17 - THE KNOWLEDGE PRODUCTION IN THE CBCE: THE APPROPRIATIONS OF THE SECONDARY THEORY REFERENTIAL IN THE ORAL COMMUNICATIONS OF THE GTT ESCOLA IN THE COMBRACES FROM 1997 2003

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INTRODUCTION

Founded in 1978, the Colégio Brasileiro de Ciências do Esporte (CBCE) is a scientific institute that objects congregate students and professionals with the interest of develop the Science of Sports. Through its history, the CBCE seeks to improve the ways that Physical Education knowledge are circulated through and are discussed. Therefore, that institute uses, mainly, two scientific spaces: the Revista Brasileira de Ciências do Esporte (RBCE) that is issued each four months; and the Congresso Brasileiro de Ciências do Esporte (CONBRACE), which is realized each two years.

The CBCE aiming improvements in the organization of the meeting, experienced, in the meeting of 1997, the organization in groups of thematic works (GTTs). In this system, the works should be sent to the distinct GTTs, according to the orientations of their peculiarities. As each GTT has a scientific committee, is presupposed that the approved articles attend to the expectatives originated by the group peculiarities and general and specifics scientific criteria.

From that configuration, became an interest of this work the beginning of an identification process of the scientific nature of what was broadcasted in the articles of the GTT Escola. Therefore, we searched to realize a comparison among the discussions occurred in the oral communications and the most used reference writings as theory support, searching to analyze the ways of use and appropriation (CERTEAU, 1994) of these references. With that purpose, we have made a bibliographic rising of the published articles in oral communication way on the annuals of CONBRACE X, XI, XII and XIII, establishing a documental *corpus* of 111 articles. Based on the found contents, was possible to group them on the following Thematic Axis:

Curricullum, Curricullar Proposals Axis: articles that accost the curricullum of the Physical Education discipline, and also curricular proposals that aim the introduction of contents in that knowledge area. 55 works were accosted to this axis;

Corporal Culture Axis: discussions on corporal culture under many aspects, as corporeity, movement culture and corporal practices. On this theme, we have found 26 studies;

Physiscal Education, Games and Sport Axis: discussions that take the scholar sport as study object. 11 articles were accosted to that axis;

Quotidian Axis: studies that discuss the quotidiano of the school taking as focus the representations of the schoolar social relationships. To that thematic axis we accosted 19 researches.

THE APPROPRIATIONS OF THE THEORY MATRIXES FROM THE SECONDARY THEORY REFERENTIAL

To make the study we made the identification of the most used authors in CONBRACE X, XI, XII, and XIII; is important to rebound that we searched to identify the most referenced authors in all thematic axis of GTT Escola of the researched meetings. Were selected the authors that had at least twenty writings referenced in the articles and had configured themselves as an important reference in three thematic axis.

Using that process, we identified that the most used authors as theory referential were: Valter Bracht, that had his writings referenced in 42,4% of the articles; Coletivo de Autores, that appeared as reference in 45% of the articles; and Elenor Kunz, that had her writings used as reference in 31,5% of the articles. Is important to point out that al these authors belong to the Physical Education area.

After identify these three larger references, we made a rising of the writings of Bracht, Kunz and Coletivo de Autores that were configured as theory basis of the articles broadcasted in the GTT Escola. That rising demonstrates that the most referenced writings were: Educação Física e Aprendizagem Social (BRACHT, 1992), present in 27 oral communications; Transformação Didático-Pedagógica do Esporte (KUNZ, 1994), used in 21 works; and Metodologia do Ensino de Educação Física (COLETIVO de AUTORES, 1992), summoned in 50 studies.

