205 - "ONE LOOK WITH NEW EYES": THINKING THE SPORT AS A KNOWLEDGE NECESSARY FOR AN EDUCATION OF THE FUTURE IN EDGAR MORIN

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INTRODUCTION

The insertion of the Sport in the school has been sufficiently argued, especially in last the thirty years, with the intensification of the reflections in the Physical Education objectifying its legitimacy while science (GRUPPE, 1976; SERGIO, 1996; TUBINO, 2000).

The dissent on the pedagogical paper of the Sport, if has perpetuated thanks to the shock of ideas concerning the superiority of the sportive technique in education and its exculpatory character (BRACHT, 2001). Two epistemological systematizations of education if firmly detach when criticizing the education of the sportive technique and the competition in the schools: the pedagogical conception defended for the Collective of Authors (1992), and the conception, represented for Kunz (1994). In both the cases the Sport can be worked as content of the lessons of Physical Education, since that education is not deprived of characteristics by the technique and the competition. On the other hand, to teach the sport without giving to the due value the technique can imply in under-definition of Sports identity.

Thus, this inquiry has as objective to think the content Sport about the school, without depriving of characteristics it, inside of an existencial boarding as form to point out pupils and professors pedagogically front to the gaps of the education, approaching aspects of the present time.

Based on the contributions of Morin (2003), for who the necessary pedagogical politics to become itself into a way that leads to the quarrel of the problems of the present time, it is looked to insert the sport in the set of knowledge that they lead to the understanding of the historical, potentiality, temporality of the human being, express in the relation life/death - victory/defeat, inside of the agenda of necessities of the knowledge on the condition human being, its identity and its ethics.

To give pursuing to the reflection on the Sport in the context of an education of the future, it has been broken of two basic hypotheses: the first o Sport can provide a look for itself exactly in the others; and the second o Sport is a great laboratory and simulator of the social relations in nowadays.

TO TEACH THE VICTORY, THE DEFEAT AND THE COMPETITION THROUGH THE SPORT

At the same time where the individuals if recognize as human (Homo complexus) in planetary a society, the Sport can inside make possible them the knowledge of its condition - of life and death - of a symbolic sphere, collectively and individually.

The Sport as universal element tied with the sacred one and the profane one, to the rites and myths of a culture, to the life and the death of each day, brings obtains elements that allow to construct the scene for the theater of the men. The education of the Sports in the schools cannot then be guided by the practical one. It needs, before this, to be a knowledge that gives sensible and that it points out the citizens.

(...) The man of the rationality is also of the affectivity, the myth and the delirium (demens). The man of the work is also the man of the game (ludens). The empirical man is also the imaginary man (imaginarius). The man of the economy is also of the consumerism (consumans). The prosaico man is also of the poetry, that is, of the fevor, the participation, the love, the ecstasy (Morin, 2003 P. 58).

To reflect the paper of the Sport in the school, therefore, is an effort that must approach three elements: the victory, the defeat and the competition.

In what it says respect to the victory - symbolically represented for the survival -, the life human being, beyond the biological sphere, discloses the historical overcoming natural and social dangers, having its technological and cultural favor one way produced by the proper body.

On the other hand, the death - represented for the defeat - as Elias says (2001) promotes an emotional distance between the people and a removal of the body of the other - even so the necessity of the affection remains in intense way. Life/death, victory/defeat if develops in the field of the competition, understood as surrounding of dispute where the results are defined, in consequence of the shock of desires and interests.

In the educative context, these directions must pedagogically be managed, therefore, the defeat does not have to be considered as an exculpatory result and the victory does not have to be admitted as "perpetual" glory, a time that if lives and if it dies to each day. Both, therefore, are part of the dynamics of the life, demonstrating the common difficulties to all the human beings in the accomplishment of its existence while individual, species and society.

The traditional analyses of the Sport in the education, in a general way, consider that to live or to die they explicit load a power of warlike characteristics in which the victory tends to be conquered by strongest. However, agreeing to the line of interpretation of Foucault (2008) that it explains a change in the governmental reason of the war for the politics, is possible to reflect the sport while exercise of being able that they run away to the justification from the imprisioner force, if approaching to models of being able that they simulate the structure politics of the nation.

To teach the victory, the defeat and the competition are, therefore, to teach to the condition human being, since whom the Sport deals with these elements in the context the practical politics that enclose the styles of life of the citizens.

