular matrix of the training course and adjust with the professional requirements, always reflecting on the role of the professional who is the future shape of the professionals, preparing them more and more for the job market, there is a lack of confidence in their training and that they are fully prepared to meet the demands of the labor market.

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