

80 - HISTORY, TENDENCIES AND APPROACHES OF SCHOOL PHYSICAL EDUCATION IN BRAZIL.

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INTRODUCTION

The History, Tendencies and Approaches of School Physical Education in Brazil is complex and, in order to get a sense of the breadth of this subject, it is enough to mention that history, no matter how much it keeps a root, can be counted by several prisms that will depend on how we perceive it (PETER BURKER, 2005).

Starting from this point of view, physical education is faced with manuals and books that follow a common order of exposition of the facts related to its history in Brazil. It is known that by means of some works, the Physical Education school was influenced by the medical area and until the 60s, was centered in the European gymnastic movements and, after, was also influenced by the French school (BETTI, 1991).

Subsequently, the Brazilian Physical Education was strongly influenced by the Generalized Sports Method; Still, there are records stating that in the mid-1970s the military government supported Physical Education in the school with the aim of forming an army composed of a strong and healthy youth, enriching the school sports content and from the 80's, due to the new political scenario, this model of high-performance sports is criticized, resulting in new ways of thinking about physical education in school.

METHODOLOGY

In this study, a bibliographic review was carried out by subject. For that, references and works and periodicals published between the years of 1972 and 2014, consulted in the Library of the Academic Center of Vitória of the Federal University of Pernambuco (UFPE) were used as references. The subject descriptors used for the research were: education, history, tendencies, approaches, school physical education.

HISTORY OF PHYSICAL EDUCATION IN BRAZIL

It is possible to portray history in several ways and thus to bring a perspective on the history of Physical Education in Brazil, and it seems appropriate to highlight certain phases that characterize this process. For that, we call on Soares (2012) and the "classify" division that makes five periods of the history of Physical Education in Brazil.

From the point of view of a social history there is a first phase, that of Brazil Colony, from 1500 to 1822, in which it understands the existence of practices (physical activities) that somehow refer to what is known today by Physical Education. There were still, in the mentioned period, actions that, although they were not systematized, characterized a form of movement involving the body. And this step, according to Gutierrez (1972), refers to our first inhabitants, the indigenous peoples, revealing, with their rituals, traditions, behaviors and corporal practices, an ethos or a primitive culture linked to a singular tradition and to the context of the corporal activities like: jokes, hunting, fishing, swimming, locomotion, dances, among others.

One dares to say that it was from these "physical activities" observed between natives and slaves that the first elements of physical education were obtained in Brazil. The Indians, even if unintentionally, made a great contribution to the area. The dances used by them in their tradition, as well as games, fights and races, are still part of our curricula and our practices.

Thus, a perspective on the history of colonial Brazil and, as Soares (2012) says, at this stage, the physical activities carried out by the Indians and slaves, represented the first elements of Physical Education in Brazil.

Following the historical process, enters the second period, which dates from 1822 to 1889, called Brazil Empire. The striking feature of this phase refers to records and discussions that portray the emergence of physical education in a more systematized way compared to the previous phase. Physical Education in this period also reports the inclusion of gymnastics education in primary schools, when in 1851 the Imperial Government, through Law No 630 of 17/09 includes gymnastics in elementary school education; A project by Rui Barbosa that, among other issues, was intended to maintain gymnastics within the primary school institution in a mandatory way for the male and female sexes, as well as to support the discipline to become equivalent to other school disciplines.

In the context of the development of the history of Brazilian Physical Education, these situations, in addition to others, indicate that society expands and physical education advances in its forms and conceptions, an inevitable step in the design of Brazilian social and rural figuration history. That said, it is contemplated, in the third period of history, the Brazil Republic, from 1890 to 1946, which is highlighted by the fact that Rio de Janeiro and other states of the Federation carry out educational reforms and include gymnastics in school beyond teaching (BETTI, 1991).

In this way, it is directed to an educational context that is essentially reductionist in terms of the population reach in terms of the provision of school education and discipline, without necessarily promoting total ruptures and moving towards the adoption of reforms that are no longer constituted by changes in favor of a larger part of society.

At the same time, higher education in physical education was created with the objective of training professionals to meet a social need where, initially, the profile that prevails is that of military physical education, which is the ideology present in the society of the time (MELO, 2006).

