21 - RESEARCH ON SCHOOL PHYSICAL EDUCATION

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Introduction

This article is the result of one of the actions of the research group "Estudos Etnográficos em Educação Física e Esportes" ETHNÓS (Studies on physical Education and Sports") a section of the ESEF/UPE "Laboratório de Estudos Pedagógicos" - LAPED (Laboratory of Pedagogical Studies). Today, the group is registered on the Brazilian CNPq Research Group Directory and gathers people who are interested in researching the Physical Education and Sports pedagogical practice (its contents, manifestations, interfaces and institutionalizations) either in the scholar space or in other times and social spaces. It is based on the pedagogical practice line and the Professional Formation in Physical Education in the area of concentration in Culture, Education and Humane Movement of the Associated Master's Course of UPE and UFPB, as well as on the subject Fundaments of School Physical Education of the ESEF/UPE Specialization on Physical Education.

Theoretical Fundamentals

The posture of constant epistemological attention - fundamental to a more coherent and socially engaged development in all areas of science, has to do with the paths of the scientific production and its relationship with the human development, because:

Nobody doubts that science can serve men, but at the same time, the use of its results over humanity is a fact. Thereafter, a great social problem is faced: orienting the technical-scientific revolution for the benefit of the civilization development, learning how to conduct the scientific thinking movement according to men's interests. **(Our Translation)**

(KOPNIN, 1978: p.19-20).

The epistemological investigation intends, therefore, besides reconstituting through research, the explicit articulation levels (technical-methodological, epistemological and theoretical), to recover the implicit purposes (historic, philosophical and scientific).

Each kind of knowledge corresponds to a specific interest whose origins are ideological, economic, social and political and distinguishes three investigation categories: the empirical-analytic process corresponds to a technical interest of control; the hermeneutic-phenomenological process corresponds to a communicative interest and the dialectical process has to do with an interest of emancipation. The first is related to nature's domain, the second, to the relationship among men and the third to the liberation of human gender. (HABERMAS apud GAMBOA, 1998: p.50)

Understanding science as a way of social work, influenced by the historical conditions of the human gender development and the scientific production as a product of that work, studies of critical epistemology can help science and the society where it is applied in a dialectical mechanism of retro feeding, where society produces science and uses science to transform *itself.*

Epistemological considerations that critically question not only the techniques and instruments used but also the assumed commitments and the overcoming proposals used in each studied issue, can stimulate professionals in the area to examine the relevance and the social meaning of their researches, when they allow themselves to think of what has been done and how things have been done and what and whom for the researches have been done.

When a critical concept of science is assumed where *it* can be comprehended as a social production, determined by historical human conditions and as a potentializer of transformations under those conditions, the fundamental importance of studies which stimulate self-reflection by scientists is noticed.

In that context, the epistemological investigation or the research about research is considered an important field of knowledge because it amplifies the possibility of problem identification and clarifies a possible redirection of ways when, besides evaluating its internal mechanisms, also inquires about the relations between science and society and science and the scientific institutions, when *it* correlates the logic of the object to its history, examining the historic conditions of that production as well.

Methodology

In a survey about the studies regarding the Physical Education Subject on the UFPE Teaching Stricto Sensu Post-Graduation Course, it was possible to see that the first defense of a master's dissertation was in 1983, and other 27 were produced until the second semester of 2007 on that area since then. The doctorate activities started in 2002 and the first thesis was defended in 2007. And now, an effort to follow systematically that production is needed once there is still a lack of that kind of analysis.

The guiding questions in this article were defined in order to identify various aspects. From the summaries of the productions were recognized:

a.Which are the Master's and Doctorate productions on the Post-Graduation Program in Teaching at the UFPE Education Center about School Physical Education?

b.Who are their authors and mentors?

c.Which center were they produced at?

d.When were they defended?

e.Which is their relation with the subject of the School Physical Education from the complete texts we are investigating?

f.Which is the occurrence and the approach with the paradigmatic scheme?

g.Which were the theories applied?

h.Which conceptions of History, Philosophy and Science are on those theses?

i.Has their methodological approach been qualitative or quantitative?

j. Which were the most recurring subjects and problems?

k.Which is their conception of School Physical education?

