INTRODUCTION

The educational rules approved from 1996 to 2004 established a fragmentation between the graduation of a Licensee and a Bachelor in physical education. Until then, licensees who could work in school and non-school areas would graduate. Ever since the new rules were approved, curricular directions were developed specifically for the licensee and for the graduate indicating that each course must have its own political and pedagogical project.

Historically, the Physical Education field has a tradition traced to the formation of teachers, according to Manoel and Tani (1999, p.14) "schools absorbed practically all graduates, also because the opportunities outside schools for Physical Education professionals were reduced". However, after the late 80's, a process of amplification and diversification of body practices, technological development and new organizational management (Toyotist production method) took place in Brazil and, as a consequence, changes in the market and in the working practices (still in progress) have also happened. According to Verenguer (2005, p.39) "in this new reality, where we can see the service tertiarization, the loss of the working rights and seasonal jobs, we have Physical Education professionals trying to understand, survive and benefit from it".

Professional formation and its intervention have a relationship between themselves and considering the building up of a new Bachelor's Degree curriculum, it is practically a new experience in the Physical Education field. Its building becomes more complex with bigger responsibilities considering all the changes that have been happening in the working world.

This way, aiming to contribute toward the debate on professional formation, we set the following goals for this paper: a) Characterize professional formation in Physical Education in Brazil; b) Analyze the Bachelor's Degree curriculum approved by the Resolution CNE (Conselho Nacional de Educação)CES (Câmara de Educação Superior) Nº 07/04 for colleges and universities in "Vale do Rio dos Sinos" and Porto Alegre/RS.

PROFESSIONAL FORMATION IN PHYSICAL EDUCATION IN BRAZIL

The first curriculum for advanced learning in physical education came with the development of the National School of Physical Education and Sports in 1939 (integrated to the University of Brazil). Prior to that, the graduation occurred in the army and navy headquarters or short- term courses. According to Gutierrez et al. (1998), Physical Education was inserted in the Brazilian education process strongly marked by the German School and later by the French. Both have always presented medical-hygienist and military contents. The Brazilian historical and political contexts, during the first Republic period made this conception of Physical Education linked to health even stronger. During this period, the process of industrialization and urbanization of the cities started and along with that, the need of teaching hygiene and health principles to the working class. The union of the military and the hygienist in Physical Education happened by the fact that graduation happened in military headquarters. Ghiraldelli Junior (1988) classified such periods as Hygienist Physical Education and Military Education respectively.

The Constitution of 46 and the campaign for the expansion of public schools (popular democracy of the post Vargas period) lead to the publication of the first LDB (Lei de Diretrizes e Bases da Educação), Nº 4.024 (SAVIANI, 2001). There, the new minimal curriculum was established for the graduation courses. From that moment on, the curricula for advanced learning in the Physical Education courses passed through three important determinations: in 1969, 1987 and 2004.

Curricular Rules from 1969

The university reformulation rule (Law Nº 5.540/68), due to the Coup, did not change the idea of a minimal curriculum, which had already been approved by the LDB of 61 (SAVIANI, 2001). Physical Education, during this period, ascended the sports and its inclusion in the strategic plan of action of the government. According to Ghiraldelli Junior (1988), the military government encouraged the practice of sports characterized as competitive physical education, like performance sports, bringing the show to the people with the objective of getting the students tired and framed into the rules of sports, with no disposition to get involved in politics. The first important curricular change happened in Physical Education courses and resulted in the Inference CFE (Conselho Federal de Educação) No. 894/69, in the Resolution CFE Nº 69/69 and the Inference CFE Nº 672/69.

Until this moment, the graduation happened in a high-level Physical Education course and/or a technical sports course (for this one, it was necessary to take all the subjects offered for the high-level physical education course, except for recreation, 2 sports (specialization) and pedagogical subjects). Nevertheless, after the approval of the changes in 1969, it was not possible to have different graduations for these two courses anymore because the schools did no have the right equipment to attend the social demand, neither in quantity nor in quality.

Curricular rules indicate that the graduation of "Physical Education Licensees and Sports Technician" must accomplish 1800 hours/class, at least, in 3 years minimum and 5 maximum.

The minimum curriculum constitutes of the following subjects, divided into 2 levels of formation: a) Basic: Biology, Anatomy, Physiology, Bone Development and Structure, Biometry and Hygiene; b) Professional: First aid, Gymnastics, Rhythm, Swimming, Athletics, Recreation and Pedagogical subjects (according to CFE Nº 672/69). The pedagogical subjects were defined as the following subjects: Psychology of Education (focusing on teenage aspects and learning); Didactics: Structure and Work of high school education and teaching practice through supervised internship.

As to the formation of a sports technician, besides the basic and professional subjects, the school should offer a list of sports to the student and they would have to choose two among them.

