79 - A STUDY ON THE THESIS OF GRADUATE PROGRAMS OF PUBLIC UNIVERSITIES OF SOUTHERN REGION

JOÃO DERLI DE SOUZA SANTOS
Centro Universitário de Brusque - Unifebe - SC - Brasil
derli@unifebe.edu.br

INTRODUCTION

The intention of this research arose from some concerns regarding the issue of production of scientific knowledge in the area of Physical Education. The relevance of this study is justified by the epistemological analysis performed by Gamboa, University of Brasília (UnB), University of Campinas (Unicamp) and at the Pontifical Catholic University of Campinas, and the work carried out by Silva (1997), which examined the production in the area of physical education in masters and doctoral degrees from Brazil, over twenty years. The author tries to explain the historical factors that guided the creation and expansion of courses, the specific case of the Masters in Physical Education / Sport in Brazil.

Based on these studies on the mapping of research in Education and Physical Education, Clark (2005), Federal University of Bahia (UFBA), in his post-doctoral thesis, makes a critical assessment, to identify trends, prospects and challenges for consolidation of scientific output in Physical Education in the states of Northeast Brazil.

The research by Silva (1997) and Clark (2005) are similar to the study by Gamboa (1996) in the area of education, whereas the production of knowledge based on empirical design analysis, identifies progress in the phenomenological approach to a lesser extent dialectical materialism.

I intend to make an epistemological analysis of research in physical education in public universities in Southern Brazil, with the primary purpose of mapping the features and main trends of this form of production over the past eleven (11 years).

I realized that it could be a study which do not fit the characteristics of an applied research, but a basic question. The technique used in this study is documentary-bibliography. Was initially a survey of our population studied, which is the bibliography of dissertations and theses from the Graduate Programs of Public Universities Region South The instrument used for this registration are registration sheets.

Once satisfied that the readings have drawn up a list of questions, I evaluated them and finally, after this brief overview, I formulate the problem as follows: What are the epistemological and methodological approaches that guided the dissertations and theses in physical education programs Postgraduate Undergraduate Public Universities in Southern Brazil, during the period 1999 to 2010?

I do not intend to observe strictly the sequence of these objectives in building the present study. They will be seen together in a way, like searching for a graduated response to the larger question presented in the research problem. I believe that a goal never achieved as a result of a systematic search.

Thus, there are no stated objectives achieved or permanent. Only, there are truths that transient, according to Popper (1996), do not exceed the hypothetical condition, truths falsifiable and subject to the preservation of error. To achieve the proposed goals is important to choose some paths, defining starting points, reference research procedures and data interpretation.

These joints were organized into a conceptual schema: Schema paradigmatic, as it is called the instrument we build, assumes the concept of paradigm, understanding this as a reconstituted or logical way to organize the various resources used in the act of knowledge production. (Gamboa,2007,p.68)

All science is based on paradigms and can be understood by a disciplinary matrix that holds a world view in a given time. A paradigm has a model of rationality which cover all spheres, whether scientific, philosophical, theological, or common sense, as the limits of performance of a particular area of research.

The science paradigm of paradigm in age, being within a paradigm of science is called science 'normal' or 'traditional'. Every time there is a paradigm shift in science is the science of special activity, until the new paradigm is established, in our example, the heliocentric. By defining the new paradigm, science returns to normal science.

Positivism certainly has a fundamental role in the status that conquered science in recent times. Made clear that his excesses, wanting to give you all an aura of religion, both falling into dogmatism that contest, but they certainly have achieved the goal of providing science to a chair of honor. The definition of science currently considered the most accurate and most accepted was forged in this movement. Popper, one of the most respected philosophers of science today's set theory of science as a mathematical model that describes and codifies the observations made, describing a wide range of phenomena with a few simple principles.

By common sense means the knowledge gained by people through social interaction with other individuals. Common sense comes from the multiple relationships among family members, friends, and even on the street where the school is extracted from scientific knowledge. Common sense is what science is not science is a transformation, an evolution of common sense.

What differs from the common sense of scientific knowledge is that scientific knowledge is formed through reason and methodologically rigorous way of attempting to rule, its context, emotions, religious beliefs and the desires of man, while common sense is formed by feelings, desires and mysticism. But many other concepts of science and there are no less valid. They can however be summarized in three basic settings: namely, knowledge of certain things which make the conduct of life or business, all the knowledge acquired by study or practice and hierarchy, organization and synthesis of knowledge by general principles (theories , laws, etc.)..

Epistemology means literally "theory of science." Already in antiquity the term episteme was used as indubitable knowledge, as opposed to doxa, which referred to the opinion, conjecture. Thus, it has been for some time understood as a theory of knowledge.

