02 - IDEOLOGY X CURRICULUM

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I.INTRODUCTION

The Brazilian Physical Education has undergone considerable changes at the end of the 20th century. It has stopped being a labor occupation for individuals who enjoyed sports or former athletes, to become a profession, being required an academic higher education in order to work with it.

Due to a direct reason from the professional regulation the field of this professional was defined.

In this work we will present a research developed by Archer (2002) made with students of the first semester of the Physical Education Undergraduate Courses in the city of Curitiba as well as the study regarding the distribution of the professionals in distinct social spheres.

Because of the results which were found it was identified a system of ideas which dominates the spirits of the academic students and the professionals who work or have worked in this field.

The necessary change on the way of thinking which guides the elaboration of curriculums, as it will be demonstrated, has as an objective the sustainability of the Physical Education occupation, which is currently executed linearly and the necessary professional knowledge transmitted in a disciplinary manner emphasizing the principle of separation, reduction, order and deductive-identity logic. (MORIN, 2000)

II.THE PERSONIFICATION OF PHYSICAL EDUCATION

On September, 1st 1998 due to Decree 9696, Physical Education in Brazil started to be a law regulated occupation. A Physical Education Federal Council was created and it was established that in order to become a Physical Education professional one should attend to a Physical Education Undergraduate Course.

Taking into account the definition of Cruz Valverde (1990) which supports that Higher Education "is a complex system of production of specific goods and services which has as an objective and reason for being, answering the demand of education goods and services in a specific region", it must be questioned: the specific Higher Education of the Undergraduate Physical Education professional, in the city of Curitiba, as it is presented, answers to all the needs of the current society?

III.UNDERGRADUATE X EXPECTATIONS

Aiming towards a verification of the working expectations and knowledge of working possibilities from the students of the Physical Education Courses in the city of Curitiba, Archer (2002) did an interview with the students of the first semesters, inquiring them about their desired jobs when the Course was completed.

In a universe of 526 students attending to six Education Institutions, 376 answered to the inquiry proposed by the researcher, resulting on the following percentages:

-Personal training – 37.5%, Sports coach – 22%, Schools – 17%

Regarding the knowledge of the fields besides the ones they wanted to work in, the percentages were the following:

-Gym – 23%, Teacher at schools – 20%, Leisure - 15%, Others – 42%

The author of this research verified in a particular federal agency how did the distribution of graduates has taken place in the labor market. The following numbers were obtained:

-Gyms, clubs, dance schools, fighting gyms, senior housings, mental hospitals, schools for the disabled – 5872, acting professionals – 302.

As it can be observed, there is coherence between the preparation of the professional and his placement in the labor market.

For the records, in Curitiba there are, currently, 10 Undergraduate Courses in Physical Education, it is esteemed that roughly 1000 graduates will join the labor market every year from the year 2012, based on the research of Archer (2002) about 800 graduates will work in gyms as personal trainers.

This prediction is called butterfly effect, since it is predicted saturation in the labor market, leading to an unsustainability of the aforementioned occupation as a consequence of the lack of perception of the number of undergraduates which the Education Institutions prepare annually to work in particular places, completely ignoring different choices of work.

IV.PROFESSIONAL UNDERGRADUATE X IDEOLOGY X CURRICULUM

The undergraduate professional, positivist object of Education, in a particular age, faithfully reflects the social reality in which one lives.

Despite the principle in the Code of Ethics for the Professionals of Physical Education being *"…respect for life, dignity, integrity and for the rights of the individual…*" the Education Institutions which capacitate their students for the practice of the highlighted profession reproduce "systems" of ideas, beliefs, appointments which favor the elaboration of values which reduce the practice of Physical Education to the reproduction of movements in a mechanicist manner devoid of all meaning but the one related to aesthetics and/or technical efficiency.

This ideology, the insignificance of the signals of the movement, is verified in the identification of the working intentions of the future professionals and on their distribution in the labor market. It is found, in this view of the world, the brain as a mere receptor of information, friendly divorced from the body, which in the physical activities of the current Physical Education occupy the same place in space, simply due to the impossibility of questioning Physics and proving that a duality can occupy the same place in space simultaneously.

This system of ideas and representations aforementioned, in our view, materializes itself in the professional Undergraduate through the curriculum.

V.PARADIGM X CURRICULUM

Understanding the curriculum as a set of all the experiences offered to the students in which

> are intertwined knowledge and power, representation and domain, speech and regulation. It is also in the curriculum where power relations are condensed which are crucial to the process of forming social subjectivities. In short, curriculum, power and social identities are mutually implicated. The curriculum embodies the social relations. (SILVA, 1995)

It is verified that the social identity of the professionals of Physical Education, built upon its curriculum, currently leads them analogically to the function of "tamers" of one's movements, thus, it is deduced that the working reality exposed on the Undergraduate Courses in Physical Education in the city of Curitiba is structured and organized in a manner which maintains the traditionalist paradigm on the opposite hand of a professional sustainability.

