

5 - PROFESSIONAL INTERNSHIP IN SCIENTIFIC PRODUCTION: CHARACTERISTICS SUCH TRAINING PROCESS

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1 INTRODUCTION

The interest in studying issues related to the topic arose during Internship reflections on the theme teaching knowledge developed in the context of discussions on subjects in the course of Physical Education.

The internship is considered a theoretical activity practice in student education, establishing a dialogue between the academic and professional world, through a (re) approximation of continuous scientific academy to the social reality, therefore, includes knowledge, reasoning, dialogue, and intervention in reality (PIMENTA, LIMA, 2002).

The stage can be defined as curriculum and professional, since, for the professional practice, both are required and understood as essential components of this phase of training future professionals, but for the profession, only the internship is required. This is due to the fact, creating the expectation of making possible the acquisition of professional practice, especially as the art of teaching classes (RAMOS, apud PIMENTA, 2002).

In that sense the stage is designed as a training ground, a place of learning to make concrete Physical Education, where a range of situations, professional learning activities are made manifest to the trainee, taking into consideration its formation. The stage is the locus where the student's professional identity is created, built and above. It is developing an action experienced, reflective and critical and therefore must be systematically planned and gradual (BURIOLLA apud Souza, 2002).

The Internship includes the articulation between the education / training and the world of work, facilitating the transition from one to another, in order to promote knowledge and experience to the exercise of their future profession. Importantly, in the academic one is also used to stage professional supervised classification, which differs only in the monitoring of trained professional, known as the teacher-adviser, and this professional responsible for overseeing and guiding the student during the course of this process (MONITOR, 2009).

Thus, the internship search enter the professional future in the field of work so this train of action routines (PASSERINI, apud, JANUÁRIO, 2008). Note is a limited production of research that discusses the theme Placement. Thus, sets up an emerging need to expand the studies in this area.

As a result, this study analyzes the debate in the literature on vocational training on the issues that permeate the work placement and the characteristics of the training process, based on analysis of studies of Physical Education and related areas.

Studies on the topic Stage hone in on research: professional preparation for internships (RAMOS, 2002); stage and teaching (PIMENTA, LIMA, 2002), professional profile (MOREIRA; PEREIRA; LOPES, 2009), training and professional preparation (FAVARO; BIRTH; SORIANO, 2006), the internship and job-training time (CALIMAN, 2001), practice (PIMENTA, 2006); teaching practice (CARVALHO, OISHI, TEIXEIRA, 2008).

In the context of Professional Practice has been researched: the knowledge to be acquired in the course of the internship (Matos, 2002) and professional development (ISLAND, KRUG, KRUG, 2009). As part of work in the field of Physical Education has identified a gap in the research on the topic.

As a result, this study sought to contribute to the systematization of knowledge about the subject, socially and may contribute to academic and professional training of physical education and related areas related, as regards training, orientation and configuration of questions on the subject.

1.1 METHODOLOGY

This research is qualitative in nature and was configured as a bibliographic study, as was to carry out survey of all literature has been published as books, scientific journals in the area, and print publications loose, as there are exclusive studies, which they base the bibliographic sources (GIL, 1991). Moreover, this study was to provide feature to the investigator to direct contact with everything that was written about a subject, with the objective of handling of your information (MARCONI; LAKATOS, 2007). To this end, the documentary corpus which was analyzed in this paper refers to the following sources: articles, dissertations, books and journals searched on search sites that focus on Professional Practice and thematic issues that permeate it.

2 INTERNSHIP PROFESSIONAL IN SCIENTIFIC PRODUCTION

The Internship is a time that aims at the preparation for productive work of students who are attending regular education in institutions of higher education, vocational education, high school, special education and the final years of primary education in professional mode of youth and adults.

Importantly, on the subject Placement educational literature indicates few productions that deal directly and indirectly on the subject in question. Due to this conclusion, we seek to in this section, mainly trace dialog with the following authors: Ramos (2002), Pepper and Lee (2002), Moreira, Pereira and Lopes (2009), Favaro, Birth and Soriano (2006); Caliman (2001), Island, Krug and Krug (2009), Souza (1999).

