08 - FIRST REFLECTIONS ON CURRICULUM IN LEISURE AND RECREATION DISCIPLINES ON PARANÁ STATE UNIVERSITIES

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Introduction: Justification and pertinence of the problem

This investigation project, in process, does have as departure subject the following formulation: which are the recreation concepts, leisure and recreational activities what they are present in the teachers' depositions, students, in the emends, in the programs and plans of teaching of the discipline Recreation and Leisure of the curricula of physical education of the Parana State Universities, that are: Parana State University of the West (UNIOESTE), Maringá State University (UEM), Londrina State University (UEL), Ponta Grossa State University (UEPG) and Parana University of the Center - West (UNICENTRO)?

Following this reasoning line, the objective headquarters of this research is to analyze the curriculum of the discipline Leisure and Recreation, in the ambit of the formation curriculum in physical education of the Parana State, seeking to capture the leisure concepts and recreation, as well as the teachers' of the discipline pedagogic practices. This question is justified, considering that, great part of the curriculum in physical education, in Brazil, they bring in your presuppositions the functional and utilitarian concept of the leisure and of the idea of the recreational pedagogic practice just as mere reviews of plays and games and, or, learning of games to occupy the students in days of rain in the school. In this sense, it is noticed that there is still, above all in the physical education courses, a vision of the sense-common that it considers the recreation as child's thing, activity to soften the problems of the daily life, bread and circus, animation and a reduction of the cultural contents of the leisure, limiting them, while recreational, in the physical education area, just to the calls for Dumazedier of physical interests of the leisure (small and big games, sports in general, gymnastics, finally, recreational corporal practices. To that respect, which one notice it is a tendency to use the manuals of games, as well as, games that seem to have the paper of axis direction of the calls recreation classes in the ambits scholar and no-school.

The critical debate concerning the meaning of the discipline Recreation, or Recreation and Leisure, is still, ours to see, of highest relevance, considering that the paper no critical that this is accomplishing in the process of human formation disrespects the subjects historical, conceptual and political-ideological concerning the categories: I work, leisure and recreation.

Dictates this, we thought to be of great social and theoretical relevance a study of this nature, once, when centering the contents of the discipline Recreation and Leisure in the perspectives romantic, utilitarian, functional and compensatory (MARCELLINO, 1987), this discipline educates the students for the maintenance of the status quowhen disrespecting the relationships directed among the world of the work and of the leisure and, besides, the interrelations among leisure and culture, leisure and politics, finally, leisure and society.

This way, it can be said that, the function of the recreation, besides the appropriate employment of the “free time”, it is the recovery of the human force of work, fact that, in fact, it results in benefits for the accumulation of the entrepreneurs' capital. Like this, the rested worker, recuperated, healthy, happy and cheerful, it will feel happy and like this, it will produce much more and certainly cheaper (TEIXEIRA and FIGUEIREDO apud MARCASSA, 2004).

Placed the above-mentioned arguments concerning the relevance of the investigation problem in subject, it urges to place that a study of this nature, that looks for to analyze critically what is implicit and explicit in the speeches and practices curriculums concerning the world of the leisure and, consequently, of the world of the work, he/she is justified, finally, in reason of we be living a historical moment, that governs in a destructive way of capitalist production. In the logic of this system, there are an enormous destruction of the productive forces, an increase gradation of the unemployment and underemployment, the degradation of the environment, the death of the free time, the worsening of the social inequalities, of the poverty, and, finally, the destruction of the right to the work and the leisure, and of other social sore spots originating from the effective economical politics.

In this scenery of destructions and the workers' fights, values are questioned and you know, provoking, like this, reflections epistemological concerning the knowledge, concepts and theories produced in the ambit of the theory and practice of the curriculum. In this sense, we agreed with (APPLE APUD MOREIRA, 1995), for who the curriculum is never just a neutral group of knowledge, that somehow appears in the texts, it is always part of a selective one, result of the selection of somebody. It is the product that organizes or it disorganizes a people. In this reasoning line, we left of the presupposition that the systematized knowledge, elaborated, and produced socially it is apprehended by the university, in curriculum composed by disciplines, becoming to know reproduced later by the academics in the community.

