56 - ESPISTEMOLIGICAL REFLECTIONS ABOUT POLITICAL AND CULTURAL MEDIATIONS IN SCHOOL PHYSICAL EDUCATION: CASE STUDY DEVELOPED IN A SCHOOL OF BASIC EDUCATION OF THE MANGUEIRA/RJ

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INTRODUCTION

The applicability of social Physical Education has been discussed in various forums of study, especially in forums related to sports, health and Education. Some scholars with lullaby greater emphasis on the idea of sportivization, while other scholars reflect on the welfare, health and Educational background. By using the elements available in the construction of meanings for Physical Education - body movement, signs of social, cultural representations, sportivization elements - we cannot ignore their ability to resolve conflicts of various natures correlated directly or indirectly with Human Kinetics, especially in the school context.

Mediation is the promotion of understanding between the parties that occasionally come in conflict, allowing the coexistence and peaceful coexistence. The political and cultural mediation it is a conflict resolution between members of a social organization that produce and consume culture, resulting in a new order of construction of the cultural dialogue transpired, made possible through continuous exchange of experiences.

The Physical Education plays a key role in building the political and cultural mediation because they guide Educational practices directly or indirectly linked to Human Movement, formally offered a basic curriculum for Educational and organized by political and cultural experiences of the students.

The organization of the process between those who produce and consume culture, associated with a series of interventionist actions of the results in Physical Education and Political And Cultural Mediation that must be understood so existential, quantitative, qualitative, seeking proposals interventive, modified and changed.

The theoretical assumptions of the Physical Education interacted with academic work related to Education, especially progressivist character. What does assert that the principles of the new academic vision of Education are guided by the contemporary quest for emancipation and social critique of the students and teachers a new attitude in daily work process (GHIRADELLI JR, 1987). While in the school itself notes, the faculty represented by professional conductors and Educationally involved with school issues realize that social organizations demand an absolutely justifiable, but not recently: the development of skills and behaviors on the part of Educational schools that meet the cultural and political aspirations of social organizations.

Currently the academic and scientific production of Brazilian Physical Education has extensive documents that indicate the need of the transcendence of present reality and the construction of spaces reactionaries in Physical Education. In general almost all direct paths libertarians and liberators of Education for a new democratic society of the twenty-first century. Although it is a controversial subject and difficult abstraction, we must understand the phenomena related to the ongoing process of approaching and distancing of the social relations inherent in the school/teacher/student.

The understanding of the phenomenon involves the resolution of a tacit kind of conflict. The conflict is characterized among stakeholders: the student body and school. On one side is the student body that brings values, behaviors, concepts and conducts its own moral Education, school, family and community, on the other hand the school is interested in keeping the dialogue between various stakeholders, selecting morally acceptable universal knowledge, popular knowledge resignifying to be transcended and adapted by the school and last away the knowledge that there will add any value to growth, development, training and moral Education students.

And for all the knowledge of the selection process is implemented satisfactorily, the school and student body to establish the political and cultural mediation to have a balance and attendance of the parties involved. When it comes to Physical Education at school, the teacher seeks employment strategies for action, encouraging the manifestations of Human Kinetics (including sports) that bring together political and cultural elements present at that location.

The study will present reflections on the political and cultural mediation in school, especially in Physical Education classes, respecting the principles of empowerment and criticality of Physical practices. The construction of evaluative mediation process required two basic elements: a place where local values, cultural and social representations were clear in the embodiment of the individuals included in the school context and there was the observation of Physical Education as an element that contextualize the conflict between tacit production and consumption of culture.

The site chosen to observe, analyze and promote epistemological reflections was the Municipal School Humberto de Campos - the first public school built in an area of social vulnerability in Brazil. Founded in 1936 in the community of Mangueira - Rio de Janeiro with the presence of then-mayor Pedro Ernesto icon of Brazilian samba and Top Hat, the school is a mirror of systemic interaction and mediation about different cultural and political issues.

We will discuss the conflict, its resolution, continuous interaction between production and consumption of culture and values of student school environment with the cultural elements of empirical social organizations. Finally we will identify ways interventionist as an indicator of technical work of the Physical Education professional.

DEVELOPMENT

The symbiosis between Political Mediation, Cultural Mediation and Physical Education classes are articulated in the imaginary school student, is to build games for students in sportivization issued by the community in cooperative activities and the inclusion of groups that were once excluded from the Educational process.

The justification for the debates on political and cultural mediation in Physical Education resides in the construction of academic documentation about the proposed themes. To this effect the fusion of the technical terms of the system of conflict resolution and school mediation with reflections on the role of the contemporary professional teaching Physical Education (FONTANA, 1996).