THE BLINDNESS OF THE SPORT IN THE SCHOOL: EXCULPATORY COMPETITION AND THE ILLUSION OF THE PERMANENT VICTORY

A quarrel on looks cannot be completed without approaching the question of the blindness, therefore, as it remembers Saramago well, in the world of the blind people the things if only show as truly they are. The pedagogical blindness are theoretical

obstacles that obstruct the possibilities of the Sport in the school, mainly those that serve of argument for its pedagogical practical exclusion while. When launching a look in literature, some impediments can be identified.

(…) a) the sport (of income) became it hegemonic expression of the culture of movement in the modern world; b) one of the bases of the social legitimating of the sports system was its alleged contribution for the education and the health; c) the sport é/era the dominant content in the education of the EF; d) the sports system saw in the school an important contributes instance for its development, one of its " bases" ; e) with the critical sociology of the sport (and the education) appears doubts how much to the educative value of the sport. (BRACHT, 2001 p. 14).

In this study the super valuation of the victory and the exclusion for the competition are distinguished as obstacles, basic aspects that seem to be associates to the position of the educator and not necessarily the limitations of the Sport. Considering as imperative the necessity to make the education always renewed, Morin (2003) considers that the position of the educator cannot be static for two main reasons. First because the education follies the time and the development of the proper knowledge, to permear dominions universal that if crosses in the rhythm of the subjective conditions of those actors live deeply that it namely -, the professors and pupils, and second, because problematic the pedagogical one, as any excessively human cultural process, is subjects to the error and ilusão1. Thus, to reflect on the Sport, at a first moment, is to reflect on the possible renewal of the professional position before the proper elements of the sport as the victory and the competition, visualizing a contextualized formation, fact that its recognition would imply while pertinent knowledge.

THE SPORT AS PERTINENT KNOWLEDGE

It fits to the professor to reflect on its pedagogical intervention didactically to know organizing them, and observing the answers of the pupils, before, during and after the boarding of the contents properly said (LIBÂNEO, 1994; TARDIFF, 2000; BORGES, 2001). It also fits it inherent knowledge on the uncertainties and challenges to practical the educational one characterize that it as a true “sport of combat” as Pierre Cales would say.

The election of the education contents, for example, must privilege those that are pertinent to the intentions politicians of the institution educator and to the subjective commitment to form critical and clarified citizens. In this field of the quarrel on the relevancy of knowledge for an education of the future, it fits to argue where measured if it can think the Sport as pertinent knowledge about the school?

Some authors have carried through incursions in this area, standing out in the last few decades special the Sport as cultural phenomenon associate the ethical, aesthetic repercussions, politics, social and psicopedagógicas (UGLY, 1978; LOVISOLO, 1997; BLESSED, 1999; BETTI, 2002; BASSANI; TOWER; VAZ, 2003).

Without intention to answer the displayed question, an argument will be raised in the direction to foment quarrels, supported the hypothesis of Sport while microcosm of the planetary relations, as the diagnosis of Morin (2003) on the treatment with the knowledge in the present time. For it (...) the knowledge of the problem-key, of the information-key relative to the world, for more random and difficult that is, must duly warned be attempted cognitive imperfection, more still when the current context of any knowledge politician, economic, anthropologic, ecological… is the proper world (p.35).

This means that to try to understand the gaps of the current world, in a broken up vision, it is to risk to lose in way to the complexity them problems, fact that point with respect to the urgency of if developing general aptitudes, articulated by means of an education that favors intelligence general. In this context, the educative contribution of the Sport can associate with the immediate possibilities of rational application in the game. Operationally the sport in the school can be defended as half to develop the capacities of distinction between error and illusion when promoting, in real situation, a set of action and individual and collective taking of decision, demanding organization of ideas, front to the uncertainty of a context, leading to question on the security of its proper knowledge. In this direction, the sport can integrate comment, thought and action, in the practical one, therefore, (...) in the search of the truth, the auto-observing activities must be non-separable of the observing activities, the non-separable auto critic of the critical ones, the process reflective non-separable of the objective processes (MORIN, 2003 p, 31).