After making the explanations about the referential writings, we have made a map of the recurrence of use of each of them in the articles published in the GTT Escola of the CBCE, making the correlation of them with the Corporal Culture, Curriculum and Curricular Proposals, Quotidian, and Scholar Physical education, Games and Sport axis, as shown below:

Referential Writings	Thematic Axis	Number of articles per CONBRACE				TOTAL
		X	XI	XII	XIII	
Educa§ Aprendizagem Social	Corporal Culture	2	-	1	1	27
	Curriculum and Curricular Proposals	8	5	1	1	
	Quotidian	2	1	-	1	
	Scholar Physical Education, Games and Sports	2	-	2	-	
Metodologia do Ensino da Educa§	Corporal Culture	3	-	3	2	50
	Curriculum and Curricular Proposals	16	6	7	2	
	Quotidian	3	-	-	2	
	Scholar Physical Education, Games and Sports	2	2	1	1	
Transformao Did -Pedag§ dos Esportes	Corporal Culture	1	-	3	-	21
	Curriculum and Curricular Proposals	3	3	3	2	
	Quotidian	-	-	-	1	
	Scholar Physical Education, Games and Sports	2	-	2	1	

Table 1: Frequency of the use of the referential writings in the thematic axis of the CONBRACE's from 1997 to 2003.

Is very important to make clear that there are articles that use two and even the three writings as theory referential and, that the articles that present this peculiarity were computed more than once.

The analysis of **Table 1** evidence that in the recurrent discussions of the axis "Corporal Culture", the book *Educação Física e Aprendizagem Social* were used as reference in 4 of the works, 8 used the book *Metodologia do Ensino da Educação Física,* and 4 used the book *Transformação Didático-Pedagógica do Esporte*. A peculiarity of this axis is that in the CONBRACE of 1999, only one article had some characteristics that approached it to the axis "Corporal Culture", and the author of this article did not used any theory matrix as support to his ideas, as also did not used an secondary theory referential.

About the debates on "Scholar Physical Education, Games and Sports", we have found 4 references to the book of Bracht (1992), 6 to the book of the Coletivo de Autores (1992), and 5 to the book of Kunz (1994).

The authors that had their works approached to the axis "Curriculum and Curricular Proposals" were those that used most these writings as theory referential. Once that 55 of the articles approached to this axis, 1 used the book *Educação Física e Aprendizagem Social*, 11 used *Transformação DidáticoPedagógica dos Esportes*, and 31 articles used the book *Metodologia do Ensino da Educação Física.* About the last one, it was the most used as reference in the axis in question, which is coherent, because that book shows and systematizes a curricular proposal to the scholar Physical education.

Is valid to rebound that in the CONBRACE of 1997 the axis "Curriculum and Curricular Proposals" presented a larger number of articles with a smaller percent of theory matrixes (CARNEIRO; SANTOS, 2007). As indicated in **Table 1**, in that meeting excels the book Coletivo de Autores (1992), what, in a *indicatively* way (GINZBURG, 1989) presupposes a possible *appropriation* (CERTEAU, 1994) of some theory matrix presented in that writing, as of other authors, but in a smaller proportion.

On the articles that debated about the quotidian of school the data in **Table 1** show that there is a smaller use of the secondary theory referential, which indicates the fact that the texts approached to that axis were constructed from the use of primary references, which shows a theory strengthening of the researches on scholar quotidian, as also the possibility of a conformation of the specialized research groups of the area.

In this topic were analyzed the *uses and appropriations* (CERTEAU, 1994) that the authors made of Bracht (1992), Coletivo de Autores (1992) and Kunz (1994) writings in each thematic axis.

Only were selected to the analysis the works that used at least one of the references in question and that were not settle in any theory matrix of an author in the theory, once that the purpose of the study was to verify the existence or inexistence of the use of theory from secondary references.

Using that criteria, 31 studies in a universe of 54 attended to that exigency. Otherwise, when the analysis process began, we could identify the existence of 6 works that used the writings of Bracht (1992), Coletivo de Autores (1992) and Kunz (1994) only to bibliography revision or for a comparison among these books, which was not the interest of this research. These works were also unconsidered, which resulted in a analysis *corpus* of 25 articles. In this context, we will present in this article the uses and appropriations made by the authors in the writings of Bracht (1992), Coletivo de Autores (1992) and Kunz (1994) that published in the GTT.

OF THE APROPRIATIONS OF THE BOOK *TRANSFORMAÇÃO DIDÁTICO-PEDAGÓGICA DO ESPORTE*

As representative sample of the *uses* and *appropriations* (CERTEAU, 1994) that the authors of the GTT Escola made of the writings of Kunz (1994) was selected the work of Serafim and Andrade Filho (1997). Named *Educação Física, Propostas Metodológicas e Esporte: uma análise na perspectiva crítico-social*, the study searched to identify the conception of sports in some methodological proposals, to find a critique conception. Is important to rebound that all the references used by Serafin and Andrade Filho (1997) belongs to the Physical education area, which means that the critique embasement to reach the work objective was made using secondary bibliography.

