117 - DIFERENCES OF GENDER AND SEXIST PRACTICES IN PHYSICAL EDUCATION: SCIENTIFIC PRODUCTION IN BRAZILIAN PHYSICAL MAGAZINES ABOUT 2000 AND 2008

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INTRODUCTION

In last decades the gender question have assuming important role in the academical reserach, that characterize the importance of the studies focused on this them in the school context.

The Physical Education (PE) includes studies tha discuss the importance of gender relations in the school, so the aim of the present study was verify the production in scientical publications in the PE area, that treats about gender diferences and sexist practices in Physical Education classes, also the search of change possibilities for the co-educational or mixed, about 2000 and 2008. Based on this main objetive, other specific questions emerged: identify and analyse the theorical and methodological elements that constitute the found articles, reflect about gender questions, treated or not, and verify the characteres and epistemological profile of articles.

Then, the research is also justified for the possibility to inform the area not yet systematized aspects in gender school researches.

METODOLOGY:

The research was characterized as a exploratory-descriptive, of qualitative character, that between other possibilities named by Thomas & Nelson (2002) allows to determine the status of certain practices and interest areas. The information sources were printed and/or on-line, and constitute scientifical publications the allows go ahead in the evolution of the phenomenas and time situations, like propose Laville & Dionne (1999) for this kind of research.

Then, previousily it was done a investigation of all national and international currency periodics, of categories A, B end C, available for Physical Education,originated of others Physical Education áreas; after it was done a investigation of acessible editions and articles about gender in the selected magazines.

Some standards were considered for periodic selection, like to search, privileged the magazines with the on-line contents. However, the option, also, was for magazines of printed content with significant comprisement and available for research groupe.

The organization of documents was done as progress colect , with the material descrition in chronological list, separation of the shorts, with the notes about the kind and origination of wich one. Next, it was done the content analysis, unveiling the structure and elements of this content.

To articles analysis were considered some procedures, starting with the shorts reading the including terms like gender, co-education and physical education, gender in the school, diferences, equalities, etc. After, shorts are selected with the relation between gender and practice of Physical Education in the school. But, many times, this shorts are not illustratives, so the articles were all readed in full.

The total of 14 periodics were found 22 articles that treat about the gender diferences and sexist practices in the physical education ambit, it can be observed in Picture 1.

PICTURE 1: Researched magazines and total of analyzed articles in wich magazine.

Researched magazines	Number of found articles relationated with the theme
Moving files	1
Science and Moviment	0
Sport and Society	0
JOPEF	0
Mackenzie	0
Motriexperience	6
Motriz	5
Moviment	7
Moviment and Perception	0
Thinking about practice	1
RBCE	2
Brazilian Magazine of EF and Sports	0
EF Magazine of UEM	0
Kinanthropometry Magazine and Human Development	0
Total of analyzed articles	22

ANALYSIS AND RESULTS:

Analysing the researches with the aims focused on verifying of gender diferences and sexist practices in EF school classe, it was observed that the most of cited authors in the references are connected to theorical projects based with pedagogical intention the search stablish the dialog 3 between the student, the school, the teacher, the society and the world. Through the argumentation, this authos based and guide the practice stimulating the self-reflection and the dialogue, proposing then nex ways to thing a physical education more democratic and emancipatory.

About the researchers the use this referencial in their texts, it was verified that, however the ideas have a scientific-educational dimension, that search overcome the simple execution of EF activities, the researchs treat with denuncation and change suggestion, but do not realize efective purposes and field experiences that can impulsionate the concret changes in the gender relation in school field. In other words, the changes and transformations stay just in the paper.

As can be seen, the more cited reference authors in this researches like Guacira Lopes Louro, Maria do Carmo Saraiva, Joan Scott, Elaine Romero are cited and not discussed; the concepts and questions showed for then are, in most, appropriated for the text authors without license and critic, so it was lost the opportunity to dialogue and construct new informations and concepts for this area.

It was also observed that Maria do Carmo Saraiva and Elaine Romero, in addition to constant references in the studies, they are also authors of articles. SARAIVA with a text titled " How to investigate gender question in the ambit of Physical Education, Sport and Leisure", that discuss about the (des) construction of estereotypes (like masculinization and feminilization of activities rhythm-expressives) in the bodily practices.

The author Eliane Romero, has authory in two texts, on them was a field research that treats about the stereotypes, the sexual diferences and the differentiaded treatments of responsable, for girls and boys in classrooms; the other text treated of the gender relations in the sport-education and sport-performance, advertising about thenes like stereotypes construction.