The Sport, since that if it has not limited to the gauging of the athletically performance, can serve as simulacrum of the reality in such a way for professors as for the pupils, a pertinent knowledge that stimulates the reflection front to the unexpected one and to the uncertainty of the knowledge in a society moved for the production, overcoming and insistent combat of ideas. She is necessary to insist on this point: the Sport must stimulate the combat of ideas to stir up to the action. Moreover, it can make possible a total understanding, without the necessity “to divide to conquer”, through a look on the phenomenon for a species of special camera that allows a “perspective in the reality”. It is understood, therefore, the Sport as a resource to teach to the prediction and acceptance of the proper errors reconstructing the plays of the life as in a game of Chess or one I hurl decisive in a departure of Basquete, for example.

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considered as an exculpatory result and the victory does not have to be admitted as "perpetual" glory, a time that if lives and if it dies to each day. Both, therefore, are part of the dynamics of the life, demonstrating the common difficulties to all the human beings in the accomplishment of its existence while individual, species and society.

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TO TEACH THE UNDERSTANDING DIALOGUING WITH THE DIFFERENCE

To teach the Sport in the perspective of the education of the future means to surpass the paradigm that strengthens the separation of the man in relation to its dimensions natural, cultural, cerebral and psychic. It is, over all, to surpass the problem of the understanding and of the not to understand, always present when a linking between broken up elements is established, but that if they approach for the language, nowadays particularly, for the virtual language that dominates the field of the connections between citizens.

But, what accurately this wants to say?

In the current times understanding and not to understand more represent challenges for humanizer of a society each digital time. Although the advances in the communication, the not to understand seems to have still more grown that the understanding for the simple fact of that moved away the human bodies are each time more between itself, causing a weakness in the capacity of interpretation of the signals, feelings, lacks and necessities.

The look, touching and speech as the other, have been substituted for the egoism, ethnocentrism, sociocenthrism, and for the man-machine interaction, in a more radical optics. The intellectual or objective understanding and the intersubjective understanding, according to Morin (2003), face obstacles that seem to be on to a look excessively directed toward it self exactly.

Could the Sport exactly promote a different look on itself? One to look at that it allows seeing in the other the similarities that make of all human beings?

The Sport brings in its égide the dispute that does not support the existence of an ideal peace, perhaps but, the celebration of the different cultures in the ballet of the sports bodies can rescue a planetary communication each absent time being able to be a possibility for an education of the future.

CONCLUSION: SORT HOMO SPORTIVUS

Education and Sport are the two main subjects of this work that it aims at to reflect on the place of the Sport in an education of the future established in the integration of different knowing cultural of diverse universes.

Materialize the reflection proposal, it is intended to argue on the possibility of formation of a Homo sort sportivus, that it produces and he is producing of the interaction individual/society/species. This conception of human sort must be preceded by ethics compromised to a planetary, ecological humanization and of cultural respect, and for the formation of an understanding of the life the light of the sportive dynamics.

It means to say that the Homo sportivus can be a reply for the formation of citizens that fill the gaps and the dichotomies that hinder the exercise and the understanding of the nature. Searching a species of empirical weld it seems necessary that the man finds in its proper corporality the integration individual/society/species.

The professor who compare himself as an athlete in competition climate, for example, and that he faces education as a species of running of knowing where what he is in game it is the formation of individuals for the life, can be considered a Homo sportivus if through the magnifying glass of the Sport it delineates the renewal of its work. To conclude, he does not treat your self to present the sport as a general solution for the problems of the education, but, to point out it as component cultural, of the human patrimony that serves of laboratory for understanding of the society, arming the citizens of an integrated, renewed conscience in itself exactly. The Sport in this agreement can be a new element for an education of the future that has of if raising for the reflection and deconstruction of what he is more human - the body and movement.

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The objective of this reflection is to think the content Sport inside the school in a existencial boarding as form to point out pupils and professors pedagogically front to the gaps of the education, approaching aspects of the present time. Having as bedding the necessity of overcoming of the gaps pointed for Morin (2003) with respect to the construction of an education of the future, intends to think the sport while simulator and pertinent educative knowledge, offering itself as a field of application and visualization of the phenomena and social problems where familiar elements of the life can if exercised without breaking up the unit individual/society/species. The formation of a human sort Homo sportivus apt is glimpsed thus to establish ecological relations, human beings in a planetary context conducted by the diversity of citizens and the adversities of the life. The validity of the sport as educational instrument supports in the existence of mankind, since it is subject to social and political conditions (the open theories) allowing to exactly carry through basic interrogations on itself, on the world and on what it is known of the world.