It is understood that training is a process of learning that occurs at the level of academic degrees in specialized sites, called the Higher Education Institutions, with a main objective the promotion and qualification of individuals in specific areas of knowledge, involving scientific preparation, pedagogical, ethical, political and technical skills in order to promote the development of future professional (MONTENEGRO, MONTENEGRO, apud MOREIRA; PEREIRA; LOPES, 2009).

It is noteworthy that the progress of vocational education is because the pressures of society, students, the academic community with their habits and attitudes rooted in the university, the profession itself that reminds them all the time to prepare competent persons for professional and independent the area (FAVARO; BIRTH; SORIANO, 2006).

Therefore, it is relevant to note that the discussion of vocational training in Brazil is under intense and painful social and ethical crisis, since there must be a process of innovation in current thinking, in order to build a human supported by an educational and social project separate from the current (DAVID, apud MOREIRA; PEREIRA; LOPES, 2009).

Thus, it is necessary to emphasize that the training interferes and influences the course of professional development, as well as print mode of being, values, customs, explanations of how they view their intervention.

As for the professional preparation, it is observed that the skill needed in this context is the domain of knowledge to solve a certain situation in the area that will act, because it shows that there is an avoidance by teachers of what these necessary knowledge, and yet, the graduates should list themselves with the area (FAVARO; BIRTH; SORIANO, 2006).

It is understood by a professional development process that makes non-linear way in which the moments of crisis are needed, preceding and preparing the moments of progress (GONÇALVES, apud ISLAND, KRUG, KRUG, 2009).

Vocational training interferes and direct influence over the course of professional development, as they convey the way of being, values, customs, explanations of how they view their intervention (FAVARO; BIRTH; SORIANO, 2006).

For this, the practice should be viewed as a component of training, being in the form of apprenticeship, because going through this process which is directly in contact with the reality of their future profession (PIMENTA, 2006). However, one must remember that the stages, especially professionals, covering various experiments that include all activities performed during the training, aimed at professional training through this and to maximize the teaching-learning situations experienced in that context, it is by Through this time the student grows as more professional future (BRESSAN apud CALIMAN, 2001).

This practice of teaching enables the mobilization of practical knowledge, so it is worth emphasizing the importance of contact in all fields of activity of the aging process, thereby favoring a practice more conscious, critical and creative, which provides improvements in the conduct of intervention because the activities in the training field come in contrast with reality (MOREIRA; PEREIRA, 2007).

Regarding legislation on stage, it appears that it employs in its operation, a character of "protection" and practical training of students, or intends to be a stage that allows the student to prepare for the actual act professional, offering the possibility of a field of experience, experience of a concrete social situation or not supervised by a competent professional, which will allow a review of this experience and the constant questioning of their knowledge, skills, contributing in a direct way to insert a critical and creative professional in the area (BURIOLLA apud SOUZA, 1999). Nowadays, the stage proceedings have been initiated at an earlier age so they can learn to unleash and future opportunities in sight, it realizes that those who fall within the traineeship are "viewed with new eyes" and it can be inserted more quickly on the market as one that has not gone through this process often fails to enter the job market, facing difficulties in this context, this fact is more common in university education, because the student has the opportunity to do an internship and not develop it as such.

Importantly, the research whose central theme is the training of professionals in physical education, perhaps by characteristic of studies in the area served, do not appear quantitatively significant in relation to discussion on professional stage.

According to Monitor (2009), the internship provides the student with the completion of the teaching / learning process and must be planned, executed, monitored and evaluated in accordance with the course syllabus, in order to provide a tool of integration, when it comes to learning technical, cultural, scientific and human relationship.

It is important to note that the traineeship aims: to provide future professionals with the opportunity to expand and adapt technical and scientific knowledge, aiming at the integration of theory and practice in developing skills required for the formation of the professional profile, work out the perspective of professional practice through her participation in real work situation, to know the socioeconomic and cultural population in the context of the catchment area of the stage, developing the ability to critique and human perception of reality, identifying your potential as part of transforming society (MONITOR, 2009).

