

### 3 - FORMATION AND PROFESSIONAL ACTING: THE PERSONAL TRAINER SUBJECT

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#### INTRODUCTION

The past decade has been decisive for the Brazilian Education, either the great incentives generated by public resources, or through academic research developed by the various professionals involved with it.

In this experienced changes, especially by public policies for the area of Physical Education stands out, the new Law of Directives and Bases of National Education (LDBEN 9394/96), the Act recognizes that the Professional of Physical Education (Law 9696/98) and the resolution that recognizes the physical educator and health professional (CNS Resolution 218/1997). The two last ones put the Physical Education area on an equal basis to other areas of knowledge. Likewise, the LDBEN recognizes the Physical Education curriculum as a component equal to the other areas members of the educational process.

These facts by themselves demonstrate the new social position of working profession and Physical Education. Its shareholding is now legally recognized, however, much more remains to be done for its legitimacy. In particular the aspect of the professional formation of Physical Education, there were significant changes in the past years, ie it became official separation between graduate and undergraduate formation.

This separation was generalized, non-exclusive area, by Resolutions 01 and 02/CNE/CP/2002. From this year the training had given separate proposals to the precepts of the entire terminal and expressed in their resolutions, which were based on the opinion 09/CNE/CP/2001. Even as the central focus of that opinion, was the target of avoiding the formation of the system known as 3+1. Even as an opinion, just reflecting very strongly in the formation processes of the area.

Having this, the Physical Education BA formation, central focus of this present study, was structured to attend activities and institutions that do not have the educational features. According to Souza Neto et. al, (2004), the provision of training in Physical Education Bachelor's degree happened as an attempting to recognize the area as a field of scientific knowledge, systematized and based on professional practice in different market contexts, from these ones emerged the Personal Trainer.

According to Rodrigues (1996), the Personal Trainer sets up as a professional or a "super micro" service that sells fitness, and aims to win customers, satisfying them and keeping them faithful. Being a professional should show some expertise instrumental in establishing and maintaining itself in the market. According to Perrenoud (1999) being capable of something is related to the way of acting efficiently in some sort of problem situation, supported by knowledge, but not being limited to them, giving a kind of resolution to it. Corroborating Zarifian (1999) points out that being competent in the context of the market requires the ability of focusing, ie to know how to deal with the unlikely to go beyond the pre-theoretical concepts and definitions; to present field of communication, understanding each other and making themselves to be understood, and service, in which the employee must know how to mobilize, integrate and transfer their knowledge in a logical, objective and operational sequence to ensure their employability.

A study by Anversa and Oliveira (2010), on the professional skills demanded by the labor market as a Personal Trainer in the city of Maringá, revealed that a qualified professional for this field of intervention must present theoretical knowledge about the field related to physical activity, seeking to maintain a continuous training, having a good interpersonal relationship, showing a motivating and proactive profile, and having professional ethics and the concept of administrative and marketing staff, as a professional. However in most cases, according to their employers, professionals have not met these skills.

Facing the above, the present study was to highlight the skills required by the playing field on Personal Trainer and what is offered in the curriculum guidelines of the formation course in Physical Education, aiming to identify the similarities and differences between what is required and what is offered. For that we formulated the following question: Given the skills required of professional fitness trainer, who works in the role of Personal Trainer, as may meet the curriculum guidelines for these indicators?

#### PROFESSIONAL SKILLS AND CURRICULUM GUIDELINES - THE CASE OF PERSONAL TRAINER

To be possible to achieve the intended goals, it was necessary to identify which areas of knowledge proposed in the Physical Education curriculum guidelines, by the method of data descriptive strategy.

According to Barros and Leheld (1986), this survey tool allows researchers to observe, record, analyze and correlate facts or phenomena variables without manipulating them. Guba and Lincoln (1981) point out that this type of research has a number of advantages due to the use of documents in research or in educational evaluation, due to the fact that the documents are stable and rich sources of information, ensuring stability to the results. Triviños (1987) also highlights that this type of research, aims to describe an organization process, the level of service entities, willing to discover the existence of associations between variables.