L.Which are the instruments and techniques of data collection and analysis?

m.Which critics were developed and principal recommendations towards each studied issue?
n.Which were the main conclusions?

The research has been documental/bibliographic. Initially, a gathering of our sources, objects of study that are the documentation composed by the dissertations and theses from the UFPE Post-Graduation Program on Teaching was done. We point out that that material can be found at the UFPE Central Library and Education Center or at the ESEF/UPE Library.

Our sources for the initial data collection were the digital summaries of the CAPES Theses Library and the digital complete texts of those productions at the Biblioteca Digital de Dissertações e Teses BDTD - UFPE (Digital Library of Dissertations and Theses - UFPE). The printed versions of those productions were found at the mentioned libraries or with their own authors.

The procedures and instruments used were the documental study and the summary as ways to collect the necessary data to the study. And to deal with the data we used the thematic categorical analysis (BARDIN, 1979).

On the first phase, we made an analysis board of general data, although, concerning the summaries, we could identify other more conceptual elements on the second phase of the analysis.

Categorization 1 General Data (based on the summaries)

Author	Title	Key Words	Mentor	Production Center	Year	School PE?
1.						
2.						

On the second phase, which we are concluding, we made analytic boards under two kinds of categorization.

Categorization 2 Scientific fundamentals (based on the productions)

Authorship and Kind of Production Elements	
Paradigmatic scheme and Theory of knowledge	
Analysis categories	
Object/theme	
Methodological approach (qualitative or quantitative)	
Type of study	
Type of instrument	
Complementary instruments	
Treatment of data techniques	

Categorization 3 Fundamentals of School Physical Education (based on the productions)

Authorship and type of production Elements	
Theory and/or author of (philosophical) reference	
Theory and/or author of (historic) reference	
Theory and/or author of (educational) reference	
School Physical Education Conception	
Arguments of critics about School Physical Education	
Arguments of recommendations about School Physical Education	

Preliminary Data
First Inferences

We gathered the 28 summaries of the productions of Research on Physical Education written at the UFPE Post-Graduation Program in Physical Education. We noticed that 14 specifically refer to School Physical Education 4 have correlated themes to Physical Education and 10 refer to other themes.

After that first analysis, we got to the concept about what School Physical Education Researches mean, being defined as the studies about the pedagogical practice of Physical Education, expressing the basic education school quotidian, as well as expressing that school quotidian, especially in the class environment, where subjects and objects of the school education interact, that is, teachers and students face the socialization of the specific knowledge of Physical education. The correlated themes would be those ones that are not, specifically, about the basic school quotidian, however, interfere on it or in a second plan, have to do with *it*.

So, it is possible to realize that the UFPE Post-Graduation in Education Program has mainly generated and absorbed researches about School Physical Education, but studies on the presence of Physical Education in other social/institutional dimensions of Education have also had space. That happens because of the characteristic of the program itself and the movement of the studies in the Physical Education area, inclusively, with studies of the subjects in the area of Physical Education that are not related to their specific area but to education in a general way.

Through the found subjects, the same research can be related to more than one theme, either because of the articulations among them, or because some of them may figure as branches of others.

SUBJECTS	QUANTITY
Physical Education and the Critical-overcoming approach	9
Physical Education and curriculum	5
Physical Education and educational policy	4
Physical Education and sports	3
Physical Education and curriculum policy	2
Physical Education and games	2
Physical Education and dance	2
Physical Education and school knowledge	2
Physical Education and History	2
Physical Education and teaching methodology	2
Physical Education and health	1
Physical Education and social representations	1
Physical Education and gender	1
Physical Education and Paulo Freire	1

Concerning the subjects about School Physical Education, we specifically found a great concentration in studies referring to Physical Education in a critical-overcoming approach, sometimes starting from their objects of study and sometimes appearing as a research to contribute to the consolidation of that perspective in the national *status quo* of the Brazilian Physical Education.

