57 - CONTRIBUTIONS OF SOCIAL IMAGINARY ON THE PROCESS OF EVALUATION IN PHYSICAL EDUCATION IN MUNICIPAL SCHOOLS IN THE CITY OF RIO DE JANEIRO.

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INITIAL CONSIDERATIONS

Currently the Municipal Schools of Rio de Janeiro are facing significant changes in their educational background. The implementation of the 1st cycle, the deployment of the 2nd and 3rd cycles and the assessment system has caused strong impact on the school environment and in society in general. Such measures suggest that the students of basic education are approved automatically. Teachers and responsible question the quality of teaching-learning process in this way, also questioned the motivation, interest and participation of students. As also the real possibility of social inclusion, employability, among others.

These and other questions emerge in the speech of those who have interest in Education. To consider the multiple factors involved in this process seems to us assertive. To observe the school from its polissemic character means to extend the conditions of analysis for better understanding of this universe.

At few moments in the history of the education, a municipal law was so repelled on resolution 946, published on April 25, 1907, the Municipal Secretary of Education of Rio de Janeiro, which focuses on evaluation.

On September 18, 2007 was promulgated a second resolution No. 959 establishing guidelines for evaluating schools in basic education, along with specific concepts to this assessment. These concepts will be allocated by the following criteria: Very Good (MB): the student has reached the goals for the period, not having need of specific parallel activities of recovery; Good (B) the student has achieved the objectives for the period with possible participation in specific parallel activities of recovery; Regular (R) the student partially achieved goals proposed for the period, taking constant need of specific parallel activity of the recovery; Recommendations Register (RR): The student has not achieved the goals proposed for the minimum period, requiring intensify the parallel recovery with new and different activities.

Whereas the right to access and permanence of the students in basic education, the resolution cited above implements a mechanism for automatic approval and relaxation of the requirement for frequency in the subjects.

At this moment we judge opportune to make an ALUSION to the thought of Teves (1992), which emphasizes the necessity of pedagogical practices to be commensurate with the social reality of the student. This reality needs to be observed in its entire dimension, in different circumstances.

The performance spaces of the students in court, fields or dance halls, their movements and expressions compose the scholastic reality, to work with the students are, therefore to recognize them in the diverse aspects that constitute them, their Imagination, beliefs, desires and representations.

In terms on methodology, it means to enter through the ways of the languages in order to reveal this imaginary that comes instituting by the speech of the involved actors in the pertaining to school community.

Ansart (1978) points to the Social Imaginary as a set of systems and representations through which the companies are self designate and set their standards and their values. Normalizing new systems of assessment in schools involves shifting senses of learning in Imaginary established there.

In view of the above, it is important to investigate the ways that these measures take on social imagination of the schools, especially when it comes to the practices of Physical Education. The theoretical and methodological pillars of the inquiry are Paul Ansart (1978), Backso (1985) and Eni Orlandi (1988).

The objective of this research is to identify ways that professionals of Physical Education attribute to the new measures on the school evaluation adopted by Municipal Bureau of Education.

METHODOLOGY

Refers to a qualitative research that emphasizes the uniqueness of a phenomenon in terms of its origins and its reason of being (Haguette, 1990, p. 55). As theoretical trajectory, this study is placed in the interlacement of the knowledges, which claim that the human or social and cultural facts are carriers of meanings run by the actors (men, groups, and institutions), constituent parts of an Inter-human situation. The treatment of the speeches has for orientation the Analysis of Speech in the perspective of the author Eni Orlandi.

Interviewed population

3 (three) teachers of Physical Education of the Public Municipal System of Rio De Janeiro, who act in basic education.

In the case of qualitative research, the invited Physical Education teachers were chosen in an "intentional" form (Thiollent, 1988).

To provoke the sprouting of an indication that sends us to the imaginary sphere to be analyzed by means of the responses of the involved subjects in this study. The instrument used in the constitution of the analysis *corpus* is composed of 3 questions; it aims to explicit in the speeches of these teachers, regarding the pertaining school evaluation adopted by the City department of Education.