Added to this, more of half of the articles that cite SARAIVA, just use the concept of co-education elaborated by author, without discuss the contextual aspects that allow the elaboration of this meaning. Still about the co-education it appears in the five articles, are them: "Co-educative classes, what is changed in physical education teaching", (an analysis about the teachers perception about co-educational classes, " Football in school: a co-educational purpose from the viewpoint of the pedagogy critical-emancipatory", (suggest a co-educational class and football development from the critical-emancipatory conception), "The Physical Education and the co-education: equality or diference" (discuss the co-education in school space); "School Physical Education, co-education and gender: mapping representations of students" (with themes like stereotypes and masculinity and feminility, treats about students representantions about the separation for sex, or not, in classes), and " Influences in the school culture in the development of co-educational purposes in Physical Education" (discuss the interference of school culture in the co-educational classes).

Beyond this cited studies, more five researches discuss the co-education, although is not the focus of them. The text " Education, leisure and gender relations", treats about ghe gender relations and leisure in the school, it suggests the co-education to realize subjects like social roles and construction of estereotypes. Deborah Thomé Sayão with the text: " Why to investigate the gender questions in the ambit of physical education, sporta and leisure" discuss themes like feminility representations, masculinity and gender indendity, for beyond the co-education; as the research " Representantion of teachers about the students distribution for sex in the physical education classes" that question the mixed and separated classes for sex, searchin new ways to treat themes like construction of indentity and estereotypes, of student organization in classes beyonde the division by sex, it suggests the co-education to overcome the dicotomy in mixed or separated classes.

The discussion about mixed or separated classse by sex also are frequent themes in the studied researches, the texts " Representantions of female teenagers about the standards of selection used for participation in mixed classes of physical education" and " Apresentantion and analysis of

The football was the theme in two studies: " The practice of female football in Basic Education" and " The football in Physical Education classes: between dribbles, prejudice and gender inequalities", they both analyze the sport like predominantly a male space, but with possibilities to become a stage to stablish equal opportunities of acess for all in the classes.

It was also related an article that treats of "Bullying in physical education classes", a little studied phenomenon yet, but it treats of discrimination suffered for people, manifested for derogatory nicknames or even exclusion, as gender diferences, as ethnicity, as motor skills, etc. The prejudice generates physical agression or verbal for the people envolved with cultural stereotypes.

The child corporeity was studied in " Gender identifications: playing and playing in divided universes", research the reflected about the traditional standards of relations between students in school recreative activities.

The more cited and analyzed themes concerns to the construction of identity and stereotypes in physical education classes, that were previously cited in some articles and they also appear in the following studies: " The construction of gender identity in child: articulating to think the pedagogic work of physical education in child education", "Gender construction in the school space", "ethnographic analysis of gender relation in jokes performed by a child group in kindergarten: contributions for a research in search for meaning", and "Body culture of girls: analysis under the gender perspective".

It can be observed more than 60% works use the LOURO's ideas, that point for biological and sexual distintion, like biases for understanding and justification of social inequality (LOURO, 1997). So even not depth, the basis of thought and teorical reference in the authors, philosophers, sociologists and anthropologists, are quite significant in these analysis, they lived and produced in the tension between structuralism and poststructuralism. Between them, Michael Focault, he studied the power and subject, in a perspective of elimination of this in the strategies, tactics and ruptures that the relations between both generate; and Pierre Bordieu, he studied the social reproductive mechanisms that legitimate the many ways of domination. It is necessary to understand, but, these authors went through both phases in the ocidental thought History. Other background teorical reference was the anthropologist Clifford Geertz, researcher that says the culture is a complex of standard to control the behavior, the web of meanings the the own human weaves and his analysis.

It is also realizes that more than 50% of articles use the gender concept formulated by Joan Scott, who however, use it with restrictions, doing a long discussion about the viability of this category like a "useful category for historic analysis". Segundo a autora According to the author

Gender becomes, moreover, a way to indicate the "social constructions": the creaction totally social of the ideas about the own rules to men and women. It is a way to refer to the origins exclusively socials of the subjective identity of the men and women. The gender is, according this definition, a social category imposed on a sexed body (SCOTT, 1990, p.14).

It is not found, in this analyzed production, a discussion that deepen the assumptions that mustain the theory that, in this case, beyond to establish a concept, it contrasts the relational aspects for their specific implications in the power relations of the society, in the regulatory attributions of masculinity feminility, specially, in the paradox to find a variance in the phenomenon that is based in a fixed inequality (biological).

