103 - THE DIRECTIVENESS IN THE PROPOSAL OF OPEN CONCEPTIONS IN THE PHYSICAL EDUCATION TEACHING.

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Introduction:

This paper aims to analyze the directiveness in the Open Conceptions proposal in the Physical Education teaching. Taking as reference the study undertaken by Georges Snyders, this work will make an attempt to identify aspects of the above mentioned proposal that characterizeit as non-directive.

First, will be held a brief statement of how the directiveness appears in the Open Conceptions proposal, then will be described the aspects that will characterize a pedagogy as non-directive, linking them to the Physical Education proposal in question. The benchmark for the analysis undertaken here is in the historical-critical pedagogy, so named by Dermeval Saviani, which Snyders is one of the representatives.

The preparation of this work is justified by the possibility of obtaining a better understanding of the meaning of the directiveness in the Open Conceptions, through its confrontation with the analysis that Snyders held of a several non-directive proposals.

Open conceptions in the Physical Education teaching:

The proposal of Open Conceptions in the teaching of Physical Education was introduced in Brazil in the early 1980's by the teachers Jürgen Dieckert and Reiner Hildebrandt-Stamann.

In criticizing the teaching of sports movements padronized in Physical Education classes, the proposal of Open Conceptions advocates a teaching that is focused on the students, that considers their interests and encourages their active role in their relation to the contents. From this perspective, the lesson should be opened to individual elaborations of the students.

Although not completely absent, the teacher has a limited area of action, so that does not harm the interaction and the development of the students´ subjectivities. Thus, because of the contradiction between teacher and students, the form of education should be non-directive. Relying on Jost, for who non-directive methods are "those who contribute to take into account the ideas and intentions of the students and to promote their autonomy in interactions consciously incorporated" (JOST apud HILDEBRANDT-STRAMANN; LAGING, 1986, p.25), in the proposal of Open Conceptions is defended that:

[...] the teacher of Physical Education who wants to open the teaching for its 'social context', who wants to encourage his students to greater independence and spontaneity, who wants to make of their own reflections and intentions the pattern for the teaching formation, needs to look for 'non-directive forms of the situation (HILDEBRANDT-STRAMANN; LAGING, 1986, p.25).

The authors of the proposal defend that there should be only a small space for the directiveness, destined for the teacher's intervention in the problems that the students could never solve by themselves. In addition to this space, is endorsed in the proposal that teachers should coordinate reflexions with the students about ideas and values that permeate the experience of elements of corporal culture. This issue will be addressed later in this work.

In the work *Open Conceptions in the teaching of Physical Education* there is a space destined for examples of classes taught by teachers of the discipline in question that, after meetings with the authors who drafted the proposal, "declared themselves ready to cooperate with the authors in this kind of open teaching in Physical Education" (HILDEBRANDT-STRAMANN; LAGING, 1986, p. 47). As the examples were chosen to compose the work in order to illustrate the proposal of Open Conceptions, they are supposed to be loyal to it. After one of her classes, described in the book, the teacher Gerlinde Glatzer, referring to the intensity of her interventions, says:

For thelesson unit, I formulate a proposal of wide goal: the students should bring their needs to class and transform them. Therefore they learn to participate in class or in small groups, to formulate agreements, to draw up regulations for the treatment in common, to discuss problems and seek, independently, solutions. To achieve these goals is necessary, in my view, that students self and co-determine the learning process with regard to content and organization. Therefore, the decision-making power of teachers should be reduced in favor of the decision-making competence of the students. The determination of content doesn't come from me. The decision on the contents of a lesson unit is found in a class of 'Social Behavior'. Students cite almost exclusively ball games, both major competitive games and small games and forms of playing. For reasons of time, there are no achievements. Because I do not want to take any decision - which would limit the students - I do, in the first class, an open offer with different balls (balls for volleyball, for basketball, tennis of table, medicineballs). I don't offer soccer balls or handball, not to enhance the setting in both games (GLATZER, 1986, p. 69-70).

It is clear as, to the teacher, there is a contradiction between her interventions and the freedom, the autonomy of the students, what requires a non-directive teaching. She even exempt herself of the determination of the contents of a lesson unit. It is interesting to note that she wants to transform the initial inclinations of the students, but since she believes the directiveness is pernicious, she appeals - perhaps as a last resort to the concealment of some didactic materials, because she knows that the students are attracted to them, so that it restricts her choices.

The critic to the non-directiveness:

This work, based on the concept of directiveness of Georges Snyders, seeks to characterize the proposal of Open Conceptions as a non-directive, and, consequently, more reactionary than progressist. Although Snyders does not produce a definition of directiveness or non-directiveness, the analysis that he makes of a variety of authors makes possible to map the points raised in his text as fundamental to distinguish the two categories.

Among the features that characterize the non-directive proposals, might be said that Snyders highlights: 1) the relativism at the expense of truth; 2) the continuity, but not the break of the wishes originally submitted by students; and, 3) the subordination of the contents to the establishment of harmonious relations between teachers and students.

