65 - VITOR MARINHO DE OLIVEIRA: A DIP IN THE THOUGHT OF TRAINING PHYSICAL EDUCATION BRAZILIAN

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INTRODUCTION

When we launched a look at the developed the process of scientific production in Physical Education we visualize a complex reality with respect to the displacement of the sense on the Physical Education set up in the imagination of its actors, citing that the representation of be it a field of vocational training. This reality if modified 1970with the start of Graduate Studies in the area. The institution of these courses was decisive for the area move the senses of their everyday actions that often relegated to the field of professionalization for the practices of the academic world-existing scientific, place in which the teaching, research and extension have guided her to do. The area became to confront the fact of having to go to produce its history living with the pressures of comparative analyzes in relation to other courses of the university, taking as reference comparison parameters in the institution that you were in total ignorance, as previously lived detached from the world and the logic academic-scientific. On the other hand, began the process of transformation in their ideas and representations, because it was surrounded by a large influx of new ideas and knowledge on vocational training and science that put them ahead of other possible glances.

In this scenario the area entered into an identity crisis that has led to a conflict between the current that advocated the Physical Education as pedagogical practice (profession) and one who conceived it with knowledge area (academic discipline). It was in this context of uncertainty that the incorporation of the faculty of the universities of professionals in the area that have made their masters degrees and doctorates abroad with emphasis in the field of health and in Brazil in the field of education, that begin the post-graduate courses in the area, condition that propitiated his leap in quality, since the area has become able to transpose their epistemological limitations and dot matrix.

The Physical Education suffers significant processing paradigms, mainly, with the expansion of frontiers of knowledge that constitute theoretical arrays - Biology, Exercise Physiology, Biomechanics, Learning and Motor Development - incorporating arrays also pertinent to the area of the humanities, with emphasis on education, history, sociology, Philosophy and Anthropology. These facts were eventually lead to physical education to develop a radical criticism on its own identity, existence and practices, a situation that has created the conditions for the establishment of a thought process that had as its focus the crisis in the area in which concerned the preparation and performance of its professionals and its identity.

In this complex weft the scientific production of the area begins to overcome the limits defined by hegemonic knowledge - biological - producing research guidance matrix in the area of the humanities, which put a check on the knowledge produced in the sense that they present new readings for the same phenomena. It is in the construction of this fabric that we have identified the emersion of concerns with the development of historical research apart of conceptual arrays of hegemonic season marked by the studies of researchers Inezil Penna Marinho and Jair Jordan Ramos, who often relegated to a historiography characterized by reports of past events with emphasis on large events marked chronologically and linked to facts and political luminaries, therefore, of a factual nature.

Ferreira Neto(2006), proposed an analytical framework of the historiography of area that goes from 1930 to 1980 - design of episodic Story - and from 1980 to 1996 - institution of Marxist conception and of the new history. Even considering the passage of time of the proposal, it is clear that it is representative of how the historical production was in the area. Today these productions are marked by arrays pointed out, even when they refer to design episodic.

The overcoming of this matrix scientific factual if gave through the research oriented palas arrays Marxists and New History, making the area was relocated to read these events from some principles determinants among which we emphasize the fact that the social reality go to be seen as dynamic in all its aspects, that the transformations of the social aspects are determined by laws cognosciveis making real the Possibility to explain its genesis and transformations, as well as the new social aspects. Finally, the relevant and that the historical studies started to make use of both of the analyzes of typologies dynamic as the structural, requiring that is always bound and orientated by a single movement between cognitive, which also ended up taking the overcoming of visions or fatalistic vision and metaphysics the dominant season. The Marxist conception if directs from a focus totalizer of the object without isolating it from its elements; not whether it satisfies in reading the appearances sensitive search the essences underlying; seeks to understand the reality as praxis, at the same time that focuses on from its genesis and as historical movement; ensures the relationship theory-practice and consider the ideas as a synthesis of social relations and these as expressions of the mode of production and the productive forces.

The new story (Peter Burke, 1992) takes as its object things relating to human activities, analyzing their structures, from the "vision of low", thus widening the potential for the use of historical sources. Provides mediation multi axis when explains the object, whereas the unreal absolute objectivity, giving continuity to the propositions laid down by the design of the Annales.