The curriculum is constituted, today, in a privileged objective of the attention of authorities, politicians, teachers and specialists. Your centrality, in the Brazilian educational panorama contemporary, can be attested by the constants reformulations of the curriculum of the several teaching degrees, as well as for the theoretical production increment of the camp. The curriculum is constitutes significant instrument used by different societies, so much to develop the conservation processes and renewal of the knowledge historically accumulated, as to socialize the individuals according to values had as desirable.

In this study, the knowledge about Recreation and Leisure is understood while a knowledge socially produced and directly linked to the call Study of the Leisure, that has been, historical and academically produced by teachers (mediators of the knowledge), in the context of the curriculum, of the professionals' human formation in physical education of every Brazil and, especially, in the case of this study, in the Institutions of the Parana higher education.

We would like to highlight that, in spite of the discipline Recreation and Leisure, to raise great debates on your role and epistemological bases, there is still little literature to I respect in the ambit of the academic production, considering books, theses, master's degree dissertations, annals of Congress, etc. This way, we thought that is research it can help to fill out the gap in the scientific production of the area, above all when it is in game a study that involves the Parana State Universities.

It is treated, therefore, of the analysis of the produced knowledge and your insert in the physical education courses. The task is to evidence the conceptual head office (basic theories that base the works) and the methodological beginnings (of the research and of the teaching) of Recreation and Leisure, showing as these categories shows in the context curricular. In this sense, the base of our problems breaks of the presupposition that the suffered mediation for the area, for teachers' influence, has reflexes, not only in the construction and in the appropriation of the knowledge, but also in practice educational.

2. Theoretical-methodological roads

When accomplishing a research of this nature, it is important, ours to see, to do a critical approach of the theme recreation and, consequently, of the leisure. (MARCELLINO, 1987) that had your origin in the industrial revolution, and it is resulted of social reivindications originating from the need of a legal time of rest. Among other things, the workers demanded the reduction of the workday, with remuneration of weekends, vacations and holidays. However, the leisure, in your wider

sense, it is understood as the culture lived in the people's available time. Still according to Marcellino, in your book: Studies of the leisure, it emphasizes that the leisure is also harnessed to the work, and that is used in your available time.

We intended with this investigation to identify some of the problems and specially that settled down along our history, believing that this will be a contribution for we think and we contemplate about our current moment and, like this, we heal possible conceptual and historical problems, that still today afflict our daily praxis.

The approach used methodology is verifying if through the investigation of qualitative character and, besides, of the empiric research that involves the combination among the documental research (analysis of the curriculum), the interviews (BOGDAN AND BIKLEN, 1994) and the bibliographical research (SEVERINO, 2002). The locus of the study is delimited for the courses of Degree of the Parana State Universities. In what it refers to the documental analysis, we are following the trails of (BOGDAN AND BIKLEN, 1994: 176) "that indicates the possibility to analyze data starting from official documents." Those documents can be constituted of memos, informative bulletins, documents on politics, proposed, ethics codes, rough drafts of encounters, dossiers and other official sources.

The researched field will be: Maringa State University (UEM), Londrina State University (UEL), Parana State University of the West (UNIOESTE), Ponta Grossa State University (UEPG) and West Center State University (UNICENTRO).

The work has, initially, the purpose of deepening the theoretical understanding about Recreation, Leisure, Work and free Time, Plays and Theories of the Curriculum, seeking to investigate about the Brazilian authors' conceptions that more has been publishing in the area. Soon after, we will proceed to the analysis of the programs of the discipline Recreation and Leisure, once they serve as orientation for the concrete activity in the area of the rising and to collect the opinions of Teachers, inside of the context curriculum and of the educational exercise, verifying what happens in practice educational.

The purpose of the work is, before everything, to do a realistic map of the teaching in the area of Recreation and Leisure and of the basic concepts that they orientate it, starting from the curriculum of the above-mentioned university-field.

To we penetrated in the study of the leisure conceptions, recreation and recreational practices of the curriculum of the physical education Courses; we came across the reflections of (ARROYO, 1999) that remind us that should discuss the conceptions of predominant educational innovation in the educational politics and in the critical thought. We oppose those conceptions to the experiences that we accompanied in the universities and we investigated as the involved teachers they conceive the innovation. We are in a favorable time to rethink the education.