It is perceived, so that althought the concept has been established for long time, the articles that cited it are recent and wrote between years 2000 to 2007, that makes us think that the concept is still alive today and it is in process of reflection.

CONCLUDING REMARKS

From the recognition of the problems presented for the researches and of the resistance by the society to social changes that might weaken behaviors historically made, it is understood the need, increasingly pressing, to advance in the scientific research can, in addition to walk towards to construction of new theories and to offer new possibilities of analysis, support interventions that modify the pedagogical practices in the physical education and promove the respect to the diferences and social equity.

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DIFERENCES OF GENDER AND SEXIST PRACTICES IN PHYSICAL EDUCATION: SCIENTIFIC PRODUCTION IN BRAZILIAN PHYSICAL MAGAZINES ABOUT 2000 AND 2008

ABSTRACT

The gender questions are consolidating in academic reserach, that characterize the importance of studies about this them in the school context. The Physical Education comprehend studies that discuss the importance in the gender relations in the school, so this reserach proposes investigate the production in scientific publications in this area, about gender diferences and sexist practices in Physical Education, also the search of change possibilities in co-educational or mixed. The objetives of research were: a) identify the production in the period about 2000 and 2008, including theoretical and methodologtic elementos that compose the knowledge presented; c) elaborate propositive questions about the issues presented in the reseraches, and d) analyse non yet systematized aspects, proposing theoretical elements that clear/viable the extension of reserch about the theme in the area. This way, it treats about a document analysis of the production about the theme, in Physical Education, in qualitative character. It was found 22 articles that analyse this questions, in 14 magazines, verifying sensible repercussion of theorical reference structuralist and poststructarist reference. The results reveal that studied reserches evidence the discrimination

existent of gender in the school and indicate the overcome of dichotomies of sex/gender, but few mencionate the co-education like way of desconstruction in stereotyped relations; the most reveals a scientical-educational dimension to superate the simple execution of Education Pyhisical activities, but they do not realize efective purposes and field experiences that stimulate concret changes in gender relations in shool context. It was evident that efective changes in gender relations are not yet consolidated in the pedagogical propositions and in Physical Education pedagogical practices.

KEYWORDS: Gender; School Physical Education; Sexist Practices

DIFFÉRENCES DE GENRES ET PRATIQUES SEXISTES EN COURS D'ÉDUCATION PHYSIQUE: PRODUCTION SCIENTIFIQUE DANS LES REVUES BRÉSILIENNES D'ÉDUCATION PHYSIQUE DE 2000 À 2008

RÉSUMÉ

Les questions de genre se consolident dans la recherche universitaire, ce qui caractérise l'importance des études portées sur ce thème dans le contexte scolaire. L'éducation Physique englobe des études qui débatent de l'importance des relations de genre à l'école c'est pour cette raison que cette recherche se propose d'enqueter parmis les publications scientifiques de ce domaine, qui traitent des différences de genre et des pratiques sexistes dans les classes d'Éducation Physique, ainsi que parmis celles qui traitent de la recherche de solutions de changements par des cours co-éducatifs ou mixtes. Les objectifs de la recherche ont été: a) identifier la production dans la période située entre 2000 et 2008, ainsi que, les éléments théoriques et méthodologiques qui constituent les connaissances présentées; b) préparer des questions ciblées sur les aspects présentées dans les recherches et c) analyser les aspects pas encore systématisés, en proposant des éléments théoriques qui viabilisent l'élargissement de la recherche dans le domaine. Ainsi, Il s'agit donc d'une analyse de la production documentaire sur ce thème, dans l'Ëducation Physique, de caractère qualitatif. 22 articles qui examinent ces quertions, ont été trouvés dans 14 magazines, parmis lesquels on a pu retrouver une sensible répercussion du référentiel théorique structuraliste et pos-structuraliste. Les résultats mettent en avant que les recherches étudiées démontrent l'existence de discrimination de genre à l'école et suggèrent le dépassement des dichotomies de sexe/genre, mais, rares sont celles qui mentionnent la co-éducation comme moyen de déconstruction des relations stereotypées; la majorité suggère une dimension scientifique de l'enseignement qui cherche à surmonter la simple éxecution d'activités dans l'Éducation Physique, mais ne rendent pas compte de propositions effectives et d'expériences de terrain qui puissent impulser des changements concrets dans les relations de genres dans le contexte scolaire. Il apparaît évident que les changements effectifs dans les relations de genre ne sont pas encore consolidés dans les propositions pédagogiques et dans les pratiques de l'Éducation Physique scolaire.

MOT-CLÉS: Genre, Éducation physique à l'école, Pratiques Sexistes.

