17 - REFLECTIONS ABOUT GYMNASTICS IN DIFFERENT CONTEXTS

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I Gymnastics' diversities in the present days.

In contemporary times, we find different demonstrations, Gymnastics types and classifications. They emerged titled as Scholastic Gymnastics, General Gymnastics, Rhythmic Gymnastics, Olympic or Artistic Gymnastics, Gymnasiums Gymnastics, Hydro gymnastics, Labor Gymnastics, Brazilian Gymnastics, Aerobics Gymnastics, etc.

Then, however there are different nomenclatures used, different historical created manifestation, what can we characterize as Gymnastics?

The conception of this body demonstration makes us, at a first moment, thinking it as activity that, in the Humanity's History, has embodied different sense and meanings according to the precedent interest in each time history.

In its beginning, specifically in the Hellenic culture, Gymnastics was purposely presented as an art of exciting a naked body, exemplifying activities, such as: running, jumping, javelin throwing, pitching and fights. The conception of a Greece Gymnastics featured the educational, utilitarian, military, athletic, medical and ludic experiences of a specific community.

As the time pass by the body´s expressions, which was called Gymnastics, evolved in different forms and characteristics and they were influenced by different cultures. Gymnastics as an idea of rational science and also connected to a particular interest of each community, had embodied certain political-ideological thoughts of the privileged class, restricting in the body practices. These practices are systemized and fragmented.

SOARES (1998, p. 18) elucidate that the European Gymnastic Movement was constituted and established by cultural expression, entertainment and popular parties, street performance, military exercises and aristocracy 's hobby. The gymnastic expression, within the core of this Movement had collective moral in terms of order and discipline that contributed for the formation of a society strengthen according to the bourgeoisie's interest.

A set of exercises was disintegrated, transforming the goals of the popular body practices. This set of exercises was considered a full entertainment. This incident happened because those who systematized Gymnastics were scientists and they wanted a Gymnastics based on a rationalist paradigm. Thus, in this scientific process is possible drew that the Gymnastics' recognition in the intellectual circles is an important fact for its acceptability by the bourgeoisie who desires a transformed Gymnastics and then, offers it back as a set of codes and rules for a good living to the public, […] (starts) to be regarded as tasks that is capable to empower the necessity of actions and gestures usage (SOARES, 1998, p.18).

Langlade and Langlade (1970) explain that most common body exercises, practiced until 1800 in Europe, and referred to demonstration such as: popular games, regional folkloric dances and athletics. All this was named Gymnastic.

We observed the transition from a Gymnastics defended by the unit - distinct by popular cultural expression - to a scientific and systemized Gymnastics defended by education of the physical. This gymnastic transition was related to the constructed gesture - based on the culture - converted into the movement's fragmentation; to representation of popular gestures and needs converted into the representation of bourgeoisie´s and rational ideal´s interest. Thus, movements' standards started to be imposed. According to this movement the physical body started to be educated based on the concretization and embodying of new codes originated from a requirement of a civilization process and the scientific organization in that time period. In this context emerged different methods/scholastic and gymnastic technical which still can be find when we experience a variety of practices related to the Gymnastics in the current society.

We defend in this article, Gymnastics with theoretical references based on a motor activity fully and complex characterized in a significant kind of mobility, praxis, autonomy and above all this, ethical.

SOUZA (1997) presented a classification of different gymnastic manifestations present in the actual society. The author divided different type of Gymnastics in five groups, considering its different field of work. Its systematization has the following structure: 1) fitness Gymnastics (it embodies every modalities so there´s an acquisition or maintenance of physical condition of a regular or a non-athletic individual); 2) Competitive Gymnastics (competitive modalities, gymnastic practices that turns into sportive gymnastics); 3) Physiotherapy Gymnastics (it´s used to prevent or treat diseases); 4) Body conscientization Gymnastics (it gathers alternative techniques or light gymnastics); 5) Demonstration Gymnastics (it´s based on the non-competitively and aims the interaction and social integration among the participants; it´s represented by General Gymnastics).

According to the Edgar Morin´s teaching, considering the complexity, we have to focus on the context of different contexts in which everything acts with everything through a reticular and dialectic net. The classification offers contributions. On the other hand, if we aren´t careful the classification can put Gymnastics in an abysmal fragmentation under the conception of reduction and disassociation. We can't think Gymnastics as a logical simplification for a better understanding of its phenomenon. Gymnastics should be related to the fractal world where a whole thing is in parts and the parts are in the whole thing.

It´s questioned if maybe can we meet, in an intervention area, a Scholastic Gymnastics that stands for the motor ability education and for the motor ability itself and it also can be alienated? Can't the General Gymnastics sometimes democratic for everybody- present in a exclusive way linked to the performance of a high output?

Couldn't a competitive Gymnastics educate the human, socialize itself and be ethic and sympathetic? And couldn't even the decrease of gymnastics in gymnasium (Body Pump, Kinect Combat and others) form an individual more critical when the professional in his/her intervention is able to make who regularly practices realize the nuance of poor popular costumes, excess of anabolic, realizing that is natural to get old etc? Couldn't we transform the individual state and further transform the collective in any place with any intervention content?

How long have we professionals- been working based on the conception of “or” a Gymnastics “or” another one, and the conception of “and” as dialogical complexity of every thing that each Gymnastics has it better? In this manner, the intervention of Gymnastics in any context or work field should connect to an extending and complex conception of human activity, with significance and given signification attributed by those who practices Gymnastics.