As a matter of fact, during this period the formation of the Ministry of Education and Health takes place and with this

Physical Education advances gaining greater prominence before the government. It is at that moment, that gymnastics gains strength in Brazil by entering into Brazilian schools with a hygienist and military discourse that aims to prepare strong and healthy individuals for military combat, obedient and uncritical to the Brazilian reality (SOARES, 2012).

Thus, in the fourth period of the historical course of Contemporary Brazil, from 1946 to 1980, where physical education in schools was maintained with a calimental and calisthenic character of Brazil Republic (RAMOS, 1982). Of the several important contexts and facts in this period what stands out is the relationship between the State and the military regime and, despite everything that can be disputed, it can not be denied that there is an ongoing development with respect to physical education, although it lived under the process of insertions, consolidations and legal achievements in the school environment, yet, at that time, serious difficulties persisted in this area in Brazil, above all, in relation to the exercise of free thought.

The condition mentioned above may materialize the way of life that prevailed in the militaristic system, what mattered most was to educate the body for possible wars, so the regime saw physical education as a constant means of training for students (GHIRALDELLI, 1998).

But, there is something in this relationship that must not be forgotten: social pressures tend to produce movements, and in this sense, they are faced with the construction of the academic thinking of Brazilian physical education, which was initially undertaken in the late 1970s, but mainly during the 1980s, the result of a historical process dating back to earlier times; however, this period is highlighted due to the proliferation of discourses about the object of study of Physical Education and its school application.

The multiplicity of discourses occurred in the period was extremely relevant, both in terms of number of propositions and in their quality. The consequence was the appearance of several ways of thinking about Physical Education, leading to the intense debate between the representatives of each one of them.

It is interesting to note the content of the area's publications before and after that period. The few previous publications referred mainly to the sports modalities of technical-tactical form, the treatises of sports physiology, and manuals on physical preparation. The works that follow this period begin to reflect on Physical Education not only as a technical or biological activity, but they see it as a pedagogical, psychological and social phenomenon.

Bracht et.al. (1992), recall that it was the contact with the Brazilian pedagogical debate of the 1970s and 1980s, which made physical education professionals construct study objects from the existing pedagogical bias. Regardless of the theoretical matrices used, all were oriented by the human and social sciences.

Oliveira (1994), tells us that a qualitative leap in the historical process in the 1980s; If in the 1970s elements of pedagogy were incorporated into the area, although in the technical version in the 1980s, the perspective of Physical Education as a social practice emerged.

Finally, in this textual construction, one arrives at the fifth period of history: to Brazil Atual, that is established from the years of 1980. This is a period that in brief marks the opening of the thought of the field of school physical education and during the 1980s, resistance to the biological conception of physical education occurred, and this was strongly criticized (Darido & Rangel, 2015). Currently, there are several conceptions, models, tendencies or approaches in Physical Education that mark the school field up to the present day and try to break with the mechanistic model of the times cited.

Also, during this period, the consolidation of several higher education courses in Brazil and the institution of undergraduate courses that go back to school thinking. In this same historical course, some post-graduations in the area and publications are opened under various perspectives that are progressing more and more. It should also be pointed out that in this historical context the debates are increasing even to those who talk about the tendencies of the area.

TENDENCIES OF SCHOOL PHYSICAL EDUCATION

In this second part of the text, three tendencies are revealed that in a long-term course are also part of the figuration of Brazilian school physical education, called: biologization, biopsychologization and socio-historical (SOARES, 1998). These exercises, their representations, initially because they marked and still continue to exert influence by direct and indirect ways on the theoretical and practical space of said area and then because there are in them the roots of the approaches dealt with in the third part of the text

Soares (1998), says that biologization in Physical Education can be identified by means of the marked presence of medical thought in the paths it traverses. From the nineteenth century until today, mentioning only the most recent history, it is this thought that has influenced Physical Education, from the training of its professionals, to the publications related to Sport in general, as well as other corporal activities.

In relation to the tendency in question, it is inherent in the direct relationship that is established between Physical Education and health. In the words of Soares (1998), health in its interior is understood as physical health, as health of a body abstracted from its concrete material reality.

