86 - POSSIBLE CONTRIBUTIONS OF PHYSICAL EDUCATION CLASSES TO THE RELATIONSHIPS OF GENDER.

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I. INTRODUCTION

Education for democracy. This is the perspective that has guided the speeches of those that are involved in the educational process at the national level. However, if we take into account the range of meanings and senses of the term it can be said that we live in a pseudo-democratic society. This statement is justified by the social landscape that constitutes human relations in Brazilian society. Men and women live in full relationship of inequality, in which men have significant advantage. Data from Dieese (2011) show that women with the same level of study, or even higher are paid less than men, even for the same function. This is just one example among many that could be cited. Thus, there is an emergency for the questioning of the subject and, consequently, for the pedagogic treatment with the objective of promoting in the educational process the equalization of gender relations, which are involved in the XXI century in a complex web of power.

In recent decades, in general, it has been noticed an increased attention and concern with the issue of gender in our society. As the theoretical contributions of Scott (1995, pg. 86) gender: "[...] is a constitutive element of social relationships based on perceived differences between the sexes and: gender is a primary way to give meaning to power relations ". As an analytical category, gender is a way of referring to the social organization of gender relations. In rejecting biological determinism, dichotomies, and binaries, the fundamentally social quality of distinctions based on sex is emphasized . It is therefore a relational category, which is between the masculine and feminine setting men / women in relation to each other (Bruschini, 1992, Sousa, 1994 and Scott, 1995).

Meanwhile, education has a unique role, Recently, some researches (LAUREL, 1995, 2003, 2010; Hull, 2010; Knijnik and ZUZZI, 2010) have shown that through education, this situation can be reversed uneven. Co-education emerges as the ideal alternative activities that create opportunities to overcome barriers and achieve gendered and achieve completely the democratic human condition (Auad, 2006).

The prejudices and gender stereotypes have represented barriers to development and social welfare. Therefore, in order to better understand the complexity of gender issues, underlying studies have been conducted in various fields such as anthropology, sociology and education.

In order to verify and compare the effects of composition of classes of Physical Education students based on gender (mixed and separate classes), Oliveira (1996) has investigated some engines and social aspects related to gender issues in Physical Education. Considering that the classes in the initial research of the intervention period were taught by teachers opposed to the co-educative proposal, it was necessary to conduct a similar investigation with teachers favorable of coeducation.

The present study aimed to investigate the possible contributions of the formation of mixed classes of Physical Education for gender relations through the intervention carried out by teachers in favor of coeducation. In addition, the study aimed to facilitate actions that will contribute to the formation of a just and democratic society.

II. METHODOLOGY

The sample consisted of 20 children (10 boys and 10 girls), aged 9-12 years, participating in a community outreach project of a private university located in the metropolitan area of São Paulo city. These students attended two classes per week lasting 90 minutes each. During this time were offered opportunities to practice and knowledge of different physical activities, including soccer and dance adapted to the characteristics and needs of the group. The research topics, considered as social aspects involving gender relations were: relationships with the opposite sex, a concept of students in relation to the capacity of the other sex in the classroom and in Physical Education classes; prejudices and gender stereotypes to play, activities and companionship, preference and thinking about the training of Physical Education classes based on sex. The choice of subjects of study and methods of data collection and analysis were based on Oliveira (1996), also allowing the comparison of the results of both studies. Data collection was conducted through semi-structured interviews in two stages: test and retest. During a period of seven months, considered intervention period, classes were taught to mixed groups with the creation and implementation of strategies to coeducation and not coinstrução. The analysis of responses from the interviews was carried out considering both quantitative and qualitative aspects, and it was based on some of the content analysis procedures (Balau, 1981; Lüdke and Andrew, 1986; Richardson, Chizzotti 1989 and 1991).

III. RESULTS

With respect to category **"Relationship with the opposite sex"**, it was verified that the majority of both boys and girls cited both sexes when referring to the best friends. This finding occurred not only with regard to friendships within school, but also outside school. When referring to the companionship to talk, play or perform other activities, most students (15) also continued or started (according to test and retest) to quote people of both sexes for activities performed outside the school. For those activities conducted within the school there was a tie between individuals of both sexes and only the other sex as companionship.