KEY WORDS: SPORT, EDUCATION, EPISTEMOLOGY

"**UN REGARDER AVEC DE NOUVEAUX YEUX" : EN PENSANT LE SPORT JE MANGE SAVOIR NÉCESSAIRE POUR UNE ÉDUCATION DE L'AVENIR À EDGAR MORIN**

L'objectif de cette réflexion est penser le contenu Sport dans l'école à l'intérieur d'un abordage existencial mange forme de placer des élèves et des enseignants devant aux lacunes de l'éducation, en s'abordant pédagogiquement aspects de l'actualité. En ayant je mange du fondement la nécessité de surpassement des lacunes indiquées par Morin (2003) pour la construction d'éducation de l'avenir, se prétend problematizar le sport comme simulacre et la connaissance éducative pertinente, en s'offrant comme un champ d'application et de visualisation des phénomènes et des problèmes sociaux où des éléments familiers de la vie peuvent si exercés sans fragmenteront l'unité personne/société/espèce. S'aperçoit ainsi la formation d'un type humain Homo sportivus apte à établir des relations écologiques, humaines dans un contexte planétaire régi par la diversité de sujets et par les adversités de la vie. La validité du sport je mange instrument scolaire se soutient dans l'existence elle-même de l'homme, vu que il est soumets à des conditions des bioantropológicas, socioculturelles et à des noológicas (les théories ouvertes) en permettant de réaliser des interrogations fondamentales sur lui même, sur le monde et sur lequel il se sait du monde.

MOTS CLÉS: SPORT, ÉDUCATION, EPISTEMOLOGIE

"MIRA CON OJOS NUEVOS": PENSANDO LOS DEPORTES COMO UN SABER REQUERIDO PARA UNA EDUCACIÓN DEL FUTURO EN EDGAR MORIN

El propósito de esta discusión es pensar el contenido deportivo en la escuela dentro de un enfoque existencial como una forma de colocar los estudiantes y los profesores frente a las deficiencias de la educación, abordando los aspectos de la actualidad pedagógica. Tomando como base la necesidad de superar las deficiencias señaladas por Morin (2003) para la construcción de la educación del futuro, tenemos la intención de cuestionar el deporte como un simulador y conocimiento pertinente de la educación, ofreciendo a sí misma como un ámbito de aplicación y visualización de los fenómenos y los problemas sociales donde los elementos de la vida familiar puede ser ejercido sin fragmentar la unidad individual / company / especies. Por lo tanto, la formación de un género humano Homo sportivus capaz de establecer vínculos ecológicos, humanos en un contexto mundial regido por la diversidad de los temas y las adversidades de la vida. La validez del deporte como herramienta educativa se basa en la existencia misma del hombre, porque él está sujeto a las condiciones bioantropológicas, sociocultural y noológicas (las teorías abiertas) se ofrecen preguntas básicas acerca de sí mismos, sobre el mundo y acerca de lo que sabemos de mundo.

PALABRAS-CLAVE: DEPORTES, EDUCACIÓN, EPISTEMOLOGÍA

"**UM OLHAR COM NOVOS OLHOS": PENSANDO O ESPORTE COMO SABER NECESSÁRIO PARA UMA EDUCAÇÃO DO FUTURO EM EDGAR MORIN**

O objetivo desta reflexão é pensar o conteúdo Esporte na escola dentro de uma abordagem existencial como forma de situar alunos e professores frente às lacunas da educação, abordando pedagogicamente aspectos da atualidade. Tendo como fundamento a necessidade de superação das lacunas apontadas por Morin (2003) para a construção de educação do futuro, pretende-se problematizar o esporte enquanto simulacro e conhecimento educativo pertinente, oferecendo-se como um campo de aplicação e de visualização dos fenômenos e problemas sociais onde elementos familiares da vida podem se exercitados sem fragmentar a unidade indivíduo/sociedade/espécie. Vislumbra-se assim a formação de um gênero humano *Homo sportivus* apto a estabelecer relações ecológicas, humanas num contexto planetário regido pela diversidade de sujeitos e pelas adversidades da vida. A validade do esporte como instrumento educacional se sustenta na própria existência do homem, visto que ele está sujeito a condições bioantropológicas, socioculturais e noológicas (as teorias abertas) permitindo realizar interrogações fundamentais sobre si mesmo, sobre o mundo e sobre o que se sabe do mundo.

PALAVRAS-CHAVE: ESPORTE, EDUCAÇÃO, EPISTEMOLOGIA