But epistemology refers to specific knowledge, differing from the theory of general knowledge. Long ago the philosophy was concerned with all aspects of human conduct. The philosophy is not separated from science, theology, psychology, etc.. There was a clear distinction between disciplines or departments. In Plato and Aristotle can observe an "attempt" epistemology of the term and although the current structure of the discipline is later. During, but especially after the

Middle Ages, chains modernists sought the breakup, declaring the independence of science and later on the superiority of those. Science was so disjointed philosophy, seeking its own area. Gamboa (1996, p.18), best explains this disconnect between philosophy and science:

In his early philosophy is not divided into ontology (the doctrine of being), gnoseology (doctrine of knowledge) and logic (science of the forms and laws of thought). This division started only be glimpsed through Aristotle to Kant and to materialize. The division was instrumental in the development of science and the same philosophy. The separation of ontology, logic and theory of knowledge was the result of the advancement of natural sciences that has enabled the development of a theory and a method of knowledge, without needing the ontology that deals with the essences, general laws of being, etc.., Thus breaking with metaphysical thought prevailing at the time. But since then, philosophy moves away from science, to the extent that empiricism and positivism are defined as scientific methods and philosophicalpositions.

The science now gaining more space, making it impossible to define the line that separates this from other research areas. Especially with the gains of biology and genetics in recent decades, it is impossible not to question ethically, for example, some procedures of scientific research. The questions raised during the research are scientific and philosophical questions must be answered about this light.

It would be more appropriate to identify epistemology and theory of scientific knowledge, identifying who is born highly linked to the positivist tradition, although with reservations, to be addressed if there is a need to cite them to achieve the objectives of this work. In addition to reducing the theory of knowledge epistemology, as so often wanted neopositivists logic which can only be scientific knowledge, is not a prudent move, given that fully eliminates other forms of knowledge possible. But while there is this theoretical distinction between epistemology and theory of knowledge, often in practice it is not observed, especially when there are reductionist attitudes, as mentioned above. Gamboa (2007, p.12) explains this event as follows:

[...] The relationship between Theory of Knowledge and Epistemology - understood as a theory of science - which in principle is a relation between genus and species, no longer makes sense, because Epistemology, limited to a single form of knowledge (scientific knowledge), nullifies this distinction, because it disappears when the gender is reduced to a single species.

Habermas (1982), agrees that the reduced theory of knowledge to the theory of science is detrimental to philosophy. Habermas proposes two theses, The Theory of Knowledge as Theory and Society Theory of Evolution and the dialectic of the Company as of the epistemological reintroduction of historical materialism in an attempt to reclaim and re-evaluate the dimensions of the theory of knowledge and return to science and their ability autorreflexiva understanding of social inclusion in its entirety.

According to Gamboa epistemology is called the philosophy of science with more specific direction and Piaget's genetic epistemology, which considers knowledge not as a state, but as a "structural genetic process." According to Piaget (1973), Epistemology is the passage of the lower stage of knowledge to the stages of higher knowledge, this method assumes that science is developing progressively.

Bachelard (1973) proposes a reflection on the philosophy implicit in the practices of scientists, giving the philosophy of science that they deserve. The function of philosophy is to build an epistemology that aims at the production of scientific knowledge on all aspects. Epistemology should examine the relationship between science and society, between science and various scientific institutions and relations of different sciences together. Science for Bachelard, is not representation, but act. But is not contemplating building, producing, rectifying, creating a spirit that comes true.

Epistemology is also linked to the methodology. Although epistemology is not exactly the study of scientific methods, but a critical study of the principles, assumptions and results of various sciences, even so, the methodology should be considered as lying in the field of epistemology.

Habermas (1982, p.115) warns of a possible reductionism: "The subjects who act according to these rules lose their meaning for a theory of knowledge limited to the methodology: the achievements and targets are part of, at most, of the psychology of reduced to empirical subjects people - for the elucidation of the cognitive process immanent they are irrelevant. "

However, Gamboa identifies three epistemological trends in education research, are the empirical-analytic, the critical-dialectical and phenomenological-hermeneutics. It is noteworthy that these trends are not in any way definitive models of epistemological analysis.

Gamboa, Lamar (2009, p.29) explains:[...] This situation is due to the cultural import of the composition faculty trained abroad and imposition of a model graduate, who favored the implementation of the dominant paradigms in the countries of origin. This is partly explained by the reduced availability of national bibliographical production, standing problem in the level of criticality with which they make such imports.