However, this is not the only possible analysis for biological ideologists; There is in this tendency a pedagogical idea that characterizes a possibility of caring for the body. Agreeing or not, this is a way in which is historically based one of the ways of thinking the school physical education discipline in Brazil and that for a long time guided the pedagogical practice inside the school and that it is possible to observe it in several school spaces. For the tendency oriented in biologization, the expression Physical Education resides in the conception of the physical body and part of an ideology turned to a language that sees the man as a biological body and with anatomo-physiological principles with the objective of the harmonious development of the body, being that, in adulthood the maintenance and improvement of the functioning of the organs, with a perspective that consolidates a meaning of physical education and that understands a vision of the world, is given priority.

Guided by the idea of Elias (1995), to think of history in terms of process, it moves from the biologicist figuration to the second tendency: biopsychologization.

According to Soares (1998), biopsychologization in Physical Education finds its bases of support in propositions that guided the emergence of "Pedagogia Nova"; New Pedagogy, which arrives in Brazil in the 1920s, as well as in the Technician Pedagogy, which influences Brazilian education in the 1970s.

The "Pedagogia Nova" - New Pedagogy, influenced by a biology-based Psychology and by Biology itself, was against the traditional methods of teaching and launched in Brazil in 1932 its "Manifesto of the Pioneers of New Education", manifested this one that contained the bases to a true "educational reconstruction" (CAPARROZ, 1996).

From then on, the New Pedagogy moves the axis of the intellect to the feeling, from the logical aspect to the psychological aspect, of the cognitive contents to the pedagogical methods or processes; from teacher to student; from effort to interest; from the discipline to spontaneity; from quantity to quality (SOARES, 1998)

These elements, although present in education generally in the first decades, only appeared in Physical Education in the 1970s through a change in the discourse of Physical School Education, thus arising, the psychomotricity of Jean LeBouch.

In this chain of interdependence, there is also the *Tecnicista Pedagogy* which, in the 1970s, influences Brazilian education, like Physical Education at school, attributing to it the role of improving physical fitness, intellectual development and maintaining emotional balance, which means acting on the psychomotor, cognitive and affective domains.

But, of course, in the midst of the process of social change that involves the Brazilian scenario, other perspectives and pedagogical tendencies have naturally arisen, and in this sense we point out the last tendency to be highlighted: socio-historical.

It is precisely at this juncture that those conceptions of pedagogy of the 1980s, quoted by Oliveira (1994), are inserted, and that they invoke the idea of Physical Education as a social practice. But not only them, there are also others that amplify the bias of the theoretical and intervention of this tendency.

One can summarize what is involved in this tendency, where the Human Movement is found, which is socially and culturally constructed and needs to be analyzed in its entirety, that is, as a result of the interaction of its biological, psychological and socio-cultural components and not by parts (SOARES, 1998).

The 1980s, in the conception of one of its ideologues, Professor João Paulo Medina, constituted an opening of academic thinking and for Brazilian school physical education and the results of the discussions, pointed to new directions, especially with the constitution of so-called critical humanist approaches.

This stage ends by saying that the multiplicity of discourses occurred in this period proved to be extremely relevant both in terms of quantity of propositions and in their quality. The consequence was the appearance of several ways of thinking Physical Education, leading to intense debate between the representatives of each one of them.

Taking these considerations into account, we move on to the last point of this work, where the goal is to score on some approaches present in the scope of school physical education.

SCHOOL PHYSICAL EDUCATION APPROACHES

Education, as Brandão (2005) says, takes many forms, and one of them is effective through thoughts, conceptions and approaches that transmit knowledge. In Physical School Education this is a process that reveals many nuances because there are several pedagogical approaches that guide the actions of teachers in this field.

It should be noted that there are disputes about pedagogical and scientific thinking in Brazilian Physical Education and one of the consequences of this is the diversity of approaches that guide them. These will be described without a sequence that emphasizes or obeys a scale of value or importance.

The Open Class Concepts approach, as Azevedo and Shigunov (2000) say, focuses on the life history and the construction of the sports biography of Physical Education students, on the conception of sports and on the reality of School Physical Education classes. For such an approach, the classes are open, as the students participate in the decisions involving objectives, contents and forms of transmission.