In that work were also found in the references the three writings analyzed in this point of the study. Initially, the book of the Coletivo de Autores (1992) were used only as analysis object, because one of the analyzed pedagogic proposals was the Crítico-Superadora. Also in a apparent way the book *Educação Física e Aprendizagem Social* was put with the objective of supporting a historical contextualization in the Physical education area. As the theory referential of the Coletivo de Autores (1992) is based in Marxist authors and the book of Bracht (1992) is based in the thought of the own Karl Marx, and the Frankfurt College, there is the possibility of Serafim and Andrade Filho (1997) had based their work in the critique thought of those writings, otherwise, we have found only some no blunt signs of this (re)appropriation.

There are more relevant *signs* (GINZBURG, 1989) about the possibility of Serafin and Andrade Filho (1997) had used a (re)appropriation of the Critique Theory through the writings of Kunz (1994). By accosting the sport in a social critique point of view, the authors supported by the writings of Kunz (1994), wrote in the perspective that the hegemonic sport practiced in the school has been worked in the same manner of the competitive high level sport. To them, "this model use the same standards of selection, specialization, and instrumentalization of the capitalist society, masking its contradictions" (SERAFIM e ANDRADE FILHO, 1997, p. 24).

To the authors, this model of sort is accepted because of the exposition that the communication medias make of its values, such as a form the only possible way of practice, doing its script of people manipulation.

The arguments of Serafim and Andrade Filho (1997) are based in the following affirmation of Kunz (1994, p. 32): "é notório que o esporte, para ser praticado nos padrões e princípios do alto rendimento, requer exigências que cada vez menos pessoas conseguem dar conta, mesmo assim é o modelo que todos querem seguir". And continues:

O estado inicial é esta falsa consciência de que o modelo do esporte de alto rendimento é o modelo adequado para a prática de esportes para todo o mundo. A sujeição às suas exigências e pelas pré-condições físicas e técnicas, cada vez menos adequadas para sua prática, torna-se uma 'coerção auto-imposta' e pelas limitadas possibilidades alternativas e criativas propicia uma 'existência sem liberdade' no mundo esportivo (KUNZ p. 32-33).

The ideas of Kunz (1994) by its turn, were constructed and based from the notions of "emancipation and enlightenment" proceeding from the Critique Theory of Horkheimer, Adorno and Habermas. Consequently, the appropriation of the thought of Kunz (1994) made by Serafim and Andrade Filho (1997) denotes a latent (or evident) (re)appropriation of the theorizations of Horkheimer, Adorno and Habermas.

OF THE APPROPRIATIONS OF THE BOOK *EDUCAÇÃO FÍSICA E APRENDIZAGEM SOCIAL*

The work *Diagnóstico da Educação Física escolar no estado do Espírito Santo: o imaginário social do professor*, wrote by Dias et all. (1999), was the selected study as sample of the *appropriations* (CERTEAU, 1994) of the production of Bracht (1992).

Using the book *Educação Física e Aprendizagem Social* of Bracht, objectvated to identify the imaginary of the Physical Education teacher about their pedagogic practice in the public education network of the Espírito Santo State. The

authors used that reference to affirm that the point of view of the interviewed teachers have about the socialization process existent in the sportive practice realized in the school is the same presented by Bracht (1992). What means a docilization view of the sportive practice, once that for this author the individual who practices the sport (unreflective) "learn the rules of the capitalist game".

The article has an indicative that the reflection that guided the text elaboration proceed from the Critique Theory, because the academic production of Bracht (1992) in the 1990 decade is strongly marked by the thought of Karl Marx and the authors of the Frankfurt College, and this is the author as of the book *Educação Física e Aprendizagem Social* as of the analyzed article. However, is difficult to affirm that in that article there is an appropriation of the Marxist thought by the writings of Bracht (1992), once that Dias *et all*. (1999) demonstrated a bigger preoccupation in presenting the data than to make a deeper analysis on them, which made difficult the identification of the characteristics of any theory matrix.