The analysis of the guidelines was performed to determine which knowledge gives input to the technical skills, interpersonal skills, motivating profile and marketing staff. Amaral et. al. (2006), notes that the curriculum of training in physical education must be guided by scientific orientation, integration of theory and practical knowledge of man and his corporeality, culture, society and nature and the possibilities of interaction of these concepts, which permit the professional intervention.

The legal documents indicate that formation in physical education should include knowledge biodynamic (morphological, physiological and biomechanical), behavioral (mechanisms and processes driving development, skill acquisition and psychological factors), socio-anthropological (philosophical, anthropological, sociological and history); scientific and technological (technical study and research), pedagogical knowledge (general and specific principles of management and organization to intervene in the various fields of expertise); technical and functional (theoretical and methodological applied the various manifestations of human movement); elements of physical culture (sports, dance, wrestling, gymnastics and games) and knowledge on equipment and materials available for assistance in technical and scientific teaching practices.

Besides this knowledge, guidelines, training curriculum in physical education emphasize the development of internships, undergraduate research programs, extension programs, recognizing them as essential practices for improving the development and personal growth of students as well as awareness professional activities in the area.

Bompa (2002) argues that the intervention by the Personal Trainer is knowledge related to physiological, psychological, planning, sports, sports nutrition, anatomy and biomechanics. These skills of the technical field, defined by the

literature meet the competencies identified by managers interviewed by Anversa and Oliveira (2010), and are met by the curriculum guidelines established for training in Physical Education Degree. It is worth noting that the jurisdiction on the expertise and coordination between the various content worked, continues through a continuing education courses from scientific, technical and study groups that exchange of experience among professionals. According to Gunter and Molina Neto (2000), continuing education is characterized as a professional retraining in relation to technological advances, as well as to provide a reflective practice leading to changes in attitudes that are outdated.

On the competence of interpersonal placed by managers like to listen and put in place the client in order to understand it instead, it highlights the ability to conduct motivational, or intervention with the use of various forms efficiently and determination, promoting the well-being and mental health using morphological parameters, biological and psychological as well as considering the degree of physical conditioning and initial goals of the client (Pineiro, 2000). Accordingly, this power was being partially met in the disciplines of biodynamic and behavioral context, considering that the market needs of the service will be significantly, if during the training encouraged interdisciplinary work.

Japiassu (1976, p.32) points out that through interdisciplinarity, it allows to incorporate the results of various disciplines, taking them to loan schemes conceptual analysis in order to make it integrate, after you have compared and judged. Corroborating, Tapia and Tape (2003) stress that through interdisciplinarity becomes possible to build collective knowledge, allowing the closer academic issues, expectations and characteristics of students, ensuring involvement and motivation to learn properly.

Leaving for another jurisdiction demanded by the labor market of the personal trainer, motivating the profile does not fit into specific curriculum subjects, as well as the aspect of professional ethics, being a characteristic of interpersonal professional. However these skills can result from a solid knowledge about the possibilities of intervention in different contexts and interpersonal relations firm in accordance with the rules and precepts of the institution. It stands out that with safeness and capacity of interrelation among the educational content, technical-functional, equipment and possibilities for development, the academic / professional will know how to adopt a pro-active posture, ie have the ability to make decisions with agility and intelligence, creating something new upon the opportunity in order to achieve predetermined goals.

Finally, the notion of management and personal marketing should be provided by scientific-technological, educational and technical-functional. Verenguer (2003) points out that graduates bring with them a set of knowledge about the area they chose, leaving the higher education institutions to create an environment that leads them to reflect, to overcome, lapidary, criticize and, mainly, to broaden their initial knowledge in order to gain a more elaborate and sophisticated degree of professionalization.