SUBJECTS
Physical Education and professional formation
Physical Education and teaching knowledge
Physical Education and body
Physical Education and epistemology
Physical Education and gym
Physical Education and playfulness

Regarding the correlated subjects to the School Physical Education, we found studies that do not focus on the presence of that area in the basic school, but the impact of their objects of study may end up as contributions to that dimension. For example, the studies on professional formation, teaching knowledge and gym are researches that were composed by objects from higher education. The studies about body, epistemology and playfulness are more than the regular system/modality of education or even the focuses of their objects are not on the specificity of Physical Education.

The productions regarding Physical Education in that program follow a balanced timeline of distribution with a most constant periodicity on the dates of their defenses, except for the interval of almost 10 years between the first and the second dissertation defended.

Number of productions per year

1983	1	2000	3
1992	1	2001	2
1994	2	2002	5
1996	1	2003	3
1997	1	2006	4
1999	3	2007	1

That happened because of the characteristics of our area that sees the eighties as the beginning of the search for programs in areas alike, due to the history of Physical Education itself that had in its concentration the intervention of physical fitness under form of gym and the athletic fitness under the form of sports, also because of the lack of tradition in the area of Physical Education post-graduation in Brazil, and the scarcity of specific programs. It is also possible to notice that in the nineties, the number of professionals in the area increases in programs of various areas, particularly in the educational ones.

The researches on Physical Education in this program were based on two main research centers.

Pedagogical Practice on Professional Formation	10
Educational policy and pedagogical practice	9
Educational policy, educational management and educational planning - 4	
History and theory of education - 3	

That occurs for the characteristics of the objects of study that were lodged in centers that allow their development and also for the greatest presence of Physical Education mentor professors in those centers.

Celi Taffarel – 14	Ferdinand Rohr – 1
Janete Azevedo – 2	Maria Eliete Santiago – 1
Márcia Ângela – 1	João Francisco – 1
Astrogilda Andrade – 1	Gabiel Perruci – 1
Tereza França – 1	Ricardo Lucena – 1
Ana Maria Galvão – 1	Maria Luiza Siqueira – 1

In relation to the mentors, it was noticeable that half of the productions in the Physical Education area were oriented by only one of the professors in the program, first for being the only present professor in the area, even with other studies being absorbed and developed under the orientation of mentors from other areas and second, in search of a perspective worked out by the mentor professor. That ensures the concentration on the subject of studies about the critical-overcoming approach.

Final Considerations

Researching the dissertations and revealing their internal logic and articulation in the historic, philosophical and scientific contexts, the main goal of the production of this study is to return self-criticism and self-reflection to science. When reflecting about principles, procedures, criteria, fundamentals, and methodologies, for example, the objective with this study is to contribute to assure epistemological attention, in the field of teaching knowledge, specifically in the School Physical Education.

For now, our first inferences were possible through the analysis of the summaries, what made a production mapping possible, in general data, that characterized the dissertations and theses about the School Physical Education produced in the mentioned period and determined locus.

We could notice that this kind of study is essential because it may point out a more specific evaluation of the nature of produced knowledge; a recognition of the prime issue and attention to the methodological rigor and characteristics.

For our future analyses and for our next production on Physical Education, mainly the school ones, we hope that the necessity of impact analysis and the consequence of the results achieved in those productions, become necessary because what methodologies show is that researches appear suddenly and disappear faster than they appeared.

Though it refers to science perspective and research and the methodology used, we need to watch the educational conduct to recognize its potential, once it regards a knowledge that must be recognized on researches. Our researches on Physical Education not only have to be based on the pedagogical practice of the “school floor”, researching *about school*, but also to recognize the potential producer of subjects and fields of research, researching *with the school* and *to the school*.