The methodological foundation for the construction of academic document is divided into two sections literature: studies on conflict resolution and school mediation designed to develop and maintain a school environment conducive to teaching and learning, and works related to Physical Education ratify ideological positions the interventionist, critical,

transforming reactive, reactionary and magnify contemporary values espoused by the post-school Physical Education 1964-1985 military dictatorship, found in works such as "Teaching Methodology of Physical Education" of the Coletivo de Autores, 1992.

Conflict resolution and mediation is a relevant topic in academia. The main element that will guide the production of content of this work is the concept of mediation with individuals united by ideas, values, culture and common political framework. Once the mediation can not be seen as an element sealed between pairs and individuals. The concept of mediation should be considered as a continuous, ongoing and dynamic understanding of acts, actions, values, and Educational events present in class, institutionally targeted between groups and within groups.

PRESENTATION AND ADDICTIONS INFORMATION

The Municipal School Humberto de Campos offers many special features for building empirical analysis. Despite the fact that the researcher teaching Physical Education teaching unit in the first year of kindergarten through third grade of elementary school, many details can be interconnected, forming phenomenological frameworks on various social elements and stating the results of impressions collected close to the phenomena.

Being the first public school built in the area of social vulnerability in Brazil and in Rio de Janeiro, the teaching unit catalyzes the effects of a community that transcends the traditional artistic reality of Rio de Janeiro through their own cultural values. The school is positioned to the side Grêmio Recreativo Escola de Samba Mangueira. The relations of embodiment represented in social signs (VARGAS, 1993) are clearly related to their own samba school of existentialism.

And the relationship of embodiment is not limited to samba, culture and art. The school unit is approximately seven hundred and fifty meters of the Olympic Village of the Mangueira, an icon of successful social sportsmanship implemented by the state government. The values related to sportsmanship and the need for social mobility through the elite sports imagery pervades the sociological community. To be sure, the social mobility through sport is not characteristic of the specific hose, but the Olympic Village is considered an "oasis of the sports". There are several cases of young people who have achieved national notoriety and international space using the Olympic Village.

Set of values associated with cultural and sporting themselves in the community, participant observation (FERNANDES, 1959) carried out between May-September two thousand and eleven were productive and intriguing. Data collection occurred through funding of sequenced motor experiences experienced by students as well as the social interaction of cultural phenomena involved in the classroom. From the collection of descriptive isolated and global Human Kinetics, empirical analysis were developed from the perspective of Physical Education contextually involved with social values, political and cultural models of what such theoretical foundations of Social Sciences.

Daily reports are accounts of personal experiences and techniques taken class after class from the applicability of directed motor activities, as well as the interaction of income derived from the motor activities that offer students the universe of cause/effect expected or not. The set of documents that link reports form a systematic targeting of empirical observations, combined with a sociological perspective of conflict resolution and mediation. The answer student motor activities are contextualized surface results, however are the best indicators of interventional promising results in the long run.

THE COMPLICATING EFFECTS OF EXTERNAL FACTORS

During the months of June and July two thousand and eleven, the Military Police of Rio de Janeiro aided by BOPE - Special Operations Battalion - took up the urban space of the hose installation of UPP - Pacification Police Unit, removing the drug trafficking ostentatious. That is, an unusual phenomenon and difficult to assess the impact in the context of the trial.

Consequently there was a "reset" between school social/police/community relations by bringing consensus and conflict to levels only. For lack of more studies about the permanence of the Military Police in the community full time, no further discussions on specific social impact of this intervention. However there is no way to ignore the social changes on the notoriety of the "new neighborhood".

THE ANALYSIS OF PARTICIPANT OBSERVATION

The characteristics of the Physical Education classes in the context of community does not resemble the traditional model of replication mechanization of body movements or activities. The statement has to do as little as ideological or technical issues. Due to cultural and behavioral characteristics of students, it would be impossible to replicate performances systematic Physical Education, is of a technical, professional or even progressive (GHIRALDELLI JR, 1987).

The lack of systematization "classical" school staff is a basic premise of social interaction between students and teachers. The cultural background, social and political existentialism present in children four to eleven years is one of the driving points of the lesson plans. The demand for student body activities related to the context of Human Movement, but is recognized as an integral part of their community in social and cultural aspects. The outcome of the body movement is a symbiosis between consumption and production of culture.

The common misconception produced by a superficial view of Physical Education classes is the belief that the whole process was guided by a model of consensus between the parties involved: the student body, faculty, school management and the cultural, political and social. Every form and content of classes are the result of tensions and conflicts inherent in accommodation of social representations of various natures.