The emerging need of a paradigmatic revolution, supported by historical-critical principles, must encourage a fight against "…*the ideological and institutional ways of past times as being the fundamental obstacles to the ones who may achieve"* (Williamson apud Apple, 2006) the preparation of competent professionals.

VI.THEORETICAL REFERENCES

How will it be possible to professionally capacitate individuals to work in hospitals, senior houses, clinics, if these individuals have as a guide the perfect movement, the incomprehension of the being, the division of knowledge in sealed sections, one isolated from the other?

By rebuilding the "nucleus of the institutionalized education process" (Silva, 1995), in other words, its curriculum, having in the core of its ideas that the "whole is in everything and vice-versa" (Pascal in Morin, 2005). Presently…

We have learned how to separate school subjects, History, Geography, Physics, etc. Very well! However if we take a closer look, we will notice that Chemistry, in an experimental level, is inside Microphysics. There is no problems distinguishing these two subjects, however, there is no need to establish definite separations. We have learned how to separate things very well. We separate an object from its surroundings; we isolate an object from the observer who observes it. Our way of thinking is disjunctive and consequently, reductive: we seek the explanation of a whole through the constitution of its parts. (MORIN, 2005)

Segmenting in such way is how teaching takes place in the Undergraduate Courses in Physical Education in Curitiba, being passed to the students a view of man and its movement forms which can only be achieved by someone in health conditions devoid of physical or social pathologies.

It becomes a *sine qua non* condition seeing the individual in its totality.

VI.I PROFESSIONAL PREPARATION IDEOLOGY

The rationalist school mainly represented by Descartes, digs a separation between the material world and the spiritual world being spirit and matter two distinct and incompatible principles. (GONÇALVES, 2005)

As a consequence psychological and physiological facts started being studied separately, and in this way staying, thus far, in Physical Education, in its pedagogical practice as well as in the sciences which grounds it finding as a reproduction spot the curriculums of Undergraduate Courses.

As an effect of this view, movement, the core of Physical Education became nothing but the change in position of a body in space.

As stated by De Marco (1995)

> I feel with my mind, move with my body and by moving myself with my mind I can feel my body, thus it is not possible to separate these structures and these processes. "I cannot talk about my body to my body, without being my body".

Therefore, having a moving body supposes wanting to submit it to the command of who possesses it. Without a question, it is man who commands body, is corporal and only communicates himself and consequently moves himself, because there is a body which expresses itself, through movement. "*It is in complexity where it is found the unity of the man"* (Trigo, 2000).

Consequently, complexity is the ideology to be followed concerning the curriculum elaboration of Undergraduate Courses in Physical Education, for the curriculum is the *"nucleus of the institutionalized education process".* (Silva, 1995)

According to Moraes (apud Behrens, 2006)

> We need a way of thinking more complex, deeper and broader which acknowledges the phenomenal world composed of totalities/parts and which does not fractionate the human being into head, body and limbs, nor one which separates the individual from the world in which he or she lives. A complex way of thinking which understands that reason, emotion and intuition are inseparable elements, which acknowledges that in order to think properly, it is necessary having a clearer comprehension regarding the dynamics of reality and processes in which we are involved.

The fact is that individuals obtain knowledge, think and act according to the paradigm culturally placed on them, what currently occurs in the graduation of a Physical Education professional is the starting point for an ideological change in a significant number of people.

Despite Marx (apud Althusser, 1984) saying that a social preparation, professional in the case in view, which does not reproduce the production conditions at the same time in which it produces, will hardly last a year. We defend that by modifying the system of ideas, of the representations which control the spirit of a man or social group, making them realize that these thoughts will not lead them to a satisfaction of their basic needs, there will be conditions to change the whole system of ideas and consequently to transform the production conditions, until this new system proves itself to be coherent with the interests of the individuals who compound the social group.

Taking into consideration that the idea of a human being in terms of ideal movement exists only due to an interest of an industrial media, the development of thoughts, as a consequence of the views of the human being as a being only capacble of executing movements seeking his own transcendence, will allow the access to social spheres which were thus far unknown and consequently unexplored in professional terms.

The reengineering of the current disciplinary model (curriculum) which produces social actors who are "tamers" of the movement, to a complex systemic model, presupposes the preparation of graduates who are aware of their responsibilities as members of a society.

