

60 - INITIAL REFLECTIONS ON THE POLITICS OF EXPANSION OF THE HIGHER EDUCATION IN BRAZIL: THE PHYSICAL EDUCATION THE DISTANCE

VALDELAINÉ MENDES

Universidade Federal de Pelotas, Pelotas-RS, Brasil
valrosamendes@uol.com.br

Introduction

The political orientation (neoliberal) starting from the end of the decade of 1980 it assumes the speech of the failure of the public teaching, as if such fact didn't elapse of the incapacity of the State in assisting to the demands and needs of the population. That posture, in agreement with Saviani (1992), it " makes possible that advocates her, also in the extent of the education, the primacy of the deprived initiative governed by the laws of the market " (p. 11).

If starting from the years 1990 the education politics prioritized the decentralization " of resources, the same didn't happen with the definition of guidelines and with the evaluation for the education system. The centralization in the fixation of parameters curriculares and in the creation in ways of evaluation of the teaching (Saeb, Enem, ENC) reveals the maintenance of the control on the education system. In agreement with Oliveira (2000, p. 78), " who defines what raise will be examined to stop the power inductor on the group of the education system, without having to arch with the obligation of eventual failures in the public " administration.

In relation to the education the distance has not been different. The definition of guidelines and the creation of mechanisms that allow the offer of that teaching type have been marking the action of the State in the education section in the last years.

In the documents and texts of the education politics of education the distance two points that deserve special attention refers to the appropriation and the desconfiguração of subjects traditionally protected for progressive sections, as the qualification and the democratization of the teaching.

Second Oliveira (2000), beginnings before protected for the progressive ones they are incorporate to the education reforms in the decade of 1990, what turns any fight against the project quite difficult predominate. If that appropriation of the speech of the sections that you/they defended the quality of the education (acted, especially, in the National Forum in Defense of the Public School) for the groups that govern the country, from the mentioned period, it had happened in a coherent way with the fights that it was locked for long time in the education field, could be said that happened many conquests on that decade. However, that that was witnessed was not, therefore the whole fight was modified and the flags of the quality, of the expansion and of the democratization they were totally distorted.

The possibility of creation of universities the distance seems to go to the encounter of that premise. That is, thousands of vacancies are created for the citizens " to have access to the higher education " in several areas of the knowledge, with special focus in the degrees. However, it is worth here to question: why areas as right doesn't possess courses of superior formation in the modality the distance?

" Other day I heard from a street sweeper of the city hall: ' my dream was to be in the university and who knows to study medicina'. it is now, he is in the university! He is making an education course the distance of the University Open of Brazil. That is a wonderful thing!"

That is the description of a manager's of a city hall of a city of the interior of RS speech in an informal conversation during a work meeting. The option for bringing for this text is due the perception that the access to the higher education is a desire so present for most of the people that it seems little to import character and his/her configuration. As it is said popularly, the lacks in all the senses turn any crumb a banquet.

In that comment on the access of the street sweeper to the university there are some elements that deserve to be outstanding and they raise some reflections. The first of them, the desire to frequent medicine is not within reach, because there are no courses the medicine distance. The second, it is in the fact of not being the course the distance that most of the people wants to frequent, but the courses witness. The third, refers the acceptance of a formation the distance on the part of the job market. What professional is that? What formation is that?

In relation to the degree in physical education seems to be still more difficult to conceive a formation that counts predominantly with a teaching no-presencial. This because in the physical education the existence of a group of movements produced historically is fundamental constituent part of the teacher's formation.

The speech of the democratization of the teaching.

The fight for the enlargement of the access to the higher education in Brazil is not recent and it is in the center of the claims of the sections that struggle for the qualification of the education in the country. However, the fight is not only for the offer of vacancies, but for the access possibility to the knowledge produced in the different areas of the knowledge.

To democratize the access to the higher education, allowing the entrance of a number every time larger of people, it is a goal that, necessarily, needs to be longed for in Brazil. However, that quantitative increase needs to be accompanied of strategies that assure quality. In other words, it is necessary to allow the access of the popular classes to the university with the warranty of a quality teaching.

In agreement with Batista (2006), "the speech on behalf of the democratization of the teaching, of the access opportunities to the education system and of the social justice it chews the sense of private investments. It is used as ideological file that it makes possible the acceptance and the expansion of the teaching pay. The deprived net is enlarged by teaching programs the distance ".