OF THE PRROPRIATIONS OF THE BOOK *METODOLOGIA DO ENSINO DE EDUCAÇÃO FÍSICA*

To represent the *uses* and *appropriations* (CERTEAU, 1994) of the book *Metodologia do Ensino de Educação Física* was selected the work of Rodrigues (1997). Denominated *Educação Física Escolar: A Cidadania Negada,* that study had as objective to verify how the Physical Education is helping in the formation of citizens in the schools of the municipality of Goiânia.

The use of that referential was articulated in way that the arguments of the Coletivo de Autores (1992) touched specifically about the responsibility that the Physical Education should have in the formation of citizens, once that this discipline as social practice should consider the class conflicts where opposite interests are put in the middle of the process, as a way to construct a surpass pedagogic perspective.

Rodrigues (1997) also uses the arguments of Coletivo de Autores (1992) to support the idea that, when dealing with the themes of corporal culture, the Physical Education should worry about the existent relationships among the meanings of these contents and the actual social and politic problems. As a complement of that thought, the author brings the following part of the Coletivo de Autores (1992, p. 62-63):

[...] ecologia, papeis sexuais, saúde pública, relações sociais do trabalho, preconceitos sociais, raciais, da deficiência, da velhice, distribuição do solo urbano, distribuição de renda, dívida externa e outros. A reflexão sobre esses problemas é necessária se existe a pretensão de possibilitar ao aluno da escola pública entender a realidade social interpretando-a a partir dos seus interesses de classe social. Isso quer dizer que cabe à escola promover a apreensão da prática social.

By the distinctions of the shown arguments is possible to identify *dialectic historical materialism* characteristics. That fact presents a proximal way to the theory referential of the book *Metodologia do Ensino da Educação Física* ando to the Marxist authors as Demerval Saviani and José Carlos Libâneo.

CONSIDERAÇÕES FINAIS

The books *Educação Física e Aprendizagem Social*, of Bracht (1992), *Metodologia do Ensino de Educação Física*, of the Coletivo de Autores (1992) and the book *Transformação Didático-Pedagógica do Esporte*, of Kunz (1994), are presented as main referential writings by the academic community that broadcasts its production in the GTT Escola of the CBCE. That fact demonstrates in a *indiciary* way (GINZBURG.1987), that the Physical Education area has been making *uses* and *appropriations* (CERTEAU, 1994) of the Critique Theory through the self secondary referential of the Physical Education, once that the writings in question have their theory support ruled by the Karl Marx thought, as the existent ideas in the sociologist production, as by the interpretations on Marx made by the philosophers of the Frankfurt College as Theodor Adorno, Jürgen Habermas, Max Horkheimer, and Herbert Marcuse, as also the pedagogues of the education area as Demerval Saviani and José Carlos Libâneo.

The domination of these primary theory matrixes makes with that the thought of these Physical Education reference authors became hegemonic in the academic productions of the GTT Escola. We admit the importance of the studies of Bracht, Coletivo de Autores and Kunz to the Physical Education area, otherwise, we rebound that when reading the theory matrixes from the interpretations of the secondary references, the authors of the GTT Escola make use of the new signification of the original discourses of the primary theory referential.

By the end, we believe that collect and making the systematization of these material, taking as a reference point the production broadcasted in the GTT Escola, can offer us a repertory of knowledge about the scientific nature of the production in that group. Investigate these fonts appear to be primordial to the qualitative growing that every academic investment aim, because the potential that rises from the movement of the scientific production evidences, even *indicatively* (GINZBURG, 1989), the limits and possibilities of that academic community.

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THE KNOWLEDGE PRODUCTION IN THE CBCE: THE APPROPRIATIONS OF THE SECONDARY THEORY REFERENTIAL IN THE ORAL COMMUNICATIONS OF THE GTT ESCOLA IN THE COMBRACES FROM 1997 2003

ABSTRACT

Objectifies to identify the scientific nature of the broadcasted knowledge in the Thematic Work Group Escola (GTT) of the Brazilian Meeting of Sciences of Sport. The study was delimited to the bibliographic research method, analyzing a

documental *corpus* of 111 articles distributed in the annuals of the meetings of 1997, 1999, 2001 and 2003. The data evidenced that the writings *Educação Física e Aprendizagem Social*, of Bracht (1992), *Metodologia do Ensino de Educação Física*, of Coletivo de Autores (1992) and the book *Transformação Didático-Pedagógica do Esporte*, of Kunz (1994) has been constituted as main references to the studies published in the GTT Escola. These data reinforce the idea that in the Physical Education it has been made use and appropriation of the theories by the secondary referential of the self area.