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RESEARCH ON SCHOOL PHYSICAL EDUCATION

ABSTRACT: We analyzed the scientific production about school Physical Education on the UFPE Teaching Post-graduation Program. Our sources were the CAPES Theses Data, the complete texts from the UFPE Digital Library of Theses, Essays and Dissertations and the printed material from the libraries of the public IES and the expert authors on the theme. The documental study and its summary was used to collect data and to analyze it, we employed the content analysis by its themes. At the moment, it is possible to identify an array of themes that include, in greater incidence, the critical-overcoming approach 9; the school curriculum 5; the educational policy 4 and sports 3; we also identified that 14 of the 28 dissertations and theses were concentrated under the orientation of one of the program teachers being equally distributed on the timeline; it was possible to realize that the qualitative research of critical and post-critical researches concentrated most of the studies.

Key words: Qualitative Research; School; Physical Education

RECHERCHE SUR L'ÉDUCATION PHYSIQUE D'ÉCOLE

ABSTRAIT: Nous avons analysé la production scientifique au sujet de l'éducation physique d'école sur le programme de enseignement de Poteau-repére d'UFPE. Nos sources étaient les données de thèses de CAPS, les textes complets de la bibliothèque d'UFPE Digitals des thèses, des essais et des dissertations et le matériel imprimé des bibliothèques de l'IES de public et des auteurs experts sur le thème. L'étude documental et son résumé ont été employés pour rassembler des données et pour l'analyser, nous avons utilisé l'analyse du contenu par ses thèmes. Au moment où, il est possible d'identifier un choix de thèmes qui incluent, dans une plus grande incidence, l'approche de critique-franchissement - 9 ; le programme d'études d'école - 5 ; la politique éducative - 4 et sports - 3 ; nous avons également identifié que 14 des 28 dissertations et thèses ont été concentrés sous l'orientation d'un des professeurs de programme étant également distribués sur la chronologie ; il était possible de se rendre compte que la recherche qualitative de critique et de poteau-critique recherche concentré la plupart des études.

Mots clés : Recherche qualitative ; École ; Éducation physique

INVESTIGACIÓN SOBRE LA EDUCACIÓN FÍSICA DE LA ESCUELA

EXTRACTO: Analizamos la producción científica acerca de la Educación Física en el Programa de Postgrado en Educación/UFPE. Tuvimos, como fuentes para la recolección, los resúmenes del banco de tesis CAPES y el texto completo de la biblioteca digital de tesis / UFPE, y aún la propia producción de impresas de las bibliotecas de IES públicas o de los propios autores. Usamos el estudio documental y sus fichas para la colección de datos y el tratamiento de los análisis de contenido categorial por temáticas. Provisoriamente, pudimos identificar una diversidad de temáticas englobando, en mayor incidencia, la concepción crítico-superiora 9; currículo 5; política educacional 4 y deporte 3; todavía identificamos que de las 28 disertaciones y tesis, 14 se concentraron, bajo la orientación de uno de los docentes del programa, distribuídnosle equilibradamente en línea del tiempo; percibimos que la investigación cualitativa de perspectivas críticas y pos-críticas en educación concentró la mayoría de los estudios.

Palabras Claves: Investigación Cualitativa, Escuela, Educación Física.

PESQUISA EM EDUCAÇÃO FÍSICA ESCOLAR

RESUMO: Analisamos a produção científica acerca da Educação Física Escolar presente no Programa de Pós-Graduação em Educação/UFPE. Tivemos, como fontes para coleta, os resumos do Banco de Teses da Capes e os textos completos da Biblioteca Digital de Dissertações e Teses/UFPE, e ainda das próprias produções impressas das bibliotecas de IES públicas ou dos próprios autores. Usamos o estudo documental e seu fichamento para coleta dos dados e para o tratamento desses a análise de conteúdo categorial por temáticas. Provisoriamente, pudemos identificar uma diversidade de temáticas englobando, em maior incidência, a concepção crítico-superadora 9; currículo 5; política educacional 4 e esporte 3; identificamos também que, das 28 dissertações e teses, 14 se concentraram, sob a orientação de um dos docentes do programa, se distribuindo equilibradamente na linha do tempo; percebemos que a pesquisa qualitativa de perspectivas críticas e pós-críticas em educação concentrou a maioria dos estudos.

Palavras-chave: Pesquisa Qualitativa, Escola, Educação Física.