The survey and a cut out of the work performed in the center of memory, Documentation and Information on Physical Education, Sport and Leisure - CEMIDEFEL aims redeem, organize, preserve and make available to the memory of physical education, sport and leisure local, regional and national. By reference to such objectives and the research developed by the group have achieved visibility in the region has done with that occur a Demand to ensure the expansion of our field research incorporating the ransom of the pedagogical thinking in the area. So, it was decided to hold a diving in pedagogical thinking of one of the most relevant and significant contemporary thinkers of Physical Education, Professor Vitor Marinho de Oliveira. Another idea was decisive to relevance to existence of men that they seek comprehend events summaries of its social practices. For both, the historical studies in Physical Education should be viewed as actions that the actors in the area produce in an attempt to establish dynamic relationships and contradictory between different events and groups. In this sense and enlightening say that for the understanding of a historical situation is necessary to display the event in its entirety, in the context that produced it allowing historical subjects that experienced "talk" about it.

We are developing the research considering three different phases with relation between themselves and that refers to the redemption of oral memory of actor and that is being made through the recording of semi-structured interviews prepared

from central themes defined jointly by researcher and social actor. Another phase is related to the study of the works of the actor in which he recorded their representations on the Physical Education. In the last phase we will recording testimonies of other thinkers references in Physical Education on the pedagogical thinking of social actor.

DEVELOPMENT

On the thematic elected to guide the process of interviews, we take as basic aspect for their choices the fact of them permit the development of a web of relations between events and distinct groups that enable the understanding of Physical Education. The themes look to tackle the ways as if designed the involvement of social actor with the chosen theme and the representations built by him on his professional history and its life history. Also good point out that we consider as the most marked characteristic of process of interviews the fact of them do not have, necessarily, a roadmap crystallized, unique, and that the techniques of their orientation are determined by the conditions, objective and subjective, in that they are performed. Therefore, we can say that every interview is an interview. What we believe points to the potential of the research, to the extent that the technique provides a magnification of the looks that can be launched on the Physical Education and their events. What the use of the technique has shown in the field, is that it allows researchers to understand more effectively the performance and the trajectory of the actor to experience historic moments and the relationship of this experience with the production of his pedagogical thinking on the Physical Education.

At this point, the ransom of memory, is striking the richness of detail with which the events are emerging in the hour in which the social actor produces its reported. The quality of the existing details in the statements is collaborating a decisive contribution to our understanding of its trajectory as a professor of Physical Education in Basic Education public, its trajectory academic-scientific and, especially, in as if established the process of production of his pedagogical thinking, already that when making use, fundamentally, with the memory he takes great care to ensure the expression of a thought marked by a purity - not contaminated - narrative, because at the same time that rescues makes his speech a radical purification in relation to other types of records, especially the officers, built on the event focused at the moment. With this we may produce other perspectives - multiolhares - about the same event, which has given families a seizure most trusted of reality because less contaminated by value judgments, making the oral evidence put by the social actor much more rich, vivid, dynamic, and consistent.

Considering the nature and objectives that guide the present research, we opted to develop their process in four stages that relate closely. The first identified as the earlier moment, because it was there that we research a radical on the biography, academic-scientific production and professional intervention of social actor. In the second, which is still in progress, we are conducting readings analytical of the landmark works of social actor. In the third, also in motion, we are conducting the interviews for you save your own backyard the memory and its pedagogical thinking. In the last we will hold the process of collection of testimonies about the social actor and his thinking along with other researchers in the area as well as the organization and interpretation of the material collected with interviews.

In relation to the information gathered in the identification stage, we highlight two aspects that we consider relevant to achieving the objectives of the research and, therefore, deserved a look more in depth. The first refers to the fact that the actor does not have if detached from its professional intervention in basic education, even after you have involved with the education more than, undergraduate and graduate, place in which produced their academic life that led him to be singled out as one of the major historians of the area. It is clear to us that the transformations suffered in its conception of world was decisive aspect for this position. The second is the constant concern of the actor in bind their research, studies and reflection with the search for the improvement of the teaching of physical education at school, a practice that did not abandon even after his expulsion professional of Basic Education.

In the phase on the analytical reading of basic works that record the thoughts and representations of social actor, produced we can say that they have marked and still mark direct the formation of professor of Physical Education and research in Brazil. This statement is consistent in function of some data collected, such as: his work - What is Physical Education, still today one of the numbers more sold the collection First Steps of Editora Brasiliense, published in first edition in the year 1983. Another important fact is that the work is part of the vast majority of bibliographic references of undergraduate courses in Physical Education in the country. It is clear that the impact of the book by far exceeded the expectations of both the author and publisher, to the extent that he was starting point for the development in the area of process critical-reflective on the identity of Physical Education, issue that remains until today in academic environment of the area.