A second approach is that of Physical Activity for Health Promotion, which, among other possibilities, aims to raise the awareness of the school population for the benefits of physical activity. For this, one of the central roles of physical education teachers in the school is to adopt in their classes goals aimed at health promotion, through selection, organization and development of experiences that make the students more physically active and that lead them to seek a style of active life. According to Guedes & Guedes (2000), such an approach is to promote the pleasurable practice of activities and these, therefore, will provide the improvement of the capacities of resistance and flexibility, the improvement of the corporal composition, that in a set makes possible the improvement of the quality of life of the students during the school period and after this moment lived.

The next approach outlined here is the so-called Critical-Overcome Approach, which invokes a discourse of social justice in the context of its practice. It is also worth noting that this proposal raises questions that deal with the idea of power, interest and contestation, and proposes a reading of reality in the light of the social critique of contents. To that end Soares et al (1992), Physical Education is understood as a discipline that deals with the game, gymnastics, sport, capoeira, and dance, of the struggles, being these, knowledge of the body culture of movement.

According to Tani (2014), there is an approach called "Developmentalist". According to Tani (2014), the physical movement of children from four to fourteen years of age is understood as the main means and end of Physical Education and understands the process of learning and development as the foundation for Physical School Education. For the author, this tendency is an explanatory possibility of the normal evolution of physical growth, physiological, motor, cognitive and affective-social development, in motor learning in school physical education; It privileges the learning of the movement, nevertheless considers other learning resulting from the practice of motor skills.

Following the exposition, we have, finally, the approach known as Psychomotricist, which is involved in play activities as a means of development and teaching learning (LE BOULCH, 1986). It is also about the significant, spontaneous and exploratory learning of the child and his/ her interpersonal relationships. It targets the pre-school child, highlighting its prehistory as a factor of adoption of pedagogical strategies and planning. Besides these questions, it seeks to analyze and interpret the children's game and its meanings, evidencing itself in the approach between history of Psychomotricity and Physical Education.

There are other proposals within the universe of Brazilian physical education approaches, however, the choice was guided by the study guided by the trends most used within the timeline and period of school formation of our students.

CONCLUSION

In view of the above, it is concluded that the intention of this project was not in a brief text, exhausting a subject so broad and complex that it is referred to exposing the history, tendencies and approaches that involve the field of physical education in Brazil. Above all, we see this field as a place whose tone is not and will not be a consensus. Moreover, this way of exposing and thinking should not under any circumstances constitute a single or fixed proposal, but rather should become a possibility that singles out, once again, a form of apprehension that is only completed by the conjugation of so many ways of thinking about physical education in our midst (PETER BURKE, 2005).

Finally, what can not be overlooked here is the fact that history, tendencies and approaches will only be understood in their magnitude if the analysis starts from the view that they are parts of the same figuration and that they must be treated in an interdependent way, collaborating with the improvement of knowledge, development, teaching learning of our students within a physical school education that day after day seeks renewals and possibilities, new directions, new discoveries, new stories.

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ABSTRACT

Aims: Within this study sketches aspects of the history of physical education in the Country, weaving relationships with the school; then we highlight three tendencies in school physical education that are considered central to understanding the socio-historical formation of the field among us, and finally, we present some approaches to physical education, something common in the school space in contemporary times and that are intertwined with the aforementioned trends. For that, the Methodology used was a bibliographic review by subject, held at the Library of the Federal University of Pernambuco, Centro Acadêmico de Vitória (CAV). Given the objective and smallness that the text requires, it aims to present a perspective of the history, tendencies and approaches, evidencing some recurrent discussions and, still today, mark the field of debate of Physical School Education in Brazil. Conclusion: It is visualized, therefore, that this historical field, becomes a place whose tone is not and will not be a consensus, but rather become a possibility that singles out a form of apprehension of the understanding of the trajectory that only complete with the combination of many other ways of thinking about physical education in our midst and that day after day seeks renewals and possibilities of new directions, new histories.

Key words: education; historical; tendencies; approaches; school physical education.