In brief, this curriculum presented a group of subjects similar to those of Biomedicine, some specific subjects for professional formation (sports and recreation) and last but not least, a group of pedagogical subjects that were common to every licensed courses.

Curricular Rules of 1987

The 80's were strongly marked by the process of political opening and by the wearing out of the military government. At this point in time, the country had restarted a process of democratization launched by the Figueiredo Government, passing by the elections for state governors in 1982 and consolidated with the end of the military government with the election of a civil president in 1986. In the educational field, there was the creation of advanced learning courses in various areas with the incentive of the government as a way to enlarge the vacancies in the universities and make its access easier. According to the data presented by Costa (1971), until 1970 there were 12 courses for the formation of Physical Education teachers. Between 1970 and 1980 this number had increased to 80 courses.
mainly private (BRACHT, 2004). As Ghiraldelli Junior points out (1988), it was during this period of mass teaching that the new view for Physical Education has emerged, taking the commitment of educators (Pedagogical Physical Education).

In the late 70’s and the beginning of the 80’s there was a strong need for changes in Physical Education in Brazil. The discussions started to take different paths in the search of an alternative Physical Education, more critical and social (Guiraldelli Junior, 1988). Some movements became more powerful by the late 70’s such as the program “Sports for Everyone” (this period was denominated as Popular Physical Education by Guiraldelli Junior (1988), the creation of the CBCE (Colégio Brasileiro de Ciências do Esporte 1978), Students’ Movement for Physical Education (First meeting Salvador 1980) and the Movement Pro-Regularization.

In this context, there was the creation of the Conselho Federal de Educação Física (1988) and a new expansionist trend of advanced learning courses (private) in Physical Education Courses (BRACHT, 2004) in 2004. In 2001, MEC (Ministério da Educação e Cultura) approved the Inference CNE/CP (Conselho Pleno) Nº 09/01 that determined the rules for the graduation of basic education professors in high-level courses. These laws also compromised Physical Education courses that have to follow those orientations for licentiate graduation. For the graduate (or bachelor) Inference CNE/CES Nº 58/04 and the Resolution CNE/CES Nº 07/04 were approved. They established the National Curricular Rules for Physical Education graduation courses, advanced learning.

Similar to the curricular rules of 87, the curriculum is organized in dimensions of knowledge, but a list of necessary competences and skills for the graduation of such professional was added to it. Duration and hours were established by the Inference CNE/CES Nº 329/04 (still not approved), where the total hours for the graduation courses and Bachelor's degree are established by each High Education Institution. Yet the Physical Education courses must comprise the minimum 3.200 hours, and minimum 200 days of academic work a year, as stated in the Inference. The dimensions of knowledge were defined as extended and specific:

a) Extended Graduation must comprise the following knowledge: Relationship between human being and society; Biology of the human body; and Scientific and Technological Knowledge;

b) Specific Graduation, which comprises the characteristic knowledge of Physical Education, must behold the following dimensions: Culture of the Human Movement; Technical-Instrumental; and Pedagogical-didactical.

It is optional for every High Education Institution, through its pedagogical project, to present one or more theme centers to immerse in. If they decide to offer it, it can take up to 20% of the total hours. Also, as required by the new educational rules, the formation must ensure theoretical and practical unsociability. The texts if the Resolution and the Inference indicate three methods: practice as a curriculum component; supervised professional internship (in the case of specialization, 40% of the hours must be in the correlative academic professional intervention field) and complementary activities.

So, every High Education Institution must define the respective denominations taking into account the dimensions of knowledge (Extended and Specific), amendments, and hours of its curricula, taking into consideration the peculiarities of each region, cultural identity, work and the needs of people who are physically challenged and special groups and communities.

THE PRESENT CURRICULA FOR BACHALOR’S DEGREE IN "VALE DO RIO DOS SINOS" AND PORTO ALEGRE

According to the Economy and Statistics Foundation of Rio Grande do Sul (FEE), "Vale do Rio dos Sinos" is composed of 14 cities (the furthest is 67km away from the capital). This region has a total population of 1.316.829 inhabitants (2005), an area of 1.398,5km² (2005) and illiteracy level of 4,80% (2000) and R$ 15.412,00 gross domestic product per capita (2003). In this are, there are 4institutions that offer graduation in physical education. All of them offer License Courses and 2 have already offered vacancies for Bachelor's Degree.
Porto Alegre, capital city of Rio Grande do Sul, according to FEE, has a population of 1.426.735 inhabitants (2005), an area of 496.8km², illiteracy level of 3.45% (200) and R$ 10.437,00 gross domestic product per capita. There are 4 institutions that offer vacancies for Bachelor's Degree. For this analysis, only the curriculum for Bachelor's Degree has been taken into account since it was publicly available on the Internet sites of each institution. Even though the philosophical conception of the professional graduation is related to the political, it has not been taken into consideration, it was possible to make an introductory examination of some of the chosen ways for Bachelor's Degree.