It is used to this kind of stage on some evaluation criteria such as diligence, initiative, interest, responsibility, induction training, discipline, interpersonal relationships, technical knowledge, work techniques and safety (MONITOR, 2009).

Based on Monitor (2009) attendance refers to the act of having to attend regularly perform their duties or functions, based on keeping to the timetable established for the job and task deadlines; Initiative is the action that is the first to propose and / or perform a task, to undertake a study program or research work. The person who usually has the initiative is always in process challenges in constant search of a professional practice that may contribute to the improvement of its technical and scientific profession and the general environment in which it falls; interest is the continued involvement of all tasks, with active and voluntary participation. The person concerned is engaged in activities that are or are not under its responsibility, may also influence views and different fields; Professional Responsibility is the conscious attitude in the development of activities and their implications; Adaptation to Work is the person's adjustment to environmental conditions and physical function that will develop; Discipline is the observance and obedience according to the hierarchical order imposed or freely consented. The disciplined person knows the limits of performance; Interpersonal Relations refers to proper behavior in relationship to various situations. As Monitor (2009), are part of interpersonal relationships in anticipation of conflict and maintenance of harmony, friendship and professional affection conditional on a reciprocal set of attitudes, Technical Knowledge is the appropriation of the object by thought, whatever one conceives such ownership : as definition, as light perception, apprehension, complete analysis, etc.; Technical Working is way, way or special skills to complete tasks and work safety is the development of procedures to ensure the maintenance of the physical integrity of agent of the action, the others involved in the company.

For this, Buriolla (apud, SOUZA, 1999) highlights that this type of stage is essential to the formation of the student, the fact of providing a specific moment of their learning, reflect on the professional acting and a critical view of the relationship marketing work. For all these reasons, this exercise must be supported in supervision, as dynamic and creative process in order to make the creation of new knowledge.

The internship is considered a period of great importance, being developed during the training process independently, in order to support practical knowledge, experience for the future exercise of the profession.

In this case the staging process also refers to the apprehension of reality, because it should indicate how the student absorbs and enter that environment, must lead the "look" of the student so that he can see every detail in the "whole" as "acting" in certain situations (PIMENTA, 2006).

Importantly, the future professional should be made to realize on stage the possibility of seeing not as a manipulator of instruments or simple executor of activities, but as a builder of proposals that will contribute in the formation of those who are in different spaces physical education intervention, based on the knowledge acquired during the training process. Thus the trader can exercise consciously more critical positions in the exercise of their professional practice (MORAES et al., 2008).

The need to increase the experience of occupation may represent a major advance for training, changing the emphasis used in performing motor skills, for the purpose of training graduate students to understand problems, analyze them carefully adopt the necessary decisions that is, thinking as a physical education professional and not as a mere executor of tasks and motor skills (TEIXEIRA, 1993).

The internship allows the discussion in this context, analysis and opinion-forming, or think about the problems characteristic of the profession. In this sense the internship offers students a way of training and practical skills, while contributing in the process of teaching and learning, vocational training and acquiring new knowledge in order to be developed in the course of

their future profession, whereas seeks to train professionals who can develop several functions, so you should focus on the opportunity for the student to develop skills in all areas in which it appears, because that way you know perform any function (BOK apud, FAVARO ; BIRTH; SORIANO, 2006).

4 FINAL CONSIDERATIONS

The Internship is the time for integration between theory and practice, from experiences in contexts that involve different views and dimensions of reality, allowing the formation of a critical professional and creative, able to tackle challenges and exploit opportunities in different areas of Physical Education.

The process helps significantly in the training stage, it is only by living in a professional who can provide a basis for professional and personal development (MORAES et al., 2008).

To this end, the stages in the area of Physical Education needs to be seen as an important moment of production and acquisition of knowledge that need to be valued by the professional approach and in relation to reflection about the reality of action that provide (CARVALHO; Oishi; TEXEIRA, 2008).

