

17 - GENDER AND PHYSICAL EDUCATION: WHAT IS "BOY"? WHAT IS "THE GIRL"?

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INTRODUCTION

The object of this research is the discussion of gender in physical education classes, raising the following issues, what factors influence sports practices within the school environment? Having as main objective, to present evidence to justify the choice of certain sports practices within the school environment, and specific objectives, conceptualizing culture and gender; discuss the role of physical education teacher for differences legitimized by society with a view to the practice of sports. The methodology was field research of qualitative nature, also based for the gathering of information, completion of course work, journal articles, books, dissertations and theses, used as the source database CAPES (Coordination of Improvement of Higher Education Personnel) and FAPESP (Foundation for Research Support of the State of São Paulo).

Within the school environment, the question of gender is central to the development of any activity, especially in school physical education in order that boys and girls participate in an integrated form of the proposed activities, as the discipline has an inclusive role repudiating any discrimination, but in practice, we face several times with problems of differences, especially in relation to sports.

In section 1 we define the concept of culture, because, for an understanding of gender in physical education, it requires a brief understanding of where it originates building these differences in the school environment, which have been accentuated wildly. Since culture is a historic building supported by experiences and customs of each and that will be improving through contact with others throughout life, it is visibly clear their connection to the attitudes of humans, showing here, the differences that boys and girls carry to share the same space, often not accepting the differences, and thus creating a barrier that contributes negatively to the teaching within the school, which in turn has as a major goal, narrow the differences and develop socialization.

In the second section initially clarify the concept of gender to be further an understanding of gender in physical education. That concept is ponderante in human relations because every relationship is composed of both sexes, and in many of them, you can clearly see the gender inequalities that depart from their biological construction, extending to the worldview of each individual.

When we take this approach to the school environment, specifically in Physical Education classes, these inequalities and biases are accentuated, there is a strong influence of the external environment that conflict with the goals and values that must be worked within the school. The classes Physical Education should fully develop the student also providing integration between them regardless of their differences.

SECTION 1**1.1 An initial analysis based on the concept of Culture**

Culture is constructed based on experiences and customs that are being passed from generation to generation, by people who form a group, comes from a collective process and molds also through contact with others who are not inserted in the common environment in which we are used.

"Culture is the very condition of life of all human beings. It is the product of human action, but it is also continuous process by which people give meaning to their actions" (Geertz 2002, p. 7).

Being then, something that we know, so it is not developed naturally, even when placed in a historical building, is made up of all that is lived and cultivated by each individual. "Culture is not natural and it is not due to physical or biological laws, culture is nothing more than the opposite, it is a collective product of human life" (Santos, 2006, p. 27th).

For Santos (2006), there are two basic conceptions of Culture. The first of which is concerned with all aspects of a social reality, so culture relates to everything that characterizes the social life of a people or a nation, or of groups in society entered. In second conception, we talk about culture, we refer specifically to the knowledge, ideas and beliefs, as well as the way they exist in social life.

Based on these two basic assumptions on which society rests, even though distinct concepts, the two are linked to the formation of culture, therefore, is of paramount importance to take into account primarily the social reality in which the individual belongs to that way are understood and comprehended the attitudes of each, so finding a way to develop knowledge in the ways that exist in social life, bringing him something that is relevant.

Culture even having a role to neutralize and narrow forms of prejudice, it is still clear that inequality today, and we can not just ignore these inequalities, we must find a way to solve them.

The culture in society dictates behaviors, positions, ideas and values, being seen as a dimension of the social process, the term culture undergoes constant change throughout the life of each individual, and these changes occur precisely because of the social relations themselves, "Culture is a dimension of the social process, the life of a society" (Santos, 2006, p 44). because each individual brings a cultural baggage, when they shared, add and expand the vision of the other, thereby enhancing the their own culture.

Based on this analysis of culture, we can say that the child often plays within the school part of their cultural context and their experiences prior to its insertion in the school environment, perhaps decisive in its positioning as the Gender within the practices of Education physics, thus developing the pre-concept in the vision of both sexes, of what can be considered what is the boy and which is for the girl.