RESUMÉ

Introduction: Dans cette étude esquisse des aspects de l'histoire de l'éducation physique dans le pays, tisser des relations avec l'école; Ensuite, nous soulignons trois tendances dans l'éducation physique à l'école qui sont considérées comme centrales pour comprendre la formation socio-historique du champ parmi nous, et enfin, nous présentons quelques approches de l'éducation physique, quelque chose de commun dans l'espace scolaire à l'époque contemporaine et sont entrelacées avec les tendances susmentionnées. Pour cela, la Méthodologie utilisée était une revue bibliographique par sujet, tenue à la Bibliothèque de l'Université Fédérale de Pernambuco, Centro Académico de Vitória (CAV). Compte tenu de l'objectif et de la petitesse que le texte exige, nous visons à présenter une perspective de l'histoire, des tendances et des approches, témoignant de certaines discussions récurrentes et, aujourd'hui encore, marquer le champ du débat sur l'éducation physique au Brésil. Conclusion: On visualise donc que ce champ historique devient un lieu dont le ton n'est pas et ne sera pas un consensus, mais devient plutôt une possibilité qui singularise une forme d'appréhension de la compréhension de la trajectoire que seul compléter avec la combinaison de nombreuses autres façons de penser à l'éducation physique dans notre milieu et que jour après jour cherche des renouvellements et des possibilités de nouvelles directions, de nouvelles histoires.

Mots clés: éducation; historique; tendances; approches; éducation physique à l'école.

RESUMEN

Introducción: Dentro de este estudio se esbozan aspectos de la historia de la educación física en el país, tejiendo relaciones con la escuela; en seguida se destacan tres tendencias de la educación física escolar que se consideran centrales para entender la formación socio-histórica del campo entre nosotros y, finalmente, se presentan algunos enfoques de la educación física, un tanto común en el espacio escolar en la contemporaneidad y que están interconectadas a las tendencias mencionadas. Para ello, la Metodología utilizada fue una revisión bibliográfica por tema, realizada en la Biblioteca de la Universidad Federal de Pernambuco del Centro Académico de Vitória (CAV). Dada la finalidad y exiguidad que el texto requiere, se tiene como objetivo presentar una perspectiva del histórico, tendencias y enfoques, evidenciando algunas discusiones recurrentes y, que aún hoy, marcan el campo de debate de la Educación Física Escolar en Brasil. Conclusión: Se visualiza, por lo tanto, que ese campo histórico, se convierte en un lugar cuya tónica no es y ni será un consenso y, sí, convertirse en una

posibilidad que singularice una forma de aprehensión de la comprensión de la trayectoria que sólo si completa con la conjugación de otras tantas maneras de pensar en la educación física en nuestro medio y que día tras día busca renovaciones y posibilidades de nuevos rumbos, nuevas historias.

Palabras clave: educación; histórico; tendencias; enfoques; educación física escolar.

RESUMO

Introdução: Dentro desse estudo esboça-se aspectos da história da educação física no País, tecendo-se relações com a escola; em seguida destaca-se três tendências da educação física escolar que considera-se centrais para entender a formação sócio-histórica do campo entre nós e, finalmente, apresentam-se algumas abordagens da educação física, um tanto comum no espaço escolar na contemporaneidade e que estão interligadas às tendências mencionadas. Para tanto, a Metodologia utilizada foi uma revisão bibliográfica por assunto, realizada na Biblioteca da Universidade Federal de Pernambuco do Centro Acadêmico de Vitória (CAV). Dada a finalidade e exiguidade que o texto requer, tem-se como Objetivo apresentar uma perspectiva do histórico, tendências e abordagens, evidenciando-se algumas discussões recorrentes e, que ainda hoje, marcam o campo de debate da Educação Física Escolar no Brasil. Conclusão: Visualiza-se, portanto, que esse campo histórico, torna-se um lugar cuja tônica não é e nem será um consenso e, sim, tornar-se mais uma possibilidade que singularize uma forma de apreensão da compreensão da trajetória que somente se completa com a conjugação de outras tantas maneiras de pensar sobre a educação física em nosso meio e que dia após dia busca renovações e possibilidades de novos rumos, novas histórias.

Palavras-chave: educação; histórico; tendências; abordagens; educação física escolar.