When opening a newspaper or circular for the streets of cities of medium and big load, it is more and more common, to find announcements of teaching institutions presenting vacancies in the different modalities of the teaching the distance. Although such offer prevails in the institutions of private teaching, the public ones also participate in accentuated way of those processes. That happens, especially, with the institution of the Universidade Aberta do Brasil.

It seems that the proportion of the growth of the offer of the education the distance is not accompanied of debates and reflections that point meanings and possible unfoldings of those teaching processes. It is exactly for the understanding of the need of contemplating with more width than it takes place this study.

In the case of the physical education, it is quite questionable the argument of the democratization of the access, since since the decade of 90 of the passed century the offer of courses in the area grows in a very significant way. The informations

presented by Dagmar Hunger et al (2006), they show that in 14 years there was a growth of 301% in the offer of physical education courses in Brazil¹. Such offer jumped of 117 courses in the year of 1991, for 469 in the year of 2004. An analysis of the exposed data for the authors indicates a growth more accentuated in the creation of courses after 1996. It is not surprised that given, tends in view the promulgation of the "Lei de Diretrizes e Bases da Educação Nacional" (LDB 9394/96) that regulated the constitutional device (CF 1988) that assured the possibility of a teaching institution in Brazil to characterize as company. Ever since, the education turns into a merchandise as any other one, contituindo-if as generating source of profit.

In that way, the speech of the democratization of the access can just hide the desire of enlargement of the profits of the private sections of the teaching. To Vitor Henrique Paro (2002, p. 137),

when applying his/her money in the purchase of the manpower, the entrepreneur of the teaching is not concerned just with the usefulness of the product that will result at the end of the process. No matter how interested it is him in the destinies of the education and in the quality of the teaching of his/her school, his/her concern while capital employer is that the process income more than the amount that he invested.

The speech of the qualification of the teaching with the use of new technologies in the education

One of the main arguments used to defend the enlargement of the offer of education courses the distance is the possibility of use of modern and current technologies in the higher education and, that that, represents a progress in education terms.

In fact, at the present time it is not possible to ignore the arsenal of equipments, programs and resources the teacher's disposition to use in their classes. Especially, to go through the internet is a common practice, when it is looked for a fast information or the complement for the work with certain contents in class. However, same considering the importance of those instruments is possible to infer that no equipment will be capable to substitute the processes of social interaction propitiated in the relationships that settle down in the teaching-learning process. And, it cannot be quality reference for any evaluation of the learning. To Batista (2006) the technical efficiency is adopted as quality parameter to value the teaching the distance. The alibis of the modernization of the teaching and of the technological effectiveness they have been adopted to check symbolic value to the education².

The public school, in the quality of responsible institution for making possible the access the those goods produced historically by the humanity to most of the population, it has an important paper to accomplish in that man's development, in way to create conditions to contribute in the formation of the subjects involved in the pedagogic process. Like this, in the people's conviviality with ages and different characteristics can be built practices and established relationships to make possible as much the domain as the elaboration of new know that lead to autonomous and free actions.

The heterogeneity of the subjects that frequent the teaching institutions and the complexity of the social situations in that it are inserted disables to treat the school education as a homogeneous process, although many education politics and proposed pedagogic they tend to consider and to treat all the subjects as if they were same.

No there is a model of I teach to be proceeded. The plurality of the experiences told by educators in the encounters and Congress accomplished by the country out it reveals the different meanings that their practices assume at each place. However, the singularity of each experience built in different spaces doesn't mean the forgetfulness of fundamental beginnings in the educational action.

Final considerations

The intention of analyzing the theme of the education the distance is due, fundamentally, the perception that to teaching type has been growing in a quite significant way. In that sense, it is urgent the reflection on that subject, so that they are taken the necessary measures that they assure to that type of teaching compatible quality patterns with a critical and capable citizen's formation of knowing, to interpret and to interfere in the world in that it lives. That means, besides, to evaluate really makes sense to maintain the offer of that teaching type, especially, in the section of the teachers' formation. In that field, the concern is still larger due to the disastrous effect that you/they have for the society the teachers badly prepared.

That concern is indispensable, for it doesn't repeat at this country the process by which went the public school, that when being enlarged for most of the Brazilian population, it didn't maintain the same quality of when it was restricted to an elite.