Conflict resolution is the result of the mediation of ideas, goals or ideals. And in the case of Physical Education classes covering various interests related to each other, implies the need to understand the demand of the student point of view of analytical and measuring the impact of their applicability. The teacher is the mediator chosen implicitly by the students. However in certain situations the mediation of ideas and proposals are made between pairs. Some students suggest activities eminently cultural and/or artistic and the other must accept or refute the suggestion. Depending on age, conflict resolution and mediation between peer is always more tense and confrontational than the average of mediation conducted by the teacher, but nothing beyond the behavioral pattern.

The Political and Cultural Mediation is a complex process and its representation would require elongated segments in multidisciplinary studies. However by providing examples of classes, we can illustrate how the mediation takes place in certain segments.

The public child enjoys the lessons of play and recreational activities brought by two main routes: some activities are offered for planning teaching and other activities are brought by the students in interaction with other children in the community. When the teacher "imposes" a lesson plan, there is a satisfactory collective participation, but only when there is recognition of the practical jokes are worked and managed by the students themselves.

The children and youth to feel like the games and general play activities, as well as the activities of sports initiation.

The practice of soccer is received with much enthusiasm among the students. The statement is hardly a surprise. The only surprise is the receptivity of the public spaces and women who demand equal conditions during practice. Something common in communities where social vulnerability and especially in the hose. Depending on the "machismo" in the prevailing gender relations in sports, it becomes a constant quest for equal rights between genders. In extreme cases, mediation is directed and social policy course that the teacher should intervene in a democratic way.

The definition of the game through a systemic view - rules, opponents, winners, losers, "fair play" - are also worked with students from other play activities that become cultural, board games known as "ladies" and "domino". Competition and cooperation are emerging as an aggregator element in board games. Small groups are formed for both the "play" and to help the difficulties inherent in the rules of the games, but rejecting the functionalist view of the game (VARGAS, 2001). The groups are formed for competition organized with the naming of sub-communities of Mangueira: Buraco Quente, Chalé, Candelária and Telégrafos.

The relations of embodiment students are generally uniform. Therefore mediation and conflict resolution also resemble each other. In the case of the embodiment, the best example to represent the social signs is in music, especially the "Funk" and Samba. It's amazing how approximately ninety percent of children meet all or part of the current samba-plot of the Samba School hose. Because the interaction with the Samba School intraescolar transcends the environment, it is salutary to apply artwork using Samba as a reference. The way in which children use the resources as a body to dance, music and art can be developed with the opinion of the relevant group, unifying ideas and concepts common.

CONCLUSION

The assay is not intended to be definitive, as they exhaust the topics addressed here. The intention is to offer subsidies to understand because there is minimal conflict school embraced by social and cultural elements, as well as contextualize the Physical Education as an important element of the mediation process. The initial step is to recognize the school Physical Education as an articulator of mediation, using their technical and Educational tools.

However, the mediation or of any nature, need trained individuals to exercise. The Physical Education teacher should prepare for the development of its labor practice with the same ease that interacts with cultural values and resignifying practice from studies relevant axiological (VARGAS, 2011). Mediation is the result of understanding the concerns of all sides, not necessarily in the formation of value judgments by the mediator. In fact, the inclusion of personal impressions of the mediator is usually not appropriate behavior so little acceptable.

When the Physical Education teacher must mediate within the school, and axiological understanding of local culture, you need the group to accept as valid the decision of the mediation, for more incongruous the overall decision. Respect for the results of the mediation shall be indelible. And for that reason, the school must have a stable environment conducive to interact with different social segments.

The Municipal School Humberto de Campos is an environment rich in composition studies of various phenomena. We observed superficial to the existential and behavioral relationship between community/school/culture, relations between the embodiment of the student body/ faculty/Samba School of Mangueira and discuss how the Physical practice in schools can serve the purposes of conflict resolution and mediation, especially in times of conflict.

The relations of production and consumption of culture were evidenced at the time of mediation daily. Is it possible to conclude that new values are formed in the merger of values theoretically unrelated to school event, yet it is clear that without these values, the cultural school would be absolutely distinct from that observed.

Some considerations on the process of political and cultural mediation were discussed with moderation and candor. Conflicts tacit leave their usual discretion for the debates occurring in mediation fluently. The results of the mediation entered into the everyday Educational practice of Physical Education indicate some success and a trail of hard work.