Question 01: Does Resolution 959, which deals with evaluation, in your opinion, lead to automatic approval?

Question 02: Were you satisfied and or unsatisfied when taking knowledge of this law?

Question 03: In your opinion what does this law represent to the professionals of Physical Education and the involved generation and the society in a general way?

RESULTS/DISCUSSION

Of the answers presented by the 3 surveyed, in relation to the proposed questions, we observe that **Question 01**: Does resolution 959, which deals with evaluation, in your opinion, lead to automatic approval? In accordance with the teachers who had answered the survey; the answers had been affirmative even though they present diverse senses or meanings. Considering the ideals, desires and emotions of the ones interviewed.

In **Question 2**: Were you satisfied or unsatisfied when taking knowledge of this law? The speech of the interviewee

points to the meaning of suffering, malaise, disdain, nostalgia which directs to a feeling of insatisfaction. The resolution appears as a wastefulness of public resources in face to the necessities and expectations of the students. The idea of automatic progression appears as denial to role of the challenges in physical, cognitive and moral development of the children. The Resolution assumes a sense of arbitrariness, authoritarianism, and appeal to the conformism of teachers, parents and students. In the speech of teachers, the idea of automatic progression refers to the failures of obstacles, the path free of uselessness of commitment and dedication of students in classes in Physical Education. The sense in practicing Physical Education appears restricted to child's play, being silenced in its referring dimension to the integral development of the student.

The insatisfaction by the resolution emerges with the sense of disrepute of the teacher, "loss of power", in the exercise of the profession. The charge for performance on part of the students appears as positivism, affirmation of effort, achievement of the students, and reward.

The insatisfaction with the Resolution also appears as denial to the teacher's authority as an actor of the teaching/learning process. The sense of loss of autonomy to decide on results, or not, in their work. This sense directs to a negation of the role of the teacher, who compromises thus, the practical involvement with the pedagogical one of the school. For interviewed the Resolution assumes a sense of force, coercion, domination, disdain to the knowledge and practice of the teacher by the part of the Secretary of Education.

Question 03: In your opinion what does this law represent to the professionals of Physical Education and the involved generation and the society in a general way?

The teachers's speeches point to the idea of "white exclusion". To the interviewed, the Resolution disregards the student's "persistence, effort, challenge" factor. By doing this, it points to easiness and opportunity, which leads to think that the school, in the use of this instrument, supports the development of the students. In this way, it silences the objective conditions of the life of the majority of the students of the public system of education. In this, the resolution appears with the ideological direction of concealment, deceit; it appears as exclusionary, because if it does not make possible intellectual, artistic, moral, ethical, development which sediments the formation of the students, they will not have chance to develop all their potentialities.

Another sense that appears in regard to the Resolution is of indifference, lack of commitment with the future of the citizens and, consequently, the nation.

Our analysis understands matters that compose a backstage scene. The answers point us to a speech previously contextualized, where all the teachers point in their speech that, although the law does not explicit the expression "automatic approval", all the evaluation pipes suggest to the non-retention of the student. It was possible to observe that the speeches of the interviewed point to the ideas of Ansart (1978) in what refers to the Social Imaginary, as system of representations that exists in all and any society, if instituting, expressing, and reproducing the necessity of the population with its respective objectives. The same line of thought reflects, still, the conception of Bronislaw Baczko (1985) to whom the social imaginary is expressed by ideologies and utopias, and also by symbols, allegories, rituals and myths. Such elements shape world visions and shape behaviors and life styles, in continuous or discontinuous movements of preservation of the effective order or of change introduction.

As Baczko (1985) indicates, the proposed of social imagination, besides being a regulating and stabilizing factor, allows the existing ways of sociability not to be considered definitive and the as only possible ones. These ways can be conceived also by means of other models and other formulas.

FINAL CONSIDERATIONS

As it has already been displayed our objective was to identify senses which the Physical Education professionals attribute with in the new measures on the pertaining school evaluation adopted by the City department of Education.