In that sense, they are some subjects for reflection: what subject type the teaching processes the distance allows to form? Which technology is capable to substitute the existence of a movement? Which half electronic it will be capable to give sense and meaning to a movement? How physical education teacher to be without having the possibility of the experience and of the existence? How to develop collective actions in a formation process the distance?

The results of the actions in the education field are not visible in a short space of time. Only with passing of some years it is possible to check the unfoldings of politics implemented by governments. In the case of the education the distance in the physical education, of here the some years it will indeed be able to be known which will be the effects of the teachers' formation in modalities don't witness of teaching.

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INITIAL REFLECTIONS ON THE POLITICS OF EXPANSION OF THE HIGHER EDUCATION IN BRAZIL: THE PHYSICAL EDUCATION THE DISTANCE

Abstract

This article has as objective presents some initial reflections about the implications of the enlargement of the offer of vacancies in the Brazilian higher education it saw education the distance in the degrees in physical education. It is also intended to point some reflexes that that teaching type can have in the different fields of performance, with special emphasis for the courses of educational formation. The considerations here presented are fruit of a bibliographical study and, for being a study initial, still intends to problematize and to weave considerations on the theme. The analyses accomplished in the study demonstrated to be questionable the arguments of the democratization of the access and of the qualification of the teaching presents in the teaching programs the distance.

Word-key: education the distance, physical education, education politics

RÉFLEXIONS INITIALES SUR LES POLITIQUE D'EXPANSION DES ÉTUDES SUPÉRIEURES AU BRÉSIL: L'ÉDUCATION PHYSIQUE LA DISTANCE

Résumé

Cet article a comme présents de l'objectif quelques réflexions de l'initiale au sujet des implications de l'agrandissement de l'offre de chambres à louer dans les études supérieures brésilien a vu l'éducation la distance dans les degrés dans éducation physique. Il est aussi projeté de pointer quelques réflexes que ce type de l'enseignement peut avoir dans les champs différents de performance, avec accentuation spéciale pour les cours de formation pédagogique. Les considérations ici ont présenté est fruit d'une étude bibliographique et, pour être une initiale de l'étude, encore projetée à problematize et tisser des considérations sur le thème. Les analyses accomplies dans l'étude ont démontré pour être contestable les discussions de la démocratisation de l'accès et de la qualification de l'enseignement présente dans les programmes de l'enseignement la distance.

La mot clef: l'éducation la distance, éducation physique, politique de l'éducation,

LAS REFLEXIONES INICIALES EN LA POLÍTICA DE EXPANSIÓN DE LA EDUCACIÓN SUPERIOR EN BRASIL : LA EDUCACIÓN FÍSICA LA DISTANCIA

Abstracto

Este artículo tiene como los regalos del objetivo algunas reflexiones de la inicial sobre las implicaciones del agrandamiento de la oferta de vacantes en la educación más alta brasileña que vio la educación la distancia en los grados en la educación física. También se piensa que apunta algunos reflejos que ese tipo de la enseñanza puede tener en los campos diferentes de actuación, con el énfasis especial para los cursos de formación educativa. Las consideraciones aquí presentaron es fruta de un estudio bibliográfico y, por ser una inicial del estudio, todavía piensa al problematize y para tejer las consideraciones en el tema. Los análisis logrados en el estudio demostraron para ser cuestionables los argumentos de la democratización del acceso y de la calificación de los regalos instrucción en los programas instrucción la distancia.

Palabra-importante: la educación la distancia, la educación física, la política de educación

REFLEXÕES INICIAIS SOBRE A POLÍTICA DE EXPANSÃO DO ENSINO SUPERIOR NO BRASIL: EDUCAÇÃO FÍSICA A DISTÂNCIA

Resumo

Este artigo tem como objetivo apresentar algumas reflexões iniciais sobre as implicações da ampliação da oferta de vagas no ensino superior brasileiro via educação a distância nas licenciaturas em educação física. Pretende-se também apontar alguns reflexos que esse tipo de ensino poderá ter nos diferentes campos de atuação, com ênfase especial para os cursos de formação docente. As considerações aqui apresentadas são fruto de um estudo bibliográfico e, por ser um estudo ainda inicial, pretende problematizar e tecer considerações sobre a temática. As análises realizadas no estudo demonstraram ser questionáveis os argumentos da democratização do acesso e da qualificação do ensino presentes nos programas de ensino a distância.

Palavras-chave: educação a distância, educação física, política educacional