VI.IICURRICULUM X PROFESSIONAL GRADUATION

From the perspective of a new paradigm the curriculum development must evolve from a fragmented organization and be divided into academic subjects to a more organic, comprehensive and holistic conception.

Concerning this, MORIN (2000) states that:

> The human being is sometimes physical, psychic, biological, cultural and historical. This complex unity of human nature which is completely shattered in education throughout disciplines is the one which makes it impossible learning what means to be human. It is necessary to restore in such a manner that each of this one, in where it is, becomes simultaneously aware and conscious of his complex identity and of his common identity shared with all the other human beings.

The starting point for the elaboration of the proposed curriculum sketch is given by the establishment of an epistemological mark, consequence of the answer to the following questions:

-What are the social problems which the Physical Education professional has to assuage?

-What is the necessary knowledge for the Physical Education professional in order to assuage these problems?

-How can the Physical Education professional assuage these problems?

-Whom and how the social problems disturb?

-In which manner this knowledge will be transmitted to the graduates?

-Which attitudes are expected from the graduate?

In short, the curricular sketch, in a complex systemic focus, to the preparation of competent Physical Education professionals is composed of 7 (seven) elements: social problems, object of knowledge, content, method, means, form and result.

These elements of the complex system will compound subsystems which are named areas of knowledge which will answer to the raised questions such as: the relationship human being x society; biology of the human body; production of scientific knowledge; technical – instrumental; didactic – pedagogical.

Each system creates a subsystem, which, in turn, is compounded of new subsystems called dimensions which create new systems such as: anatomy-biological; growth and development; Corporeal culture expressions; ludomotricity; philosophy and ethics, socio-historical contextualization; anatomy-physiological; circus-gym and dance; creativity and motricity; investigative cybernetics, exercise physiology; cineantropometry, Theory of Knowledge; Special Education; Didactic-pedagogical; Sports; Learning, development and performance; Systemic View, Field Research.

Having defined the elements which compound the complex system (curriculum) the distribution of the content of the dimensions answers to the following inquiries:

-Who is part of the social problems? The human being is.

Thus, knowledge regarding the human being answers for 30% of the academic disciplines during the Course, especially on the first two semesters of it.

-How can these problems be assuaged? Activities to be developed by the future professional (sports, games, gymnastics)

The didactical and pedagogical knowledge and technical instrumental answer for 30% of the knowledge regarding these dimensions, especially from the 3rd semester and on, for the student is already aware of his element of work, the human being.

-Where are these problems found? Working places.

The evaluation tools are elaborated in order to create problem situations in which the student will be able to demonstrate his knowledge on the academic disciplines.

VII.FINAL CONSIDERATIONS

Sharp (apud Kremis, 1989) *"…affirms that the growth of technical rationality is rapidly putting the independent status of universities in danger"*, situation which increases daily in the Physical Education Courses in the city of Curitiba.

The research developed by Archer (2002) shows that when answering the expectation of students regarding their future professional performance, Institutions sterilize any possibilities of new beneficial ideas to students to be developed even if this only happens in the future.

Kremnis (1989) says: *"When schools convert themselves into tools for the reproduction of social life, politics and economy in the State, enclosed and regulated by it, some particular educational values are put in danger"* making us question what the objective of education is. According to Kremnis (1989)

> The only antidote against the objectification of education and State as being institutions and against the separation of education from the social "context" consists on elaborating more and better curriculum and education stories which get attention to the changing "social conditions" in which are developed educational processes and a bigger number and better social theories which explore the speeches and Courses, the relationships and practices which compose education, schooling, society and the State.

By understanding the curriculum as the *"nucleus of the institutionalized process of education"* (Silva, 1995) is how the modification of ideas of the future professionals of Physical Education should begin, from a linear and disciplinary model, reproducer of contents, to a complex model which enables the graduate a view of the inseparability of the different elements which constitute a whole and *"that there is an interdependent, interactive and inter retroactive tissue between the object of knowledge (the moving human being) and its context, the parts and the whole, the whole and its parts and the parts between themselves". (MORIN, 2001)*

The complex way of thinking is not an omniscient thought (Morin, 2005), the same way a curriculum based on complexity is not a "recipe" to prepare the ideal professional, it is just the opposite, it is the space to elaborate questions about: how does one teach, what is being taught, and what must be taught regardless of the place in where this teaching will be used by the student.

The daily globalization demands from an Education Institution which proposes it to capacitate individuals able to solve social problems a way of thinking susceptible to questioning and to the certainty that it does not exist.