In relation to the work Education Humanist, published by the publisher to the Technical Paper in 1987, his reading was produced to coincide with the work consensus and Conflict: Physical Education Brazilian. Published by editora Shape in 2005, as a function of changes in the thought of author and that emerge with clarity and objectivity when we analyze the arrays guiding theoretical of the two works. It is clear in his texts the displacement of the senses of theoretical arrays that the author put his hand to produce his pedagogical thinking and its conception of the world. There is a dislocation of a theoretical matrix referenced by vision Humanistic - idealist world and of the social practices, for a theoretical matrix referenced by world vision and social practices driven by vision dialectical materialism. It is good note that this relationship was also present when we analyze its productions academic-scientific researcher of our area of knowledge, we would like that the Lord spoke about the process of historical construction of Physical Education in Brazil, in general, and, in particular, his involvement with him, and the role that his pedagogical thinking has had and still has in the construction of the identity of Physical Education".

FINAL CONSIDERATIONS

Whereas the research is still in progress, we cannot talk in final results. Therefore, we point out the tracks with which we face up to the present date, and that, on the basis of its excellent qualities, we may, in the near future, reveal to us significant aspects for a better understanding of the process of evolution of the pedagogical thinking in Education Brazilian Physics. In this sense, we can say that the tracks that we believe to be interesting suffer highlights refer our imaginary the aspects of academic, political, ideological and scientific.

According to the scanning that we have had to do in bibliography produced on pedagogical thinking in Physical Education in dealing with an incipient scientific production that presents as an object of studies the ransom of memory and the pedagogical thinking of its most relevant and significant thinkers. In review of the literature on the pedagogical thinking and the history of thought in Physical Education is evidence of the consolidation of a relation that we consider dangerous to the area. The existence of a possible relationship, silent, between the denial of historians and their studies, on the part of the academy, as a strategy for the establishment of a new thought and studies hegemonic. There are covertly, certain separation of the classics of the historiography of the area courses in the undergraduate and graduate program in Physical Education. We identified a concern on the part of social actor of lack of effective public policy directed to the constitution of documentation centers and area information

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ABSTRACT

This research and a cut of the work developed in a partnership between the Memory Center, Information and Documentation of the sport, Physical Education and Leisure - CEMIDEFEL and the Research Group on Social Representations and imagination on the Physical Education – you direct avant, which presents a goal to rescue, organize, preserve and make available the memory of Physical Education in relevant fields to school, different training methods, dance, sports and leisure. To achieve our goal we use principles of theoretical-methodological of Oral History, associated with the survey of information on the social actor involved with the research collected in written sources, iconographic, she publishes articles and life history. This study can be characterized with a deep diving in memory and in pedagogical thinking of one of the most relevant, significant and influential contemporary thinkers of Physical Education, the educator, researcher and historian Professor Vitor Marine de Oliveira. To develop we consider the relevance of oral evidence, since it is emerging from the information on the event. To develop we consider the relevance of oral evidence, since it is emerging from the information on the event. For both, we are registering the ransom from the memory of social actor through interviews and recorded statements, which are being transcribed, and filmed, concomitant to the development of a process of reading radical and critical of their three main academic books - What is Physical Education, Physical Education and humanist consensus and Conflict: Physical Education. The interview is being conducted from themes, previously agreed with the actor, and that address their involvement with events that are directly or indirectly, can be seen as conditions determining the understanding of the pedagogical thinking he produced.

KEYWORDS: Physical Education. Oral History. Memory. Thought Pedagogigo

VITOR MARINHO DE OLIVEIRA : UNE IMMERSION DANS LA PENSÉE DE FORMER LE BRÉSILIEN D'ÉDUCATION PHYSIQUE

RESUME

Cette recherche et une coupe du travail développé dans une association entre le centre de mémoire, information et documentation du sport, éducation physique et loisirs - CEMIDEFEL et le groupe de recherche sur les représentations sociales et imagination sur l'éducation physique – vous dirigez avant, qui présente un but à la délivrance, organisez, préservez et faites disponible la mémoire de l'éducation physique dans les domaines appropriés à l'école, aux différentes méthodes de formation, à la danse, aux sports et aux loisirs. Cette étude peut être caractérisée avec une plongée profonde dans la mémoire et dans la pensée pédagogique à une des penseurs contemporains les plus appropriés, les plus significatifs et influents de l'éducation physique, de l'éducateur, du chercheur et de l'historien Professor Vitor Marine de Oliveira. Pour nous développer considérons la pertinence des preuves orales, puisqu'elle émerge de l'information sur l'événement. Pour chacun des deux, nous enregistrons la rançon de la mémoire de l'acteur social par des entrevues et des déclarations enregistrées, qui sont transcrits, et filmé, concomitant au développement d'un processus de la lecture radical et critique de leurs trois livres scolaires principaux - ce qui est éducation physique, éducation physique et consensus et conflit d'humaniste : Éducation physique.