These recent data indicate a trend towards greater separation between the sexes in school than outside of it, confirming the idea Delamont (1986) and finding Oliveira (1996), with respect to setting the school as a segregation place for relations of gender. On the other hand, taking into consideration that the references to the best friends at school the same discrimination was not observed, the study group was fairly integrated. This sample of the positive relationship between boys and girls meets the placement of Abreu (1990) about the possibility of peaceful coexistence in Physical Education classes, provided they are administered with some care as trying to demystify prejudices and deal with differences and sexual characteristics knowing to respect them and value them. Thus, perhaps it can deal with differences of sex and gender without making the mistake of unconditional equality that leads to the granting of the right to be different (Oliveira, 1991). Conveys, therefore, the need to

pursue the paradigm of respect and appreciation of difference, which does not exclude the discovery and recognition of similarities between the genders.

On the category **"Concept on the ability of the other sex"** it could be seen that for the activities in the classroom, most (12) of the students continued or started to recognize people of both sexes as the most able, which indicates the absence or reduction of gender stereotypes in the subject matter. The smallest part in this study (8) of the students continued or started to say that girls are the more capable people in the classroom. Similarly, Oliveira (1996) found that most students interviewed in his research considered girls as more capable. Possibly, the stereotype of the good student is one who has the desired behavior by the teacher (usually characterized by immobility and silence) was influencing the answers of these students. The justification for this choice were expressed by phrases such as "Because they (girls) do not make a mess and do the homework." According to Delamont (1986) regarding the gender stereotypes associated with the schools, the expectation is that girls are better than boys, because it is believed that females are naturally more disciplined and dedicated. For activities in Physical Education classes the vast majority (17) of respondents spent or kept as better able to recognize individuals of both sexes. Similar results were found in the study of Oliveira (1996), providing evidence that gender bias among students may be smaller or less explicit than the teachers complain. These data complement the knowledge obtained from the study by Abreu (1990) regarding the failure to consider the opinion of students regarding the choice of the type of training. Even more serious is the denial of opportunity for students to meet and participate in coeducatives classes that provide conditions to discuss and resolve certain conflicts and affinities that can only emerge from the relationships with people of the opposite sex.

Investigating the category **"Gender and games"** we found that most students interviewed (15) continued or went on to state that there are no exclusive games for boys or girls. It was expected that the coeducative intervention used did not reinforce stereotypes and prejudices about the games. On the other hand, studies by Oliveira (1996) and Beraldo (1993) indicated that most subjects revealed the belief that there are jokes that are exclusively for male or female. Play activities such as marbles, kite, stand and soccer were listed as exclusive for boys, while for girls were cited: hula hoop, and doll house. Beraldo (1993) also concluded that the reasons attributed to the selection of activities according to sex were for male activities the greater capacity and for female activities the reason given was the motivation, revealing, thus, an enhancement of the skills of men.

Concerning the topic **"Preference and thinking about the formation of Physical Education classes based on sex of the students"** it was found that there was a great predominance of students who have preferred (15) or who began to prefer (3) mixed groups.

It is believed that the fact that students were not aversive to the mixed class after they have experienced it, is an indication that the coeducational goals can being achieved. Concerned about this issue, Delamont (1986) argues that mixed education can be a incomplete solution that offers the possibility of exacerbate discrimination and gender bias. According to Oliveira (1996) for mixed groups that had teachers thta not supported the coeducation, it was observed that the students' opinions were divided between training mixed and separated by sex. Even so, it emphasizes the importance of involving teachers in order to not run the risk of coinstruct without coeducate.

With regard to the advantages of mixed classes, most of the answers of the students mentioned aspects such as: greater joy and fun, more opportunity to lasting friendships and learning with people of the opposite sex. Most students said there are no disadvantages in mixed classes. Among those who said there are disavantages, most cited the confusion between boys and girls for participation and choice of activities

Regarding the advantages of separate classes by gender responses were varied:

i) six students were not able to answer or were not clear in their answers;

ii) seven students saw no advantage in separate classes by gender;

iii) seven of them reported benefits such as: there is greater affinity between same-sex relationship and compatibility with the taste for activity.

On the disadvantages of mixed classes, responses were also divided into three main groups:

i) group which spoke that the school "would lost grace" or become more "boring";

ii) the group thta said that there are no disadvantages in education separated by gender;

iii) the group could that did not answer the question clearly.