Snyders describes how the relativism at the expense of truth relates to the non-directiveness, for example, when considering the proposal that Neill formulated and implemented in Summerhill's school. Snyders (1984) says that Neill, unquestionably a man of the left, had hope that his students would not become anti-semites or imperialists. However, because of

his relativism, which does not pose problems in terms of truth, Neill did not want "to reflect, together with his students, on the basis of imperialism and anti-semitism, on the role that imperialism and anti-semitism play in capitalism and colonialism" (SNYDERS, 1984, p.20).

In Summerhill, all the "isms" are placed in the same plane and equally refused. As "the adult authority can not be justified except when it helps the child to achieve a complex truth, too complex for its forces" (SNYDERS, 1978, p.57), the directiveness, which requires the authority of the teacher, is unjustified.

This first aspect of non-directiveness, which is the relativism at the expense of truth, is not evident in the proposal of Open Conceptions. It argues that there are times when the teacher must coordinate reflexions about ideas and values that permeate, especially, the sports practices. On the issue of competition, present not only in sports but even in the capitalist relations of production of the economy, Hildebrandt-Stramann (2004, p.69-70) says that is necessary to "reflect critically that social consequences increase, or simply participate in this competition system. Participating is to reflect on the social consequences that result from such participation".

The second point raised by Snyders, that is the continuity, but not the break of the wishes originally submitted by students, he describes itthroughout the analysis of the proposal of Neill.

In the Summerhill's school every coercion is considered harmful because “it goes against the spontaneous wishes of the child, because it condemns, repress, corrupts the natural and true instincts" (SNYDERS, 1978, p.49). There are only a few precautions of good sense, as prohibit the children to climb to the roof, or to use objects with which they can hurt themselves. In addition, the rights of each individual are protected against the abuse of the wishes of others, as in the case of a student wanting to bugle in the class of mathematics, confusing the concentration of others.

Apart from the above mentioned coercions, the children of Summerhill should have as much freedom as possible. They would be able to choose the work they desired and, when tired, nobody would ask them to continue. Snyders (1978) cites the case of a student who spent more than ten years in Summerhill without seeing any lesson, as the case of another student who, at 17 years old, had not yet learned to read.

It is important to remember that the freedom that Neill gives to the wishes of students is understandable only because he is based on the ontological assumption under which each student has a natural and irrefutable ability. While some of them have the ability and willingness to become great scholars, others have the ability and willingness only to sweep the streets, for example. Thus the social division of labour, present in the capitalist mode of production, is legitimized, such as its consequent social inequalities.

Snyders (1984, p.19), opposing the vision of Neill, says:

[...] Personally, I think that the desire of the child is not the voice of nature, the desire of the child is the result of her way of life; is the result of many influences that are exerted on her: mostly, the desire is in relation to the child's social class.

If the children of the working class, the subordinated class, receive little stimulation for reading, for example, their desire won´t have been developed in this direction, what requires a directive action of the teacher, perhaps intense and prolonged, so that, through a certain rupture with his initial desires, the student will want to read.

In this aspect, the limits and problems of the proposal of Open Conceptions in teaching of Physical Education begin to show. As was explained in the speech of the teacher Gerlinde Glatzer, exposed to illustrate the proposal in question, the decision-making power of the teacher is reduced in favor of the decision-making competence of students.

The proposal of Open Conceptions, even though defends a certain transformation of the original wishes of the students, compromises the spaces of action of the teacher, making impracticable, objectively, the achievement of greater disruptions. From here the non-directive and conservative character of the proposal is already perceptible, .

The third aspect that allows the identification of the non-directiveness, the subordination of contents to the establishment of harmonious relations between teachers and students, Snyders describes during his analysis, for example, of the proposal of Ferry. There's no place here to deep study the proposal of this author.

Essential is to remember that the school contents, embodied in the learning formulated in each area of knowledge, are difficult to assimilate, they are more complex than the information that students assimilate into their day-to-day. Thus, the non-directiveness moves them away, mainly, from the children of members of the working class, which have more difficulties to approach their children to erudite language.The non-directiveness, which advocates the establishment of harmonious relations between teachers and students, is possible only by restricting the access of students from working class to the erudite knowledge, which turns the school education into a fraud that only serves the interests of the dominant class.

In Physical Education, the erudite knowledge is constituted by the classics of the corporal culture, which are “the games, the gym, the fights, the acrobatics, the mime, the sport and others" (Soares et al, 1992, p.18), historically built. The proposal of Open Conceptions, in addition to having a compromised access to the classics because of the assumption of the teaching subjectivity, of the non-directiveness, is particularly attached to the plane of the experiences of the elements of corporal culture, at the expense of the plan of the historical analysis of the same elements.