Faced with these notes it appears that the initial formation of Bachelor of Physical Education, is structured to meet the skills demanded by the labor market in Personal Trainer, but the way that this knowledge will be developed that will ensure the formation of a highly flexible and versatile professional. This versatility is achieved through an education that encourages in its pedagogical and curricular, research projects, teaching and outreach, as well as experiences in the real field, working well in an interdisciplinary form and with theory and practice articulated professional, technical, instrumental, social, market and interventionist aspects.

### CONCLUSION

We attempted to verify this study as the professional skills demanded by the labor market are met in Personal Trainer in courses of initial formation in physical education bachelor's through knowledge seconded by curricular area.

It was noticed that most of the skills listed by employers of personal-trainers are covered by the guidelines established in the knowledge, skills, however, some directly related to intervening only be met through interdisciplinary work and real life experiences in the field professional intervention, which is beyond the scope of this study.

The training geared specifically to the area of the bachelor still climbs up the first steps, so it is necessary to examine aspects related to training and professional intervention, seeking to dispel the view that these professionals have focused only on his training expertise to issues unrelated instrumental interventive and design of the academics that the degree course in physical education is closer to "do the activity" than "thinking about doing the activity" (VERENGUER, 2003)

To have an education that meets the technical expertise to complete instrumental, interpersonal relationships, motivation, proactive and personal marketing it is necessary to pay attention to the importance of continuous training, providing courses and from situations that promote exchange of experiences between professionals. We also highlight the need for further research in the area, contributing to the enrichment of education and intervention in physical education, particularly in the context of the market in Personal Trainer. It is hoped that this research will serve as a reference for professionals who care about the professional development of physical education, working on the curriculum guidelines of the training process so that it meets or guarantees subsidies to various skills demanded by the various contexts of activity.

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## FORMATION AND PROFESSIONAL ACTING: THE PERSONAL TRAINER SUBJECT

### ABSTRACT

The formation geared specifically to the area of bachelor's degree still climbs up the first steps, so it is necessary to examine aspects related to formation and professional intervention, seeking to demystify the impression that those professionals have their formation focused only in technical instrumental knowledge unrelated to the interventive matters. Thus, the present study aimed to highlight the skills demanded by the playing field on Personal Trainer area and what is offered in the curriculum guidelines of the formation course in Physical Education, aiming to identify the similarities and differences between what is required and what is offered. The research adopted the method as a methodological data descriptive strategy tool in order to determine which areas of knowledge proposed in the Physical Education curriculum guidelines. It was noticed that most of the skills listed by personal-trainers employers: technical knowledge, interpersonal relations, motivational actions, pro-active profile and personal marketing issues are covered by the guidelines established in the knowledge, skills, however, some directly related to intervening action only materialize through interdisciplinary practice and teaching projects, research and extension that enables the real experience of the profession, which is beyond the scope of this proposed study.

**KEYWORDS:** curriculum guidelines, Professional Skills, Personal Trainer

## FORMATION ET EXPÉRIENCE PROFESSIONNELLE : LE CAS DE L'ENTRAINEUR PERSONNEL

### RÉSUMÉ

La formation axée spécifiquement sur le domaine du baccalauréat monte encore jusqu'à la première étape, il est donc nécessaire d'examiner les aspects liés à la formation et à l'intervention professionnelle, en cherchant à dissiper l'idée que ces professionnels ont une formation tournée uniquement vers les connaissances techniques instrumentales qui ne sont pas liées aux questions d'intervention. Ainsi, cette étude a eu comme objectif de souligner les compétences exigées dans le champ de pratique des entraîneurs personnels et ce qui est offert dans les lignes directrices du cours d'éducation physique, visant de cette façon à mettre en relief les similitudes et les différences entre ce qui est exigé et ce qui est offert.