SECTION 2**2.1 Gender: concept and implications in Physical Education**

To be able to understand the term Gender in Physical Education, is of paramount importance clarify what we mean by Genre. Joan Scott (1995, p.86) defines gender in two parts, one dealing with gender as a constructive element of social relations that are based on the differences that are observed between the sexes, since the second definition appears as a primary way that gives meaning to the relations of power.

According these parts punctuated, you can see that the term is ponderante for human relationships, since all these social relations are composed of both sexes. In many of these relationships are clearly shown on the inequality of the genres, starting from their biological differences, extending to the worldview of individuals.

Ferreira (2001) argues that gender is referring to the sexual identity of the individual in society as it stands, their differences are exposed in three ways, biological, social or culturally constructed. Therefore, observe the differences between boys and girls goes far beyond that analyze them physically, since their experiences and the social environment where each is inserted for determine whether is boy or girl. Built throughout our existence, we absorb characteristics according to our own experiences that are heavily acquired depending on the medium in which we operate. "Gender is a constitutive element of social relationships based on perceived differences between the sexes" (Scott, 1995, p. 89th).

Thus, we found that gender inequality, which almost entirely favors the man was not created from biological conception of each at the time of his birth, but by the way we were raised and educated to think that way.

Dagmar Meyer (2003) considers gender as an organizing culture, and also, a category that crosses and is essential to constitute the subject steadily throughout life. Thus, the term is a builder of social relationships that are formed through the culture of each individual it being both female and male, ie, gender is not the determining term of culture and the relationship between people, but the organizing agent and also a builder and essential to further develop these relationships part.

The great educator Paulo Freire (1981, p. 45) clearly extends this vision, "however much we understand the cultural issues involved in the social context, keep this separation would be to reinforce existing prejudice, and conforming people, to society including their vices. "It is possible understand the cultural issue of each, should extinguish these separations, extinguish forms of prejudice, just understand is virtually nil, there is no point becoming aware, but not taking action to transform while there is a separation of the sexes, the bias will be strengthened, thus keeping the vision given to us from the first contact we have with other individuals. As Freire says, conforming people, society and strengthening their addictions.

The views on the sexes are part of the cultural baggage implanted in each individual through their initial experiences spanning a lifetime. When we entered the school, already have one, however, significant basic knowledge. Everyday actions experienced by each are rich in information, the school will have to work on the values and behaviors brought by each trying to minimize the differences brought. Sacristan (., 1995, p 89) points out that:

'The school does not operate in empty; the culture that is transmitted does not fall into other minds without prior meanings'. Students are beings with a prior background beliefs, meanings, values, attitudes and behaviors acquired outside of school. The television, comics, speech and everyday attitudes of adults and groups of friends are full of gender stereotypes, beliefs about what being male or female in our culture.

The environment we live in is more ponderante in the formation of a personality and worldview than the school itself. These other means that dictate and attribute characteristics and behaviors of the individuals, transferring these visions that are projected unwillingly to future generations, implementing a vision that unifies and make unchanging what is the boy and which is the girl.

Regardless of sex, any human relationship will bring a series of conflicts within the school, such conflicts are essential for the growth of each, separate boys from girls is depriving the progress and development of a child for life in society, and also favor this separation is to contribute to accentuate the prejudices and inequalities between them, living and direct contact between them is undeniable, the school should serve as an example to remedy these inequalities and not create a conducive environment to leverage them.

2.2 Gender and Physical Education: distances and approximations

Today the practice of Physical Education guides numerous questions about the separation between the female and male. As highlighted, the doctor Peixoto (1913) is critical with regard to the separation of boys and girls to work the exercise in general, is of paramount importance that all practicing physical activities, but they must be worked in differently on the female and male, unquestionably.

National Curriculum Standards for Physical Education (PCN - Physical Education) - 1997, reinforce the need to build an education that follow the principle of inclusion, "the systematization of objectives, content, teaching and learning processes and evaluation aims to include the student body in movement culture through concrete and effective participation and reflection", thus showing a perspective that seeks equal rights. Based on, it also raised the CPN (Physical Education - 1997) for high school students, which among other objectives, they enjoy different manifestations of the culture of the body, maintaining a posture free of prejudices and social, sexual or cultural discrimination, so the school should adopt the policy of equality, minimizing these relations of prejudice and strengthening its role in the formation of individuals.