The termination "Bachelor in Physical Education" has been chosen by most institutions to identify the formation of this professional since this is historically recognized by the community of this area. Only on the courses identified this professional as "Graduate in Physical Education", according to the curricular rules, but mentioned between parentheses the termination "Bachelor" in the site. One of the courses chose "Bachelor in Physical Training and Sports".

Considering the Inference CNE/CES Nº 329/04 (still not approved) which designates minimum 3.200 hours for the whole course, only one of them presented a number inferior to that one. Most courses chose for 4 years (8 semesters) and total hours between 3.200 and 3.354.

From 150 to 300 hours of complementary activity is required and from 272 to 450 hours of supervised professional internship.

Regarding the subjects, at a first glimpse and considering that the Bachelor's Courses are new (1 or 2 years) and are still being adapted, we observed that in most courses there is reproduction of what Physical Education had been doing. There is a great number of subjects known as "cultural of the human being". They are characterized by practical and theoretical subjects that, due to their disposition in the curriculum, become isolated from one another. Only one of the courses did not create one subject for each sport offered and grouped them together as "collective sports" and "individual sports".

Regarding "Relationship between human being and society" which are subjects with social and philosophical characters, in most cases they are identified as History of Physical Education, Sociology/Society and Philosophy/Ethics. However, there is progress compared to the previous curriculum when we can see that such subjects are linked to Physical Education (by their names in the curriculum).

There is a restricted understanding of health, where most courses tended to identify it in activities or gym, weight lifting (present in every curriculum that has been studied) and subjects known as "Biological of the Human Being".

The subjects are common and are present in every curriculum studied (with this or that name), in those called "Biological of the Human Being": Anatomy, Biochemistry, Physiology (exercise and general) and Introduction to Nutrition; as well as in the technical-instrumental ones: Evaluations/Measurements, Training, Management, Bone Development and Study, Biomechanics, First aids; and in pedagogical and didactical ones: Motor Development, Motor Learning and Pedagogy of Sports.

There is a restricted understanding of health, where most courses tended to identify it in activities or gym, weight lifting formation and biological subjects and courses that bring innovations are rare.

Considering that professional formation and its intervention bear a relation between themselves, and the market and the working relations are always changing, the incorporation of dissimilarities in existing activities is not understandable. Verenguer (2005, p. 52) points out that "there are minimum requirements for a meaningful introduction in the work market and that can lead to a professional intervention of social responsibility and quality." It is necessary to undertake more study in order to elucidate the theme.

And if the Resolution CNE/CES Nº 07/04 made it possible for the courses to offer deepening, it is necessary to exploit this without having a "precocious specialization", in my opinion. It is possible to recognize, through disciplines, some deeper areas in those curricula that were analysed. (health/gym, sports), but when the courses were presented to the community they said professional would be ready to work in the following areas: health (prevention, promotion, protection, rehabilitation), recreation and leisure, esthetic management (public/private, independent), physical performance, motor rehabilitation and labor gymnastics; in gyms, hospitals, clinics, hotels, parks, clubs, spas and companies. In some of these places, the institutions should contribute (research and extension) to justify to the community the work of the physical education professional there because this/her operation is not consolidated.

The aim of this study was to contribute to the debate and stimulate new research on this theme. My suggestion is to go deeper into the studies based on the political and pedagogical projects of the courses and search for understanding of the dynamics of the market and working relations in the world of Physical Education and its relation with professional formation.

REFERENCES
PROFESSIONAL FORMATION OF THE BACHELOR IN PHYSICAL EDUCATION IN "VALE DO RIO DOS SINOS" AND PORTO ALEGRE/RS

SUMMARY: The graduation in Physical Education traditionally traces to the graduation of teachers, cependant, with the approval of normatives educativas desde 1996 até 2004, les Cours d’Education Physique ont dû construire un curriculum pour la formation du Bachelor, vu que, maintenant, le licencié ne peut agir qu’à l’orbe scolaire. Prenant en considération la responsabilité et la complexité de construire un ?nouveau? curriculum dû aux changements qui sont en train de s’opérer au monde du travail, nous avons, dans ce travail, l’objectif de contribuer pour le débat de la formation professionnelle à travers l’analyse du curriculum des Cours de Bacalauréat approuvés à partir de la Résolution CNE/CES Nº 0704 des Universités et Centres Universitaires du ?Vale do Rio dos Sinos? et de Porto Alegre/RS. Parmi les 8 cours qui offrent la formation en Éducation Physique, 5 offrent déjà le cour de Baccalauréat. Dans un premier regard, ne considérant que la grille curriculaire, et le fait que les cours ont récemment implanté leurs curriculum et qu’ils sont en train de réa...