However, there are several conceptions on the educational processes. There are visions differentiated on the university, the teachers and the curriculum. There is conceptions epistemological and sociological several on the educational practice, about the socialization procedures and formation, on the dynamics of the culture, of the construction of you know and identities. There are proximities and differences in what we could call current movement of pedagogic renewal that is happening among us in the last two decades.

To we be placed in the political-pedagogic space and of knowledge of the university, we thought about your daily one and in the subject of the educational practicethe ones that think and they make the education. We see the processes, where they happen and the vision of those that practice them. We should find several forms of thinking in an including curriculum for the professionals of the area of the Leisure. We suggested a dialogue among the professionals, a change of experiences, because they are the principal subjects of innovation. To discuss the problems and to point solutions in the universities, due to the sensibility for the basic dimensions of the academics' human formation.

In these terms, our notion of freedom, doesn't link to the desires and way of individual behavior, but it is directed to the need idea. This demands a critical exercise and separation in our way of feeling, to think and to act, that it doesn't only happen in the individual plan, but it feels articulate dialectic to the group of the relationships that they settle down in a certain social organization" (MASCARENHAS, 2001). Like this being, when contemplating on the subject of the freedom, we understood that, to overcome the conceptions of Leisure and Recreation, as well as, the recreational practices developed in the curricula of the courses of physical education of Parana State universities - it is necessary directional the leisure concepts / free time and I work. Such reflection seeks to create possibilities for the emergency in new ways of to think and to do the discipline Leisure and Recreation, finally, of the social practice built in the curriculum.

Therefore, for the supremacies of the concepts transmitted by the sense-common and in the documents in analysis process, there are need of reflection of the categories Work, Free Time and Leisure. In this sense, the category "I work" it is the most exact and almost perfect example of the falsification of the human consciences, in what it plays to the perspectives epistemological and ideological of this concept. The man was always expressed through your vital activity (what is the life, or else activity), seeking to the satisfaction of your needs. However, denominated him/it "I work" it is included in the capital, that it universalizes that exploration form, linking her/it to the wage. Nowadays, that is the only survival possibility for most of the people, the only way to exist of the proletariat. Like this, the work, on a side, is the man's central activity and, of other, it is the form as the capital it alienates him/it of the work process and of the own life.

When thinking and to contemplate, when expressing your conscience, being social is humanized and he/she differs in the ways previous of being social.

The work is the starting point for humanizes of being social, it is the alienated expression of the human activity, the manifestation of the life as strophe and loss of the life. The alienated character of the work appears in different ways, in first place, through the produced object. This, in fact, doesn't belong to the proletarian that it is forced to sell the only merchandise that belongs him/her, your manpower; and when alienating your activity in the merchandise that produces, the proletarian verifies that your life doesn't belong him/her more. The stanch of itself is not through the work that elapses, but of the need, for the proletarian, of selling your manpower to produce merchandise that it finds totally strange.

The categories leisure and work, therefore, they are of great importance for the study in subject, considering the little or inexistent reflections concerning those categories ontological. I agree with (MASCARENHAS, 2001), getting the attention for the fact that, in several approaches, the leisure definition ends for being confused with the own leisure notion. This seems to happen, fundamentally, when it is believed that the leisure has your dated historical occurrence of the classic antiquity, and for that time, it would be more correct to speak just in leisure. We are not wanting to say with that that, when conceiving the leisure typically as a phenomenon modern, resultant of the tensions between capital and work, we cannot look for, in the less recent history, elements for the understanding of your manifestation while significant social practice for the contemporary life way. If it goes right that the past in the he/she helps to write the present, to know the senses attributed to the leisure concept in the continuation of the history, it doesn't implicate to take it as leisure synonym, seems to be a good road for the correct approach to the problem polarization "leisure x work" noticed in our reality contextual.