DIFERENCIAS DE GÉNERO Y PRÁCTICAS SEXISTAS EN LAS CLASES DE EDUCACIÓN FÍSICA: PRODUCCIÓN CIENTÍFICA EN REVISTAS DE EDUCAÇÃO FÍSICA BRASILEÑA DE 2000 A 2008

RESUMEN

Las cuestiones de género se están consolidando en la investigación académica, lo que caracteriza la importancia de estudios visando esa temática en el contexto escolar. La Educación Física abarca estudios que discuten la importancia de las relaciones de género en la escuela, por ello, esta investigación tiene el propósito de averiguar la producción en publicaciones científicas del área, que tratan acerca de las diferencias de género y prácticas sexistas en las clases de Educación Física, bien como las que tratan la búsqueda de posibilidades de cambios por las clases coeducativas o mixtas. Los objetivos de la investigación han sido: a) identificar la producción en el período demarcado de 2000 a 2008, bien como, los elementos teóricos y metodológicos que constituyen el conocimiento presentado; b) elaborar cuestiones propositivas sobre los aspectos presentados en la investigación y, c) analizar aspectos aún no sistematizados, proponiendo elementos teóricos que viabilicen la ampliación de la investigación referente al tema en el área. De ese modo, trátase de un análisis documental de la producción sobre el tema, en la Educación Física, de carácter cualitativo. Han sido encontrados 22 artículos que analizan esas cuestiones, en 14 revistas, en los cuales se ha verificado sensible repercusión del referencial teórico estructuralista y postestructuralista. Los resultados han revelado que las investigaciones estudiadas evidencian la existencia de la discriminación de género en la escuela y señalan hacia la superación de las dicotomías de sexo/género, pero raras son las que mencionan la coeducación como vía de deconstrucción de relaciones estereotipadas; la mayoría apunta hacia una dimensión científico-educacional que busca superar la simple ejecución de las actividades en Educación Física, pero no dan cuenta de efectivas propuestas y experiencias de campo que puedan impulsar los cambios concretos en las relaciones de género en el contexto escolar. Queda evidente, que los cambios efectivos en las relaciones de género aún no están consolidados en las proposiciones pedagógicas y en las prácticas de la Educación Física escolar.

PALABRAS CLAVES: Género; Educación Física Escolar; Prácticas Sexistas.

DIFERENÇAS DE GÊNERO E PRÁTICAS SEXISTAS NAS AULAS DE EDUCAÇÃO FÍSICA: PRODUÇÃO CIENTÍFICA EM REVISTAS DA EDUCAÇÃO FÍSICA BRASILEIRA DE 2000 A 2008

RESUMO

As questões de gênero estão se consolidando na pesquisa acadêmica, o que caracteriza a importância de estudos voltados para essa temática no contexto escolar. A Educação Física abarca estudos que discutem a importância das relações de gênero na escola, por isso esta pesquisa se propôs a investigar a produção em publicações científicas da área, que tratam das diferenças de gênero e práticas sexistas nas aulas de Educação Física, bem como das que tratam da busca de possibilidades de mudanças pelas aulas co-educativas ou mistas. Os objetivos da investigação foram: a) identificar a produção no período demarcado de 2000 a 2008, bem como, os elementos teóricos e metodológicos que constituem o conhecimento apresentado; c) elaborar questões propositivas sobre os aspectos apresentados nas pesquisas e d), analisar aspectos ainda não sistematizados, propondo elementos teóricos que viabilizem a ampliação da pesquisa sobre o tema na área. Dessa forma, trata-se de uma análise documental da produção sobre o tema, na Educação Física, de caráter qualitativo. Foram encontrados 22 artigos que analisam essas questões, em 14 revistas, nos quais se verificou sensível repercussão do referencial teórico estruturalista e pós-estruturalista. Os resultados revelaram que as pesquisas estudadas evidenciam a existência da discriminação de gênero na escola e apontam para a superação das dicotomias de sexo/gênero, mas raras mencionam a co-educação como via de desconstrução de relações estereotipadas; a maioria aponta para uma dimensão científico-educacional que busca superar a simples execução das atividades na Educação Física, mas não dão conta de efetivas propostas e experiências de campo que possam dar impulso às mudanças concretas nas relações de gênero no contexto escolar. Ficou evidente, que as mudanças efetivas nas relações de gênero ainda não estão consolidadas nas proposições pedagógicas e nas práticas da Educação Física escolar.

PALAVRAS CHAVES: Gênero; Educação Física Escolar; Práticas Sexistas.