According to Clark, there is a relationship between the types of methodological approaches and human interests that drive the production of scientific knowledge and the logical set of activities that are required for each approach. This relationship can be expressed as follows:

- Trend: empirical-analytic; Interest: Technical Control; Set course: work / technical / information.
- Trend: hermeneutic phenomenology; Interest: Dialogical consensus; Set course: language / consensus / interpretation.
- Trend: critical-dialectical; Interest: critical, emancipatory, logical set: power / empowerment / criticism.

Epistemological Research in Physical Education requires a first step in the approach of some theoretical elements that contributed to the reading, analysis and understanding of the study.

At this stage of research we intend to define the origins, meanings and analytical perspective, current trends and developments

Physical education in Brazil has no tradition, especially the reflection on scientific production, as well as other areas are at a defining Epistemological. According Bedin sports science is characterized by:

Attempting to create a space to gather any scientific discipline that somehow deals with issues related to sports, we'd have the Sports Science; b) Attempts to construct an interdisciplinary field of science from the sport. In this case, Gaya (1994) claims a Science of Sport in the singular or desportologia an eye to the needs of the sport. (2008, p.66)

Bracht (1995) to discuss Gaya (1994) was linked to the expectations of institutions that aims high performance sports "with it, subject to their codes and interests lose their critical potential. becoming-functional pragmatism, would legitimize the importance of the sport "(p.45).

Continuing Bracht (1995) asserts that science [...] Sports [...] have no identity of its own: there is no theoretical and scientific autonomy of Sports Science. To Santin (1995) "there is no specific sports science that can be identified, called Sports Science.»

The production of knowledge in the Postgraduate Sensu stric-MA, PhD, has played an important role in the formulation and implementation of scientific research in ways that "identifying the most developed areas of expertise or worked

little, theoretical and methodological difficulties (and technicalities fads), scientific-academic needs, as the organization of the scientific community, the identification of human resources and accumulation of critical mass. "(Gamboa, 2007, p.152)

The 1980s signified a new phase with turbulence and were replete with criticism in the educational sphere and Physical Education, was marked by proposals with critical reflections that came to denounce practices and methodologies considered to unquestionable truths that were rooted in physical culture and sports.

To Bracht (1995) was a period of intensive movement among intellectuals in the area of physical education in which one perceives one academic maturity, which caused a critical analysis toward its interior. This change meant that intellectuals spell out their theoretical differences, and thus came explanatory theories addressed from the perspective of different studies. According to Bracht, "[...] whatever the theoretical framework that these professionals will embrace the humanities and social sciences and this by means of pedagogical discourse. "(2007, p.24)

Betti (1996, p.31) proposes to extend the concept;[...] The practice of bodily activities of the movement, conceived as a field of social dynamism, which gives confrontation and dispute practice models in which they act and various social forces (including the academic-professional EF. A social practice conceived is almost synonymous with the concept of "body culture movement.

"The pedagogical relationship is (should be) a relationship between subjects, must be a creative relationship and creative [...] the theory is no substitute for practice and vice versa, each has its own logic those who need to fertilize one another for a theory of practice and a practice theorized. "(BRACHT, 2007, p.147)

FINAL

The challenge we face in the theoretical and epistemological deemed to have committed to providing a consistent theoretical basis for the students. "Without a solid theoretical and epistemological, reduce the possibilities of the student to examine the social relations, the processes of power and domination, and appreciate the opportunity to work on building a society able to surpass." (Tafarel, 2007, p .57)

In reflecting on the principles, procedures, criteria, the foundations, methodologies, for example, this research aims to contribute to the expansion of epistemological vigilance in knowledge of physical education, drawing on the theoretical framework for this philosophy. The epistemological studies seek, therefore, its principles and philosophy in science its object, serving as a meeting point between the forms of knowledge, philosophical and scientific.

This type of research on graduate is of great relevance to students, teachers and administrators of the programs in question, as it allows to draw a broader view on the directions of research institutions, and also interested funding agencies research and education policy makers in the country.

As a preliminary result of the alleged search pretend to have the mapping of trends which are more in evidence, verifying the relevance of research in physical education in public universities in Southern Brazil, and contribute to the systematization of records of production in the region.

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Endereço:Rua Augusto Bauer 215, Bairro Maluche, Brusque,
Cep: 88354-040, derli@unifebe.edu.br,
Telefone. 4733553800 ou 47-99656178

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ABSTRACT:

Studies on the production of knowledge in physical education, the analysis made by Gamboa (1982), the University of Brasilia, University of Campinas (1997), at the Pontifical Catholic University of Campinas (1996), research carried out by Silva (1997), focused on physical education. The research problem: What are the methodological and epistemological approaches to guide the theses and dissertations of graduate programs in physical education from public universities in the South, from 1999 to 2010? The investigation is characterized by a documentary research literature. As a result of having the preliminary mapping of trends which are in greater evidence, in the South

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