MOTS-CLÉS: Éducation physique. Tradition orale. Mémoire. Pensée Pedagogigo.

VITOR MARINHO DE OLIVEIRA: UN CHAPUZÓN EN EL PENSAMIENTO DE EDUCACIÓN FÍSICA FORMACIÓN BRASILEÑA

RESUMEN

Esta investigación y un recorte de la labor desarrollada en el marco de una asociación entre el Centro de Memoria, la información y la documentación del deporte, Educación Física y el ocio, CEMIDEFEL y el Grupo de Investigación sobre las representaciones sociales y la imaginación en la Educación Física, que dirigís, que presenta un objetivo para rescatar, organizar, preservar y hacer disponible la memoria de la educación física en los campos pertinentes a la escuela, los diferentes métodos de entrenamiento, baile, deportes y ocio. Para lograr nuestro objetivo, tenemos principios para el uso de teórico-metodológicos de la Historia Oral, asociado con el estudio de la información sobre los actores sociales involucrados con la investigación en fuentes escritas, iconográficos, publica artículos y la historia de vida. Este estudio puede ser caracterizado con un buceo profundo en la memoria y en pedagogía en uno de los más relevantes, importantes e influyentes pensadores contemporáneos de la Educación

Física, el educador, investigador e historiador profesor Vitor Marinho de Oliveira. Para desarrollar consideramos la pertinencia de las pruebas orales, ya que se está recuperando de la información sobre el evento. Por tanto, estamos registrando el rescate de la memoria de actor social a través de entrevistas y declaraciones, que se está transcribiendo y filmado, concomitante con el desarrollo de un proceso de lectura crítica radical de sus tres principales libros académicos - Lo que es Educación Física, Educación Física y humanista consenso y conflicto: Educación Física. La entrevista es que se lleven a cabo desde temas, previamente acordados con el actor, y que atiendan a sus participación con los eventos que están directa o indirectamente, puede ser visto como condiciones que determinan la comprensión del pensamiento pedagógico que producen.

PALABRAS CLAVE: Educación Física. Historia Oral. Memoria. Pensamiento Pedagogigo.

VITOR MARINHO DE OLIVEIRA: UM MERGULHO NO PENSAMENTO PEDAGÓGICO DA EDUCAÇÃO FÍSICA BRASILEIRA

RESUMO

Esta pesquisa é um corte dos trabalhos desenvolvidos em uma parceria realizada entre o Centro de Memória, Informação e Documentação do Esporte, Educação Física e Lazer – CEMIDEFEL e o Grupo de Pesquisa em Representações Sociais e Imaginário sobre a Educação Física - GERIS, que apresenta por objetivo resgatar, organizar, preservar e disponibilizar a memória da Educação Física nos campos pertinentes a escola, ginásticas, dança, esporte e lazer. Para a consecução de nosso objetivo utilizamos dos princípios teórico-metodológicos da História Oral, associados ao levantamento de informações sobre o ator social envolvido com a pesquisa coletadas em fontes escritas, iconográficas, filmográficas e história de vida. O presente estudo pode ser caracterizado com um profundo mergulho na memória e no pensamento pedagógico de um dos mais relevantes, significativos e influentes pensadores contemporâneos da Educação Física, o educador, pesquisador e historiador Professor Doutor Vitor Marinho de Oliveira. Para desenvolvermos consideramos à relevância da evidência oral, pois é dela que emergem as informações sobre o acontecimento. Para tanto, estamos registrando o resgate da memória do ator social através de entrevistas e depoimentos gravados, que estão sendo transcritos, e filmados, concomitante ao desenvolvimento de um processo de leitura radical e crítica de suas três principais obras acadêmicas – O que é Educação Física, Educação Física Humanista e Consenso e Conflito: Educação Física. A entrevista está sendo realizada a partir de temas, previamente acordados com o ator, e que abordam seu envolvimento com acontecimentos que, direta ou indiretamente, podem ser vistos como condições determinantes á compreensão do pensamento pedagógico por ele produzido.

PALAVRAS-CHAVE: Educação. Educação Física. História Oral. Memória. Pensamento Pedagógigo.