Key Words: Physical Education, Theory Referential, Scientific Nature.

LA PRODUCTION DES CONNAISSANCES DANS CBCE: LES CRÉDITS DE LA RÉFÉRENCE THÉORIE SECONDAIRE DES COMMUNICATIONS ORALES DE LE GTT ÉCOLE DES CONBRACEs DE 1997 2003

RÉSUMÉ

On prétend identifier la nature scientifique de ce qui a été produit et véhiculé dans la communication orale du GTT: École du Congrès brésilien de la science du sport. L'étude delimitou à la méthode de recherche bibliographique, en analysant un corpus documentaire de 111 articles répartis dans les annales du Congrès en 1997, 1999, 2001 et 2003. Les données montrent que les oeuvres de *Educação Física e Aprendizagem Socia*l en Bracht (1992), *Metodologia do Ensino de Educação Física*, le Collectif d'Auteurs (1992) et *Transformação Didático-Pedagógica do Esporte* en Kunz (1994) ont été mis en place en tant que la principale référence pour les études publiées dans le Groupe de Travail Technique École. Ces données renforcent l'idée que la remise en forme a été fait les utilisations et les crédits des théories par l'intermédiaire du secondaire sa propre zone de référence.

Mots Clé: Éducation Physique. Sources Théoriques. Nature Scientifique.

LA PRODUCION DEL CONOCIMIENTO EM CBCE: LAS APROPRACIONES DEL REFERENCIAL TEORICO SECUNDARIO EN LA COMUNICACION ORAL DEL GTT ESCUELA EN LOS CONBRACES DEL 1997 2003

RESUMEN

Objetiva identificar la naturaleza científica del conocimiento agregado al Grupo del Trabajo Temático Escuela (GTT) de Congreso Brasileño de Ciencias del Deporte. El estudio se delimito al método de busca bibliográfico, analizando un *corpus* documental de 111 artículos distribuidos con suceso en los congresos del 1997,1999,2001 e 2003.Los datos evidencian que las obras *Educação Física e Aprendizagem Social*, de Bracht (1992),*Metodologia do Ensino de Educação Física*, del Colectivo de Autores (1992),y el libro *Transformação Didático-Pedagógica do Esporte*, de Kunz (1994) se tienen constituido como las principales referencias para los estudios publicados en GTT Escuela. Esos datos refuerzan la idea de que en la Educación Física se ha hecho usos y apropiaciones de las teorías por medio del referencial secundario de la propia área.

Palabras-llaves: Educación Física. Referencial teórico. Naturaleza científica.

A PRODUÇÃO DO CONHECIMENTO NO CBCE: AS APROPRIAÇÕES DO REFERÊNCIAL TEÓRICO SECUNDÁRIO NA COMUNICAÇÃO ORAL DO GTT ESCOLA NOS CONBRACES DE 1997 A 2003

RESUMO

Objetiva identificar a natureza científica do conhecimento veiculado no Grupo de Trabalho Temático Escola (GTT) do Congresso Brasileiro de Ciências do Esporte. O estudo delimitou-se ao método de pesquisa bibliográfico, analisando um corpus documental de 111 artigos distribuídos nos anais dos congressos de 1997, 1999, 2001 e 2003. Os dados evidenciam que as obras *Educação Física e Aprendizagem Social*, de Bracht (1992), *Metodologia do Ensino de Educação Física*, do Coletivo de Autores (1992) e o livro *Transformação Didático-Pedagógica do Esporte*, de Kunz (1994) têm se constituído como as principais referências para os estudos publicados no GTT Escola. Esses dados reforçam a idéia de que na Educação Física se tem feito usos e apropriações das teorias por meio do referencial secundário da própria área

Palavras-chave: Educação Física. Referencial teórico. Natureza científica.