The coming of the call Industrial Revolution erroneously induces us to think in the automatic increase of the free time. Paradoxically, the new way of industrial production technologically increased by the machine and, counting with complex organization processes, they impose the working class the need of the execution of extensive and exhausting workdays. I supply him/it of "fever of the production", ally to the "dogma of the work", it seems to affect the capitalist that, for your time, it incorporates the beginnings of super valorization of the worknot your own one, obviously the strange - as exclusive source of profits for itself, but this situation tends to changes. The terrible life conditions in the cities, that they were added to the experience of the exploration, are not long to forge a class conscience among the population, unchaining movements for the reduction of the workday. It is in this scenery of intense social fights that a slow process is uncoiled that culminates with the

regulation of the free time.

It stands out here that, in the moment that the appearance of the capitalism, the time free from work happens it was limited at the time of necessary rest for the recovery of the worker's physical forces, not having, therefore, in this context, place for the leisure. Of this it sorts things out, the free time, just as we met him today, it is revealed as a conquest of the organized workers. Only like this, through manifestations, revolts, strikes and many fights, get to assure him longed for right to the laziness, doing with that the leisure occupied space of importance in yours to do daily.

As (PADILHA, 2004), "the human being lives in the space and in the time and it is in the relationship of those categories that he establishes your social relationships. The humanity's history is marked by the history of the time and in the ways to measure the time." It is like this, we lived in function of the time, of the clock, day, week, month, and calendar and as larger the development of the society, and more indispensable they are the technological instruments. (PADILHA, 2004) it argues that "the understanding of the free time, sees as one of the social times, it was always linked to the meanings of the work and of the time of work and, of that it sorts things out, your main sense prevails being it of a time of no-work."

In that work process, it is noticed the alienation that is processed in the worker, resultant of a work in which doesn't identify your humanizes aspect, it also expands alienation on the free time. The practice of a divided work leads a unilateral man, excluded of the possibility of the pleasure and of the consumption of the material and spiritual goods that produces. Likewise, the use of the available time is impeded for the leisure, disabling your employment in the form of the man's humanizes, in which is your corporation and the satisfaction of your pleasures.

The whole time of the worker is object of ownership of the capital as form of expansion of the time of work. He/she gave way, the obtaining of the free time it is seen as a time that can be used fully by the worker in your advantage, for education, for leisure, for your humanizes and for your freedom. Being also a subject of daily fight for the supremacies of your adverse conditions, for the supremacies of the exploration of the human work.

Free time is what he wins to buy the means of subsistence, to reproduce the manpower in the time of work and in the free time. The value of an engineer's manpower is larger than the force of workman.

Temporary conclusions:

The temporary results appear, except for rare exceptions, for the idea of Recreation gone back to the consumption of recreational activities, as the practice of the games and games, as well as camps, gymkhanas and other activities, seeking to subsidize the physical education classes starting from the understanding of specific classes of "recreation." Besides, it is noticed in the curricula, a strong tendency to the said practices "ludicrous", gone back to the market of the Industry of the Entertainment (hotels, birthday parties, travels and others). In this same reflection line, it is noticed that the leisure concepts and recreation, they are still treated in an indiscriminate way; there is still, in most of the emends and programs of the curriculum of the investigated universities, the leisure conception and wrought recreation in the perspective romantic, utilitarian and functional, as we had already highlighted to the we mention the studies of Marcellino.

In face of those discoveries, and temporary results originating from of the exploratory phase of the research, it remains to advance us and to overcome, critically, the sense-common and the conceptions critics' citadels. That makes to be reflected in the dimension that, the leisure is nothing else than the time that the capitalism grants to the proletarian for this to reconstitute yours manpower, besides having as function to alleviate the accumulated frustration during the work day. The leisure doesn't correspond on time free, once it is only treated, for the capital, that the proletarian comes back to the work position in good conditions of health.