In view of Jocimar Daolio (1994), the difficulty of PE teachers is to propose a practice that brings the same opportunities to all students, boys and girls, respecting differences of each. This difficulty arises from the biological conception of both body area that act as it is understood in their professional action, because it is social representations that underpin and guide their practice, numerous times until unconscious.

You can not point out that the separation of genera within classes is given due to the body structure of the boy and girl, ie, its biological structure, however the idea that gender is linked primarily to this, because there would be numerous biological factors as height, weight, among others, that could also trigger separation between individuals and not specifically because is boy or girl.

For Eustáquia Sousa and Helena Altmann (1999, p. 28),

As the idea of genre is founded on the biological differences between the sexes, she points to the implicit relational character of feminine and masculine. Thus, gender is a relational category because it takes into account the other sex, in presence or absence. Furthermore, relates to other categories, because we are not seen (the) only according to our sex or what culture did it, but in a much broader sense: we are ranked (as) according to our age race, ethnicity, social class, height and body weight, motor skills, among many others. This occurs in various social spaces, including school and physical education classes, classes are taught to the same sex or not.

Based in Altmann (1998), gender is a relational category, must think its articulation in other classes in Physical Education, because gender, age, strength and skill form a mixture of exclusions that are experienced by boys and girls in school environment.

Can not offer ways of understanding the body if the teacher does not allow this acceptance there and contact between the sexes, must make room for the existence of this contact, even if the joint is conflicted because it will be from these relationships and these conflicts that the other can understand and respect the limits and differences of male and female.

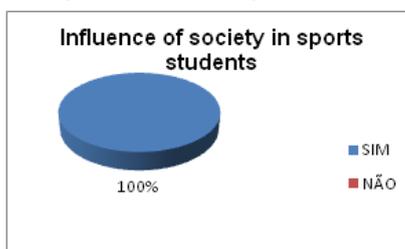
METHODOLOGY

Was performed a field study exploratory, applied in three state schools in the urban area of South Pirai - Paraná. The questionnaire had four issues of the exploratory type, three of them descriptive and a multiple choice type of showcase, answered

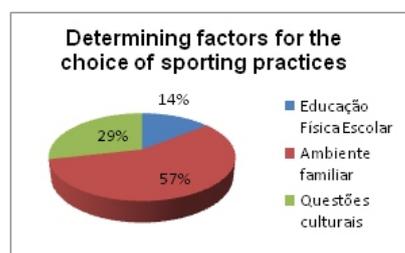
by seven graduated in Physical Education teachers working in state schools in the municipality. The purpose of the questionnaire was to find out the position of the teacher as the separation of genders in Physical Education. Since the criterion for the choice of participating educational institutions, research all state schools in the urban area of Pirai do Sul - Paraná, since it is a small town, having only three schools in the state in its urban perimeter, thus, the survey was conducted on 100% of schools.

PRESENTATION OF DATA

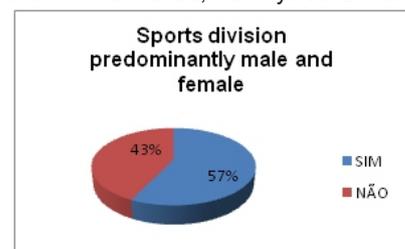
We seek to categorize the responses by their intentionality.



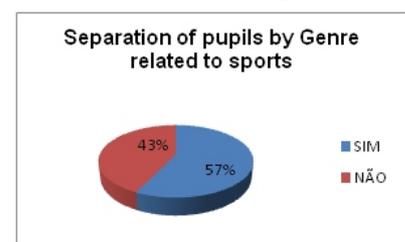
Based on question one, the answer was unanimous. All teachers believe that society in general influences the choice of practice.



In question 1.1, the vast majority of teachers believe that the family environment is the most determining factor for the choice of sporting practices, and in the cultural and order issues, the Physical Education itself.



In question two, in addressing the question of the existence of division predominantly female or male within the Physical Education sports, opinions are divided almost evenly, with a slight predominance in there but this divide.



Already in question three, regarding the separation of students by gender in practical classes when they are worked on sports, 43% do not separate, and those corresponding to 57%, explained that the separation exists according to the situation, as integration among students, factors of individuality of each smooth running of

CONSIDERATION FINAL

Through our research, we point out that society actually interferes in sports within the school environment, and that the separation of genres within the Physical Education classes, is mainly for cultural matters, which are nothing more than habits passed from generation to generation. Thus the student leads to school all experiences and experiences preceding their inclusion in the educational environment.