The proposal of the Open Conceptions ignores that to a pedagogical relation achieve democratic effects, is necessary - because of the difficulty of students to assimilate the elaborated knowledge - that the teacher performs what Snyders (1978, p. 36) calls "pedagogical authority."

It is through their authority that the teacher can develop in students a taste for reading the classics. Snyders (1993) says that it is through a dialectic between continuity and rupture, between what the students already knew and the contact with the masterpieces, that the joy of elaborated culture appear.

The professor of Physical Education could, for example, examine the social meaning that the Olympics had on its beginning ,in the slave mode of production (Ancient Greek), and compare them with the meaning that this phenomenon, classical of the corporal culture, took in his return, since 1896, in the capitalist mode of production. Such analysis requires a thorough study bythe students, which can be addressed in a interdisciplinary way with the history teacher.

The synthetic understanding of corporal culture requires directiveness, many readings, difficulties and, many times, hassles. For all that, the proposal of Open Conceptions, being non-directive, is more conservative, reactionary, than progressist, revolutionary.

Final considerations:

After the analysis undertaken here, it's possible to identify the aspects of the proposal of Open Conceptions in the teaching of the Physical Education that characterize it as non-directive. Even if progressist in relation to proposals such as Neill's, the Open Conceptions restrict the space in which the teacher would develop the educational authority that would give students the access to the elaborated knowledge that is related to the Physical Education.

It is not about defending ways of respect to the hierarchy and even of violence against the individuality of the students,

but on the contrary, the matter is to understand that what maintains the hierarchy and the violence is the teaching that condemn them to the easy pleasures, as well as to be conformed with the most subordinated, humiliating, sincedegrading and degraded in the capitalist social division of labour. The joy in school must be the joy of achievement of the elaborated learning, a hallmark of a truly revolutionary pedagogy.

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THE DIRECTIVENESS IN THE PROPOSAL OF OPEN CONCEPTIONS IN THE PHYSICAL EDUCATION TEACHING

Abstract:

This study aims to examine the issue of directiveness in the proposal of Open Conceptions in the Physical Education teaching. Based on the concept of directiveness of Georges Snyders, it is possible to say that the proposal of Physical Education is non-directive, and consequently, more reactionary than progressist. It is urgent to think about how to work the Physical Education contents in a perspective that, in addition to the plan of the experiences of elements of corporal culture, also emphasizes the plan of the historical analysis of these elements.

Keywords: School's Physical Education; Active School; Education - Philosophy.

LA DIRECTIVITÉ DANS LA PROPOSITION DES CONCEPTIONS OUVERTES DANS L'ENSEIGNEMENT DE L'ÉDUCATION PHYSIQUE.

Résumé:

Cette étude vise à examiner la question de la directivité dans la proposition des Conceptions Ouvertes, dans l'enseignement de l'éducation physique. En se basant sur la notion de directivité de Georges Snyders, il est possible de dire que ce projet de l'éducation physique est non-directif et, par conséquent il serait plus réactionnaire que progressiste. Il est impératif de réfléchir sur la manière de travailler le contenu de l'éducation physique dans une perspective qui, en plus de mettre en évidence la dimension de l'expérience des éléments de la culture corporelle, met l'accent sur la dimension de l'analyse historique de ces éléments.

Mots-clés: Éducation physique scolaire; Écoles actives; Éducation-Philosophie.

LA DIRECCIONALIDAD EN LA PROPUESTA DE LAS CONCEPCIONES ABIERTAS EM LA ENSEÑANSA DE LA EDUCACIÓN FÍSICA.

Resumen:

Este estudio tiene como objetivo examinar la cuestión de la direccionalidad en la propuesta de las Concepciones Abiertas en la enseñanza de la Educación Física. Basándose en el concepto de direccionalidad de Georges Snyders, es posible decir que la propuesta de la Educación Física es una organización no directiva y, por tanto, sería más reaccionaria que progresista. Es imperativo pensar acerca de cómo trabajar los contenidos de la Educación Física en una perspectiva que, además de poner de relieve el aspecto de la experiencia de los elementos de la cultura física, se centra en el tamaño de los análisis histórico de estos elementos.

Palabras-clave: Educación física escolar; Escuelas activa; Educación - Filosofía.

A DIRETIVIDADE NA PROPOSTA DAS CONCEPÇÕES ABERTAS NO ENSINO DA EDUCAÇÃO FÍSICA.

Resumo:

O presente trabalho tem o objetivo de analisar a questão da diretividade na proposta das Concepções Abertas no ensino da Educação Física. Partindo-se do conceito de diretividade de Georges Snyders, é possível afirmar que a referida proposta da Educação Física é não-diretiva, e, conseqüentemente, mais reacionária que progressista. Urge pensar em como trabalhar os conteúdos da Educação Física numa perspectiva que, para além do plano das vivências de elementos da cultura corporal, enfatize o plano da análise histórica destes elementos.

Palavras-chave: Educação física escolar; Escola ativa; Educação Filosofia.