In the present study there was no emphasis on the content of the stereotype (especially soccer), representing the biggest impediment of mixed groups, as it was found by Oliveira (1996). This occurrence can be explained as a reflection of wider dissemination of women's soccer or coeducative work developed in the intervening period.

IV. FINAL CONSIDERATIONS

There is urgency for studies that address gender relations also in Physical Education. However, the knowledge produced in them need to be harnessed, resized and renewed in school life. Works such as Abreu (1991) have shown that teachers can no longer justify the separation by gender preference of students. In fact, students are not asked to opine on the subject and even have the possibility of joint training experience. Also of concern is the lack of interventions that take advantage of the conflicts and contradictions that arise in mixed classes with classes to raise questions and create pedagogical alternatives that dilute the main problems. It is imperative that teachers, in general, know, participate and follow the discussions on gender and consequently the coeducation. Otherwise, one runs the risk of continuing with the coinstrução masked by discourses of coeducation. The limitations and problems encountered in conducting research should be highlighted so that solutions can be shared and progress achieved.

In this work, two, among the many problems encountered, deserve attention: the difficulty of obtaining clear answers to questions about the interview and the lack of data on the behavior of subjects during the classes. Perhaps the first problem can be mitigated by restructuring and reapplicating the interview questions the day after the first interview to verify and confirm the consistency of responses. The second problem can be solved by systematic observation of lessons.

The results of this investigation allow general conclusions, but support the postulations that coeducative Physical Education classes may favor gender relations, and provide imput for further discussions and investigations on the subject.

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POSSIBLE CONTRIBUTIONS OF PHYSICAL EDUCATION CLASSES TO THE RELATIONSHIPS OF GENDER.

ABSTRACT

Generally speaking, we've been observing more attention and concern to the matter of gender in our society during the last years. As for Physical Education specifically, discussions and studies about the relationships of gender have increased much. From studies held up to the present moment, several arguments in favour of coeducation at Physical Education classes can be found; however, one can observe a lack of studies helpful in indicating the real contribution of the area to matters referring to the subject. Based on a question raised in one of those studies, the present work has tried to check the possible contributions of coeducative classes of Physical Education given by teachers favourable to this proposal to the relationships of gender. Twenty students of the extensive project were in the research. Through a semi-structured interview it was possible to encircle some topics regarding the relationships of gender: the relationship with the opposite sex; a concept about the capacity of the opposite sex in the classroom and in Physical Education; stereotypes of gender in games; opinion and preference on the constitution of Physical Education groups based on the students sex. In a general way, the results of the research showed that among the answers presented by the students between the test and the retest, the majority hasn't changed. However, between choosing to be part of mixed groups of Physical Education instead of groups separated by sex, therefore against the argumentations of a great deal of teachers that don't agree with coeducation, the justification is that the students are the real opponents to the constitution of mixed groups of Physical Education.

KEY-WORDS: co-education, gender, physical education school.

CONTRIBUTIONS POSSIBLES DES COURS D'EDUCATION PHYSIQUE : DES RELATIONS ENTRE LES SEXES.

RÉSUMÉ

En général, ces dernières années a vu une attention accrue et le souci de la question des sexes dans notre société. Plus précisément dans le domaine de l'éducation physique, des discussions et des études sur les relations de genre ont également été donnés de manière croissante. Parmi les études menées jusqu'ici, il est possible d'extraire plusieurs arguments en faveur de la mixité dans les classes d'éducation physique, cependant, il ya un manque d'études pour aider au développement de contribuer de manière effective sur le terrain pour les questions liées au thème abordé. Basé sur une question soulevée dans l'une de ces études de Oliveira (1996), les travaux présentés à ce moment cherché à enquêter sur les contributions possibles des classes d'éducation physique coeducativas enseignées par des professeurs en faveur de cette proposition, de relations entre les sexes. Les sujets ont été une vingtaine d'étudiants dans la communauté ce projet de recherche de sensibilisation. Grâce entrevue semi-structurée a été possible d'étudier certaines questions relatives aux relations entre les sexes: la relation avec le sexe opposé, un concept sur la capacité de l'autre sexe dans la classe et dans l'EF; les stéréotypes de genre à jouer, la pensée et de choix à l'égard de formation de groupes de EF fondée sur le sexe des élèves. Globalement, les résultats de l'enquête a révélé que parmi les réponses données par les étudiants entre le test retest et la plupart n'ont pas changé. Cependant, parmi les changements a été présenté les aspects les plus favorables considéré comme positif pour les relations de genre, tels que la préférence pour la participation à l'éducation physique dominante plutôt que séparés par sexe, contrant les arguments de nombreux enseignants qui, contrairement à mixité, de justifier aux étudiants les opposants les plus virulents à la formation de classes mixtes de EF.