Since Physical Education is not about the performance of the student, but rather develop it fully, mainly highlighting their values, separate boys from girls during application of sports and also the other activities, is a means of discipline and mischaracterize their goals within the school.

The teacher who is not opposed to the idea of separation of students in their classes are limiting learning and personal development of themselves, therefore it is very important contact with others for the individual to know and respect the limits of the particularities of each one, regardless if it is a boy or girl.

The teacher's role is to narrow these inequalities, being a mediator of these differences and able to meet the objections and influences of the external environment that may affect the performance of their classes, and this increasingly common intervention within the school environment agent.

Finally, it is important that you first from the teacher seek to minimize differences within physical education classes, and not contribute to the advancement of these inequalities and provide what society dictates the way in which classes should be conducted through what is transferred to the student and that is often in contrast with the educational principles.

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GENDER AND PHYSICAL EDUCATION: WHAT IS "BOY"? WHAT IS "THE GIRL"?**ABSTRACT**

The present study addressed the issue of gender in physical education at school, had a general objective to present evidence to justify the choice of certain sports practices within the school environment, specifically regarding sports practices. A field survey was conducted through a questionnaire for graduates teachers in Physical Education working in state schools in the urban area of the Pirai South - Paraná. The results show that society is determining in sports practices of the students and also that most of the teachers separate students in separate classes related to sports, justifying that separation occurs for several reasons.

KEYWORDS: Physical Education, Gender, sports practices.

GENRE ET EDUCATION PHYSIQUE: QU'EST-CE QUE "BOY"? QU'EST-CE QUE "LA FILLE"?**RÉSUMÉ**

Cette étude traite de la question du genre dans l'éducation physique, l'objectif global était de présenter des preuves pour justifier le choix de certaines pratiques sportives au sein de l'environnement scolaire, en particulier en ce qui concerne les pratiques sportives. Une enquête de terrain a été réalisée grâce à un questionnaire pour les diplômés en professeurs d'éducation physique de travail dans les écoles publiques dans la zone urbaine Pirai Sud - Paraná. Les résultats montrent que la société est essentielle dans le sport des étudiants et aussi que la plupart des enseignants interrogés élèves dans des classes séparées liées aux sports, justifiant la séparation se fait par plusieurs facteurs.

MOTS-CLÉS: éducation physique, le sexe, les pratiques sportives.

GÉNERO Y EDUCACIÓN FÍSICA: ¿QUÉ ES LA "BOY"? ¿QUÉ ES "LA NIÑA"?**RESUMEN**

Este estudio aborda la cuestión de género en la educación física, tenía el objetivo general de presentar pruebas para justificar la elección de ciertas prácticas deportivas en el medio escolar, especialmente en relación con las prácticas deportivas. Un estudio de campo se llevó a cabo a través de un cuestionario para graduados en profesores de Educación Física que trabajan en las escuelas públicas en el área urbana Pirai Sur - Paraná. Los resultados muestran que la sociedad es fundamental en el deporte de los estudiantes y también que la mayoría de los profesores encuestados estudiantes en clases separadas relacionadas con los deportes, lo que justifica la separación se produce por varios factores.

PALABRAS CLAVE: Educación Física, de género, las prácticas deportivas.

GÊNERO E EDUCAÇÃO FÍSICA: O QUE É "DO MENINO"? O QUE É "DA MENINA"?**RESUMO**

O presente estudo aborda o tema gênero na Educação Física escolar, teve por objetivo geral apresentar elementos que justifiquem a escolha de determinadas práticas esportivas dentro do ambiente escolar, especificamente quanto às práticas esportivas. Foi realizada uma pesquisa de campo, através de um questionário para professores graduados em Educação Física que atuam nas escolas estaduais da zona urbana no município de Pirai do Sul – Paraná. Os resultados apontam que a sociedade é determinante nas práticas esportivas dos alunos e também, que a maior parte dos professores pesquisados separam seus alunos nas aulas relacionadas aos esportes, justificando que a separação se dá por diversos fatores.

PALAVRAS-CHAVE: Educação Física escolar, Gênero, Práticas esportivas.