What would like to see understood here it is that the leisure, same front the all the existent contradictions in the world of the work, in the contemporaneous of our history, added to other present manifestations in the ambit of the free time, it has fundamental importance in our society, coming as a rich space of transgressions and resistances to the world of the alienated work. Dictates this way, it is believed that is possible, necessarily not to have "free time" in the capitalism, but to use the available time for the capital in space of political fight on behalf of the work emancipator. This means to say that, to be free, it is necessary to struggle in the two inseparable fronts: in the work and in the leisure. This way, then, it is possible to believe in the "Leisure as Practice of the Freedom." Clear, we are speaking about the freedom I don't just eat an individual conquest, as it defends the liberalism and your conservative conceptions of leisure, but of a freedom that holds the matter and the universal, conjugating the singular individual to the collective man. In these terms, our notion of freedom, doesn't link to the desires and way of individual behavior, but it is imbricate to the need idea. This demands, second (MASCARENHAS, 2001), "a critical exercise in our way of feeling, to think and to act, that it doesn't only happen in the individual plan, but it feels articulate dialectic to the group of the relationships that you/they settle down in a certain social organization."

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FIRST REFLECTIONS ON CURRICULUM IN LEISURE AND RECREATION DISCIPLINES ON PARANÁ STATE UNIVERSITIES

Summary

This study, in process, has for objective to analyze the curriculum of the Leisure and Recreation discipline, in the ambit of the formation curriculum in physical education of the Parana State, seeking to capture the leisure concepts and recreation, as well as the teachers' of the discipline pedagogic practices. This investigation is justified, considering that, great part of the curriculum in physical education in Brazil, still brings in your presuppositions the functional and utilitarian concept of the leisure, like the idea of the recreational pedagogic practice as mere reviews of plays and games. Besides, it is noticed that there is still, above all in the physical education courses a vision of the sense-common that considers the recreation as “child's thing”, activities to soften the problems of the daily life, bread and circus, “animation” and other perceptions to respect. The used methodology is being verified through the investigation of qualitative character and, besides, of an empiric research that involves the combination among the documental research (analysis of the curriculum), of interviews and of the bibliographical research. The locus of the study is delimited for the courses of Degree of the Parana State Universities. The temporary results appear, except for rare exceptions, for the idea of the Recreation gone back to the consumption of recreational activities gone back to the practice of the plays and games, as well as camps, plays and other activities, seeking to subsidize the physical education classes starting from the understanding of specific classes of “recreation.” Besides, it is noticed in the curriculum, a strong tendency to the said practices “playful”, gone back to the market of the Industry of the Entertainment (hotels, birthday, parties, travels and others).

Key Words: recreation, leisure, human formation and curriculum.

EN PREMIER RÉFLEXIONS SUR PROGRAMME SCOLAIRE DANS LOISIR ET LA RÉCRÉATION DISCIPLINE SUR LES PARANÁ ÉTAT UNIVERSITÉS

Résumé

Cette étude, dans processus, a pour objectif analyser le programme scolaire du Loisir et discipline de la Récréation, dans la compétence du programme scolaire de la formation dans éducation physique de l'État Parana, chercher pour capturer les concepts du loisir et récréation, aussi bien que les professeurs de la discipline entraînements pédagogiques. Cette enquête est justifiée, vu que, grande partie du programme scolaire dans éducation physique au Brésil amène encore vos présuppositions le concept utilitaire et utilitaire du loisir, comme l'idée de l'entraînement pédagogique destiné aux loisirs comme révisions simples de pièces de théâtre et jeux. En plus, il est remarqué qu'il y a encore, au-dessus de tout dans les cours de l'éducation physiques une vision du sens - commun cela considère la récréation comme “la chose d'enfant”, activités adoucir les problèmes de la vie journalière, pain et cirque, “animation” et autres perceptions respecter. La méthodologie usagée est vérifiée à travers l'enquête de caractère qualitatif et, excepté, d'une recherche empirique qui implique la combinaison parmi la recherche documentaire (analyse du programme scolaire), d'entrevues et de la recherche bibliographique. Le lieu géométrique de l'étude est délimité pour les cours de Degré des Parana État Universités. Les résultats temporaires paraissent, à l'exception d'exceptions rares, pour l'idée de la Récréation revenu à la consommation d'activités destinées aux loisirs revenu à l'entraînement des pièces de théâtre et jeux, aussi bien que camps, pièces de théâtre et autres activités, chercher pour subventionner l'éducation physique classe commencer de la compréhension de classes spécifiques de “récréation.” En plus, il est remarqué dans les programmes scolaires, une tendance forte aux entraînements dits “espiègle”, revenu au marché de l'Industrie de l'Amusement (hôtels, anniversaire, réceptions, voyages et autres).