La recherche a adopté comme outil méthodologique la stratégie descriptive documentaire afin de vérifier quels sont les domaines de connaissance abordés dans le cadre de la formation en éducation physique. Il a été remarqué que la plupart des compétences notées par les employeurs des entraîneurs personnels — les connaissances techniques, les relations interpersonnelles, les actions de motivation, le profil proactif et les questions de marketing personnel — font partie des connaissances traitées par les directives. Cependant, quelques compétences liées directement à l'action interventionnelle ne se matérialisent que par une pratique interdisciplinaire et avec des projets d'enseignement, de recherche et d'extension qui permettent l'expérience réelle de la profession, et qui sont donc au-delà du champ d'application de cette étude.

**MOTS-CLÉS :** lignes directrices du programme, compétences professionnelles, entraîneur personnel

## FORMACIÓN Y ACTUACIÓN PROFESIONAL: EL CASO DEL ENTRENADOR PERSONAL

### RESUMEN

La formación orientada específicamente para el área del bacharel en Educación Física todavía es reciente, por eso se hace necesario analizar los aspectos relacionados a la formación e intervención profesional, buscando desmitificar la opinión de que estos profesionales tienen su formación centrada solamente en conocimientos técnicos, desvinculados de las cuestiones prácticas. Puesto eso, el presente estudio tuvo como objetivo destacar las competencias exigidas por el campo de actuación del entrenador personal y lo que se ofrece en las Directrices Curriculares del curso de formación en Educación Física, con el objetivo de identificar las similitudes y diferencias entre las exigencias profesionales y lo que es ofrecido. La investigación, adoptó como herramienta metodológica, el método de estrategia descriptiva documental con el fin de determinar qué áreas del conocimiento son propuestas en las directrices del curriculum de Educación Física. Se observó que la mayoría de las competencias que se presentan por los empleadores del entrenador personal; los conocimientos técnicos, las relaciones interpersonales, acciones de motivación, el perfil pro-activo y las cuestiones de estrategia de mercado están cubiertos por las directrices establecidas, sin embargo algunas competencias relacionadas directamente con la práctica sólo se materializan por medio de la práctica interdisciplinaria y la enseñanza de proyectos de investigación y extensión que permite la experiencia real de la profesión, que está más allá de lo que abarca este estudio.

**PALABRAS CLAVE:** Directrices Curriculares, Competencias Profesionales, Entrenador Personal.

**FORMAÇÃO E ATUAÇÃO PROFISSIONAL: O CASO DO PERSONAL TRAINER****RESUMO**

A formação voltada especificamente para área do bacharel ainda galga os primeiros passos, por isso se faz necessário analisar os aspectos relacionados à formação e intervenção profissional, buscando desmistificar a visão de que estes profissionais têm sua formação voltada apenas para conhecimentos técnicos instrumentais desvinculados a questões interventivas. Diante disso, o presente estudo teve por objetivo destacar as competências demandadas pelo campo de atuação em Personal Trainer e o que é ofertado nas Diretrizes Curriculares do curso de formação em Educação Física, visando apontar as aproximações e distanciamento existentes entre o que se exige e o que é ofertado. A pesquisa adotou como ferramenta metodológica o método de estratégia descritiva documental a fim de constatar quais as áreas de conhecimento propostas nas Diretrizes Curriculares da Educação Física. Percebeu-se que, a maioria das competências elencadas pelos empregadores dos personal-trainers; conhecimento técnico, relação interpessoal, ações motivacionais, perfil pró-ativo e questões de marketing pessoal são contemplada nos conhecimentos estabelecidos pelas diretrizes, no entanto algumas competências relacionadas diretamente à ação interventiva só se concretizam por meio de uma prática interdisciplinar e de projetos de ensino, pesquisa e extensão que possibilite a vivência real da profissão, o que foge ao escopo deste estudo.

**PALAVRAS CHAVE:** Diretrizes Curriculares; Competências Profissionais; Personal Trainer