DESCRIPTORS: Paradigm, ideology, curriculum

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IDEOLOGY X CURRICULUM

RESUM

According to a research from 2002, with students of the first semesters of the Physical Education Courses in the city of Curitiba, regarding their expectations of work after having finished the Course, the conclusion which was reached was a limitation of these expectations. A data collection on the labor market regarding working places of the undergraduates, has confirmed the previous research. Due to the big number of Physical Education Courses in Curitiba, it can be pointed that there will be a significant number of professionals in some fields (gyms, sport clubs, schools, etc.) while in other fields (hospitals, senior houses, special schools, etc.) the number of professionals is small. The permanence of the existing ideology in the undergraduate courses in Physical education signalizes in the direction of a lack of sustainability in the profession, graduating professionals into unemployment or instability for the acting professionals. This necessary modification starts in order to achieve a change in the structure of the current curriculums, replacing linear disciplinarily for a system which induces student to the systemic and universal way of thinking in terms of working possibilities.

KEY WORDS: Graduation, Curriculum, Ideology

IDÉOLOGIE X CURRICULUM

RÉSUMÉ

Selon la recherche faite en 2002 avec des élèves dans les premières semestres de cours d'éducation physique dans la ville de Curitiba sur la leurs expectatives de travaux al fin du cours s'est terminée à cause des limitations concernant les attentes. Une analyse du marché du travail à l'égard des types d'activité professionnelle des diplômés, a confirmé les recherches antérieures. En raison de la grande quantité de cours existants d'éducation physique à Curitiba vous pouvez voir qu'il ya un grand nombre de professionnels dans certains domaines d'action(gymnases, clubs, écoles, etc), tandis que dans d'autres domaines (hôpitaux, asiles, écoles spéciales , etc) le nombre de professionnels est faible. La permanence de l'idéologie en vigueur dans les cours de premier cycle en éducation physique relève le manque de durabilité dans la profession, les professionnels diplômés sont dirigés vers le chômage ou l'instabilité pour ceux qui travaillent. Ce changement nécessaire initie un changement dans la structure des programmes actuels et remplace disciplinarité linéaires par un système qui amène l'élève à penser de façon systémique et totalitaire dans le cas de las possibilités de exécution des travaux.

MOTS CLES: Education, Curriculum, Idéologie

IDEOLOGÍA X CURRÍCULO

RESUMEN

Según pesquisa realizada en 2002 com los alumnos de los primeros períodos de los cursos de educación física de la ciudad de Curitiba com respecto a las expectativas de trabajo al fin del curso se concluyó por la limitación de estas. Un análisis realizado en el mercado de trabajo con respecto a los tipos de actividad profesional de los graduados, confirmó investigaciones anteriores. Debido a la gran cantidad de cursos de Educación Física existentes en Curitiba, es posible percibir que hay un gran número de profesionales en algunos campos de actuación (gimnasios, clubes, escuelas, etc), mientras que en otros campos (hospitales, asilos, escuelas especiales, etc) el número de profesionales es pequeño. La permanencia de la ideología existente en los cursos de licenciatura en Educación Física señala la falta de sustentabilidad en la profesión, graduando profesionales para el desempleo o generando inestabilidad para los profesionales que trabajan. Este cambio necesario inicia una modificación en la estructura de los currículos actuales, trocando la disciplinariedad lineal por um un sistema que lleva al estudiante a pensar sistémica y totalitariamente en se tratando de la posibilidad de actuación de trabajo.

PALABRAS CLAVES: Formación, Currículo, Ideología

IDEOLOGIA X CURRICULO

RESUMO

Segundo pesquisa realizada em 2002 junto aos alunos dos primeiros períodos dos Cursos de Educação Física da cidade de Curitiba quanto a expectativa de trabalho ao término do Curso concluiu-se pela limitação destas. Levantamento realizado no mercado de trabalho quanto ao locais de atuação profissional dos graduados, confirmaram a pesquisa anterior. Em razão do grande numero de Cursos de Educação Física existentes em Curitiba, percebe-se que haverá grande numero de profissionais em alguns campos de atuação (academias, clubes, escolas etc) enquanto outros campos (hospitais, asilos, escolas especiais etc) o número de profissionais é pequeno. A permanência da ideologia existente nos cursos de graduação em Educação Física sinaliza para a falta de sustentabilidade na profissão, graduando profissionais para o desemprego ou instabilidade para os profissionais atuantes.Esta modificação necessária inicia para uma mudança na estrutura nos currículos atuais, trocando-se a disciplinariedade linear para um sistema que induza o aluno ao pensar sistêmico e totalitário em termos de possibilidade de atuação laboral.

PALAVRAS CHAVES: Formação, Curriculo, Ideologia