Mots clés: récréation, loisir, formation humaine et programme scolaire.

PRIMERAS REFLEXIONES SOBRE EL CURRÍCULO DE LA DISCIPLINA ESPARCIMIENTO Y RECREACIÓN EN LAS UNIVERSIDADES DEL ESTADO DE PARANÁ

Resumen

Este estudio que está siendo desarrollado, tiene como objetivo analizar los currículos de la disciplina Esparcimiento y Recreación, en el ámbito de los currículos de formación en Educación Física del Estado de Paraná. Su meta es la de captar los conceptos de esparcimiento y recreación, así como las prácticas pedagógicas de los profesores de la disciplina. Esta investigación se justifica considerando que, gran parte d los currículos en Educación Física en Brasil, aún poseen en sus premisas el concepto funcionalista y utilitarista del esparcimiento y de la idea de la práctica pedagógica recreativa, solamente como un mero repase de juegos y actividades lúdicas. Además, se nota que aún existe sobretodo en los cursos de Educación Física, una visión general que considera la recreación como “cosa de niños”, actividades para mitigar los problemas de la vida cotidiana, pan y circo, “animación” y otras percepciones similares. La metodología utilizada consiste en la investigación de carácter cualitativo, conjuntamente con una investigación empírica que involucra la combinación entre la investigación documental (análisis del currículo), las entrevistas y la investigación bibliográfica. El ámbito del estudio está

dirigido a los cursos de Licenciatura de las Universidades del Estado de Paraná. Los resultados provisorios indican, salvo raras excepciones, que la recreación está dirigida a la producción de actividades recreativas que consisten en la práctica de jueguitos y pasatiempos tales como campamentos, concursos y otras actividades que tiene como propósito la substitución de las clases Educación Física, entendiendo que las mismas son clases específicas de "recreación". Además se observa en los currículos, una fuerte tendencia a las prácticas denominadas "lúdicas", dirigidas al mercado de la Industria del Entretenimiento (hoteles, fiestas de cumpleaños, excursiones y otras).

Palabras clave: recreación, esparcimiento, formación humana y currículo.

PRIMEIRAS REFLEXÕES SOBRE CURRÍCULO NA DISCIPLINA LAZER E RECREAÇÃO NAS UNIVERSIDADES ESTADUAIS DO PARANÁ

Resumo

Este estudo, em andamento, tem objetivos analisar os currículos da disciplina Lazer e Recreação, no âmbito dos currículos de formação em Educação Física do Estado do Paraná, visando captar os conceitos de lazer e recreação, bem como as práticas pedagógicas dos professores da disciplina. Esta investigação se justifica, considerando que, grande parte dos currículos em Educação Física no Brasil, ainda traz em seus pressupostos o conceito funcionalista e utilitarista do lazer e da idéia da prática pedagógica recreativa apenas como mero repasse de jogos e brincadeiras. Além disso, percebe-se que há ainda, sobretudo nos cursos de Educação Física uma visão do senso-comum que considera a recreação como "coisa de criança", atividades para amenizar os problemas da vida cotidiana, pão e circo, "animação" e outras percepções a respeito. A metodologia utilizada está se verificando através da investigação de caráter qualitativo e, além disso, uma pesquisa empírica que envolve a combinação entre a pesquisa documental (análise do currículo), as entrevistas e a pesquisa bibliográfica. O lócus do estudo está delimitado para os cursos de Licenciatura das Universidades Estaduais do Paraná. Os resultados provisórios apontam, salvo raras exceções, para a idéia Recreação voltada para o consumo de atividades recreativas voltadas para a prática dos joguinhos e brincadeiras, assim como acampamentos, gincanas e outras atividades, visando subsidiar as aulas de Educação Física a partir do entendimento de aulas específicas de "recreação". Além disso, percebe-se nos currículos, uma forte tendência ás práticas ditas "lúdicas", voltadas para o mercado da Indústria do Entretenimento (hotéis, festas de aniversário, excussões e outras).

Palavras-chaves: recreação, lazer, formação humana e currículo.