As reply to the considered objective, we observe that the feeling of insatisfaction by the education professionals appears represented in their stories. The implantation of Resolution 959 silences the debate as much as on other pertinent questions to the process of evaluation in the municipal public schools. The proposal of social imaginary in this context comes to contribute in order to make possible a better understanding of this scene. To know this reality is, therefore, to recognize all the aspects that compose it.

We do not have the pretension to deplete this subject; therefore we suggest other approaches for better understanding of the considered subject.

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CONTRIBUTIONS OF SOCIAL IMAGINARY ON THE PROCESS OF EVALUATION IN PHYSICAL EDUCATION IN MUNICIPAL SCHOOLS IN THE CITY OF RIO DE JANEIRO.

ABSTRACT:

The goal of the research is to identify ways of satisfaction or dissatisfaction of professionals in Physical Education with the new measures on the school evaluation adopted by Municipal Bureau of Education. Methodology: This is a qualitative research analysis which uses the contributions of the Review of Speech by Eni Orlandi. Sample three teachers of Physical Education operating in the fundamental teaching in the school system serving the City of Rio de Janeiro. All teachers who

integrated the study point to ways of dissatisfaction with resolution 959.
KEYWORDS: Physical Education, evaluation and social imagination

CONTRIBUTIONS DE L`IMAGINAIRE SOCIAL CONCERNANT LE PROCESSUS D`ÉVALUATION CHEZ L`EDUCATION PHYSIQUE. AUX ÉCOLES MUNICIPALES DE LA VILLE DE RIO DE JANEIRO.

RÉSUMÉ:

Le but de cette recherche est d`identifier la satisfaction ou l`insatisfaction des professionnels d`Education Physique après les nouvelles méthodes concernant l` évalution écolière emplyées par la Secrétarerie Munucipale d`Education. Méthodologie: Il s`agit d`une recherche qualitatiuve d`une recherche qualitative dont l`analyse emploie les contributions de l`analyse du récit d`Eni Orlandi. Echantillon: trois professeurs d`Education Physique que travaillent chez l`enseignement fondamental dans des écoles du réseau public de Rio de Janeiro. Tous les professeurs qui ont participé de cette étude ne sont pas satisfaits avec la résolution 959.

CONTRIBUICIONES DEL IMAGINÁRIO SOCIAL ACERCA DEL PROCESO DE VALUACIÓN EN EDUCACIÓN FÍSICA EN LAS ESCUELAS MUNICIPALES DE LA CIUDAD DEL RIO DE JANEIRO.

RESUMÉN:

El objetivo de la pesquisa es identificar los propósitos de satisfación ó insatisfación de profissionales de Educación Física con las nuevas medidas acerca de la evaluacíon de la escuela adoptadas por la Secretaría Municipal de Educación. Metodología: La pesquisa es manejada de modo cualitativo cuya análisis utiliza las contribuiciones de la Analisis del Discurso de Eni Orlandi. Muestra: tres maestros de Educación Física que actuam en el enseñanza fundamental en la escuela de la red publica de la Ciudad del Rio de Janeiro. Todos los maestros que integraran el estudio apuntan para propositos de insatisfación en relación a la Resolución 959.
PALABRAS LLAVES: Educación Física, evaluación y imaginário social

CONTRIBUIÇÕES DO IMAGINÁRIO SOCIAL SOBRE O PROCESSO DE AVALIAÇÃO EM EDUCAÇÃO FÍSICA NAS ESCOLAS MUNICIPAIS DA CIDADE DO RIO DE JANEIRO.

RESUMO:

O objetivo da pesquisa é identificar sentidos de satisfação ou insatisfação de profissionais de Educação Física com as novas medidas sobre a avaliação escolar adotadas pela Secretaria Municipal de Educação. Metodologia: Trata-se de uma pesquisa qualitativa cuja análise utiliza as contribuições da Analise do Discurso de Eni Orlandi. Amostra 3 professores de Educação Física que atuam no ensino fundamental em escola da rede publica da Cidade do Rio de Janeiro. Todos os professores que integraram o estudo apontam para sentidos de insatisfação em relação à resolução 959.
PALAVRAS CHAVES: Educação Física, avaliação e imaginário social.