MOTS-CLÉS: la co-éducation, le sexe, l'éducation physique.

POSIBLES CONTRIBUCIONES DE LAS CLASES DE EDUCACIÓN FÍSICA: LAS RELACIONES DE LA CLASE.
RESUMEN

En general, en los últimos años ha visto una mayor atención y preocupación más grandes con la cuestión de la clase en nuestra sociedad. Específicamente en el área de educación física, de las peleas y de los estudios en las relaciones de la clase también si han dado de manera cada vez mayor. De los estudios ejecutó hasta el momento, él es posible extraer algunas discusiones favorables a la coeducação en las lecciones de la educación física, sin embargo, lo observa carencia de los estudios que asisten a la revelación de las contribuciones eficaces del área para las preguntas que se refieren al tema discutido. En base de una pregunta levantó en uno de estos estudios Oliveira (1996), el trabajo presentado en este momento buscado para investigar las contribuciones posibles de las lecciones de las coeducativas de E.F., dadas para los profesores favorables a esta oferta, para las relaciones de la clase. Veinte estudiantes del proyecto de la extensión comunitaria habían sido ciudadanos de esta investigación. Con entrevista de la mitad-structuralized él era posible investigar algunos temas relativos a las relaciones de la clase: relación con el otro sexo; concepto en la capacidad del otro sexo en la sala de clase y el E.F.; estereótipos de la clase para los trucos; pensamiento y preferencia con respecto a la formación de los grupos de E.F basado en el sexo de los estudiantes. En la generalidad, los resultados de la investigación habían divulgado eso entre las respuestas presentadas para los estudiantes entre la prueba y el reteste, no modificaron a la mayoría. Sin embargo, entre las actuales modificaciones que la gran mayoría era favorable a los aspectos consideraba el positivo para las relaciones de la clase, el ejemplo de la preferencia por la participación en grupos de mezcla separados de educación física en vez para del sexo, oponiéndose a las discusiones de muchos profesores que, contrariamente a la coeducação, justifican para ser los gran estudiantes de oposición a la formación de mezcla de los grupos de E.F.

POSSÍVEIS CONTRIBUIÇÕES DAS AULAS DE EDUCAÇÃO FÍSICA PARA AS RELAÇÕES DE GÊNERO
RESUMO

De maneira geral, nos últimos anos tem-se observado uma maior atenção e preocupação com a questão do gênero em nossa sociedade. Especificamente na área da Educação Física, as discussões e os estudos sobre as relações de gênero também têm se dado de maneira crescente. Dos estudos realizados até o momento, é possível extrair vários argumentos favoráveis à coeducação nas aulas de Educação Física, entretanto, observa-se a carência de estudos que auxiliem na revelação das efetivas contribuições da área para as questões referentes ao tema discutido. Com base em uma questão levantada em um destes estudos Oliveira (1996), o trabalho apresentado neste momento buscou investigar as possíveis contribuições das aulas coeducativas de E.F., ministradas por professores favoráveis à esta proposta, para as relações de gênero. Foram sujeitos desta pesquisa vinte alunos do projeto de extensão comunitária. Através de entrevista semi-estruturada foi possível investigar alguns temas relativos às relações de gênero: relacionamento com o outro sexo; conceito sobre a capacidade do outro sexo na sala de aula e na E.F.; estereótipos de gênero para brincadeiras; pensamento e preferência com relação à formação das turmas de E.F. baseada no sexo dos alunos. No geral, os resultados da pesquisa revelaram que dentre as respostas apresentadas pelos alunos entre o teste e o reteste, a maioria não se modificou. Entretanto, dentre as modificações apresentadas a grande maioria foi favorável aos aspectos considerados positivos para as relações de gênero, a exemplo da preferência pela participação em turmas mistas de educação física ao invés de separadas por sexo, contrapondo as argumentações de muitos professores que, contrários à coeducação, justificam serem os alunos os maiores opositores à formação mista das turmas de E.F.

PALAVRAS-CHAVE: co-educação, gênero, educação física escolar.