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ESPISTEMOLIGICAL REFLECTIONS ABOUT POLITICAL AND CULTURAL MEDIATIONS IN SCHOOL PHYSICAL MOVING: CASE STUDY DEVELOPED IN A SCHOOL OF BASIC EDUCATION OF THE MANGUEIRA/RJ

ABSTRACT

The article presents epistemological reflections about the Political and Cultural Mediation held in Physical Moving classes at Municipal School Humberto de Campos, located in Mangueira/RJ. From empirical observations, we developed a case study during five months, aiming at understanding the processes of conflict resolution and mediation occurred in Physical Moving classes. During the first analysis, we observe and describe how the propositions of Educational techniques and Physical Moving are consistent with the principles of mediation, especially when it comes to political values, cultural and social. Considering the proximity Gremio Recreativo Escola de Samba Mangueira and Mangueira Olympic Village, the axiology of art, culture and sport was debated together with the technical applicability and Educational activities. We discuss the role of Physical Moving professional in the processes of conflict resolution and mediation.

KEYWORDS: Mediation; Culture; Politic; Physical Education.

RÉFLEXIONS ÉPISTÉMOLOGIQUE SUR LA MÉDIATION POLITIQUE ET CULTURELLE DANS L'ÉDUCATION PHYSIQUE SCOLAIRE: ÉTUDE DE CAS RÉALISÉ DANS UNE ÉCOLE D'ENSEIGNEMENT FONDAMENTAL DE LA MANGUEIRA/RJ

RÉSUMÉ

Cet article présente des réflexions épistémologique sur la Médiation Politique et Culturelle qui a eu lieu dans les classes d'éducation physique à Escola Municipal Humberto de Campos, situé dans Mangueira/RJ. A partir d'observations empiriques, nous avons développé une Étude de Cas au cours des cinq mois, visant à comprendre les processus de résolution des conflicts et de médiation survenu dans les classes d'Éducation Physique. Pendant la première analyse, nous observons et décrivons comment les propositions de techniques d'enseignement et d'Éducation Physique sont compatibles avec les principes de la médiation, surtout quand il s'agit de valeurs politiques, culturelles et sociales. Compte tenu de la proximité physique Gremio Recreativo Escola de Samba Mangueira et Village Olympique Mangueira et l'axiologie de l'art, la culture et du sport a été débattue avec l'applicabilité technique et éducatives des activités moteures. Nous discutons le rôle du professionnel d´Éducation Physique dans le processus de résolution des conflicts et la médiation.

REFLEXIONES EPISTEMOLÓGICA SOBRE LA MEDIACIÓN POLÍTICA E CULTURAL NA EDUCACION FÍSICA EN LA ESCUELA: ESTUDIO DE CASO REALIZADO EN UNA ESCUELA PRIMARIA DE MANGUEIRA/RJ

RESUMEN

El artículo presenta reflexiones epistemológica sobre la Mediación Política Y Cultural celebradas en clases de Educación Física em la Escola Municipal Humberto de Campos, situado en Mangueira /RJ. A partir de observaciones empíricas, se desarrolló un Estudio de Caso en el curso de cinco meses, con el objetivo de comprender los procesos de resolución de conflictos y la mediacións en las clases de Educación Física. Durante el primer análisis, se puede observar y describir cómo las proposiciones técnicas y educativas de la Educación Física son consistentes con los principios de la mediación, especialmente cuando se trata de los valores políticos, culturales y sociales. Teniendo en cuenta la proximidad física de lo Gremio Recreativo Escola de Samba da Mangueira y Villa Olímpica Mangueira, la axiología del arte, la cultura y el deportiva se discutió junto com la aplicabilidad técnica y las actividades educativas motoras .Discutimos el papel de los profesionales de Educación Física en los procesos de resolución de conflictos y mediación.

REFLEXÕES EPISTEMOLÓGICAS SOBRE MEDIAÇÃO POLÍTICA E CULTURAL NA EDUCAÇÃO FÍSICA ESCOLAR: ESTUDO DE CASO REALIZADO EM UMA ESCOLA DE ENSINO FUNDAMENTAL DA MANGUEIRA/RJ

RESUMO

O artigo apresenta reflexões epistemológicas acerca da Mediação Política e Cultural ocorrida nas aulas de Educação Física na Escola Municipal Humberto de Campos, localizada na Mangueira/RJ. A partir de observações empíricas, foi desenvolvido um Estudo de Caso no decorrer de cinco meses, objetivando a compreensão dos processos de resolução de conflitos e mediação ocorridos nas aulas de Educação Física. No decorrer das primeiras análises, observamos e descrevemos como as proposições técnicas e educacionais da Educação Física são condizentes com os princípios de mediação, especialmente no que tange a valores políticos, culturais e sociais. Considerando a proximidade física com o Grêmio Recreativo Escola de Samba Estação Primeira de Mangueira e a Vila Olímpica da Mangueira, a axiologia artística, cultural e esportiva foi debatida conjuntamente com a aplicabilidade técnica e educacional das atividades motoras. Discutimos o papel do profissional de Educação Física nos processos de resolução de conflitos tácitos e mediação.