For a qualified training, the Professional Physical Education should develop its work with efficiency and accountability during the internship. Furthermore, it is important to note that there are many difficulties in the development of professional training, mainly because there is no one ready to make teaching and founded a theoretical basis on which to rely, as the theoretical production in the area of Professional Practice is in early stages of production, so it is necessary to search on the topic in question is particularly focusing on issues related to the activities and knowledge produced in this context.

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PROFESSIONAL INTERNSHIP IN SCIENTIFIC PRODUCTION: CHARACTERISTICS SUCH TRAINING PROCESS**ABSTRACT**

Examines the debate in the literature on vocational training on issues that pass the Professional Practice and characteristics in relation to this formative process. It features a bibliographical study, which uses as source books, scientific journals in the area, and print publications loose. Concludes that the issue needs to be targeted Placement discussions in science, because there is still a lack of theoretical references on the subject. The internship in the area of Physical Education must be seen as an important moment of acquisition and production of knowledge that needs to be valued for its professional approach and in relation to reflection about the reality of action that result.

KEYWORDS: Placement, Training, Professional Development.

STAGES PROFESSIONNELS DANS LA PRODUCTION SCIENTIFIQUE: PROCESSUS DE FORMATION DES CARACTERISTIQUES TELLES**RÉSUMÉ**

Examine le débat dans la littérature sur la formation professionnelle sur les questions qui passent à la pratique professionnelle les caractéristiques dans le cadre de ce processus de formation. Il comporte une étude bibliographique, qui utilise comme source de livres, de revues scientifiques dans le domaine, et les publications imprimées en vrac. Conclut que la question doit être ciblée discussions Placement dans la science, parce qu'il ya encore un manque de références théoriques sur le sujet. Le stage dans le domaine de l'éducation physique doit être considérée comme un moment important de l'acquisition et la production de connaissances qui doit être apprécié pour son approche professionnelle et par rapport à la réflexion sur la réalité de l'action qui en résultent.

MOTS-CLÉS: placement, de formation, de perfectionnement professionnel.

PRÁCTICAS PROFESIONALES EN LA PRODUCCIÓN CIENTÍFICA: CARACTERÍSTICAS DEL PROCESO FORMATIV.**RESUMEN**

Examina el debate en la literatura sobre la formación profesional en las cuestiones que pasan a la práctica profesional y las características en relación con este proceso formativo. Cuenta con un estudio bibliográfico, que utiliza como fuente los libros, las revistas científicas en el área, y las publicaciones impresas sueltas. Llega a la conclusión de que la cuestión debe centrarse en los debates de ubicación en la ciencia, porque todavía hay una falta de referencias teóricas sobre el tema. La pasantía en el área de Educación Física debe ser vista como un momento importante de la adquisición y producción de conocimiento que debe ser valorado por su enfoque profesional y en relación a la reflexión sobre la realidad de la acción de ese resultado.

PALABRAS CLAVE: Pasantías, Desarrollo de Formación, Profesional Ocupacional.

ESTÁGIO PROFISSIONAL NA PRODUÇÃO CIENTÍFICA: CARACTERÍSTICAS DESSE PROCESSO FORMATIVO**RESUMO**

Analisa o debate da literatura sobre a formação profissional acerca das questões que perpassam pelo Estágio Profissional e características em relação a esse processo formativo. Caracteriza um estudo bibliográfico, que utiliza como fonte livros, revistas científicas da área, publicações avulsas e imprensa escrita. Conclui que o tema Estágio Profissional necessita ser alvo de discussões na área científica, pois ainda há uma carência de referencial teórico sobre a temática. O estágio profissional na área da Educação Física necessita ser encarado como um importante momento de aquisição e produção de conhecimentos, que precisa ser valorizado pela abordagem profissional e em relação à reflexão acerca da realidade de atuação que propicia.

PALAVRAS-CHAVE: Estágio Profissional; Formação Profissional; Desenvolvimento profissional.