After this elucidation we faced other relevant aspect -the professional's (teacher) attitude and posture with his/her praxis. So we questioned: What are the different contexts of Gymnastics' intervention? Under protection of which Gymnastics' conception teachers have being formed/ prepared to work with these different contexts?

II Different contexts for Gymnastics' intervention.

It has been observed based on the classification presented above that Gymnastics can be managed in different contexts, such as, non-scholastic context (clubs, gymnasiums, public parks, companies, condominiums, physiotherapy's offices, etc) and scholastic context (in different education levels). It's interesting drawing, even superficially, some aspects that characterizes

Gymnastics' intervention in different contexts, seeking for convergent points of this practice in the present days. We start our reflection based on the following questions: Is Gymnastics insert in the scholastic context? How does it form? Which elements characterize its presence or absence? How have the teachers being formed to work with this knowledge area?

Historically, Gymnastics emerges in the Brazilian scholastic curriculum marked by hygienic and eugenic moral and it has been considered […] as an element capable to promote health through the 'healthy' exercises of the muscles […]. That´s why Gymnastics shouldn´t be excluded from scholastic curriculum […]. Popular education that doesn´t attend Gymnastics should be considered sham for having this name, because Gymnastics should keep up with the whole education and make human feels the necessity of it […]. (SOARES, 1994: p. 111).

It has been pondered that this feeling of necessity for Gymnastics as a healthy practice to people's lives that should be obtained through its inclusion during the whole scholastic process - haven't succeed in our society. In order to understand it, we can observe the area's literature, which means that History shows reasons why Gymnastics/Physical Education haven't been included as a permanent attitude in people's lives.

When we observe an education program of an elementary and high school, we verify that this is being influenced by the calisthenics and sportscasts, setting the development of the Gymnastics' content, which practices excel the tendency to the sportscasts. This suggests a high socialization and even sexism that eventually reinforce the standard feminine and masculine movements.

In a scholastic context, Gymnastics keeps connected to the sportive tendency, or manifests as a sport's extension when they are managed as Physical Education content, limiting to exercises of warming in the beginning of the classes or to relaxing activities after the classes' over (Negrine & Gauer, 1990; Cesário, 2001), or still focused on a decrease of a practice that […]is linked to the health of physical or to the competitive Gymnastics, (Barbosa Rinaldi e Souza, 2003, p. 171). When Gymnastics is present in Physical Education classes, it emerges based on values linked to sports, translated into utilitarian aspects. Thus, its practice in the scholastic ambit keeps the character of fragmented knowledge related to other curricular knowledge. Gymnastics haven´t been structured in a scholastic curriculum based on an organization and systematization followed by knowledge with defined goals yet. This manner, Gymnastics may not be understood by those who experience it in a scholastic context as a praxis that contributes for an autonomy formation of the human being. Frequently, its practices during scholastic years don´t allow its participants understand this knowledge […] as a social and historical construction, but a neutral political and idealist construction (ibid, p. 168).

We understand that, although there´s a significantly increase of theoretical productions in Physical Education as well as in health's area suggesting a practice of physical exercise as an alternative for a healthier life ,Gymnastics haven´t been managed as one of the contents in scholastic Physical Education(which could contribute in this process) yet.

However, according to the way Gymnastics have been organized and developed in the scholastic curriculum (kindergarten , elementary and high school education and teachers formation), it haven´t overcame the feature of an activity without educational goals, haven´t defended the students' assimilation of required knowledge that allows them use it in their lives to understand its importance, its different types and goals as well as “practicing” with more knowledge of usual activities, and further, evaluating the programs elaborated by professionals of the area (gymnasium, clubs, etc.) and pressing for suggestions of intervention.

It has been become important that Gymnastics may be managed in the context of Scholastic Physical Education classes allowing the students to recognize its more extended form of body human's basic activity. We also recognize that as information is historically produced by humanity, the scholastic field is responsible for transmitting this information so the student can absorb it. If the Gymnastics' knowledge is excluded from school and so from the students' universe it´s already been happening just those who can pay for Gymnastics will be able to enjoy it. (Carvalho, 2001, p. 13).

If in the scholastic field, Gymnastics haven´t been developed as an important and essential knowledge for students' formation in the scholastic curriculum of elementary and high school, we queried: How do this activity appear in clubs, gymnasiums, companies, parks and entertainment places ? And further, how have teachers been formed to work in this area of knowledge in different contexts?

In this article, we won't be able to accurately analyze each context mentioned above, but in a general way, we seek for elements that permit us starting a reflection based on what was exposed.

We can identify that Gymnastics has conquered efficiency, techniques and perfection in the present days. Science and technology development significantly contribute day after day to the creation of new expression and types of Gymnastics in the society, aiming to fulfill the requirement to keep a beautiful, perfect and healthy body according to the necessity of purchasing in a capitalist society. Thus, new tendency, methods and techniques are created and developed for this purpose (Cesário, 2001).

The act of worrying about the perfection of gestures, outputs, neuro-physiological effects -subjacent to the hygienic and eugenic aspects- and the association with the market, has been more and more convincingly presented in body practices. Then, when these practices are characterized as different labels and as different products, they accomplish the interests of a physical ability and health and the requirement of the capitalist market.

In this manner, considering the quantitative aspects we can affirm that Gymnastics has had a significantly practice's increase in the actual society in the following points: a)different methods and programs have emerged; b) science and technology's development and advances have contributed for the efficiency of the acquired results; c) new products and equipments have been launched because of Gymnastics' practices; d) these practices has popularly expanded and people of different ages and places have started to practice them; e) there has occurred an increase in the number of gymnasiums in the country.

Nevertheless, considering the quality's aspect thinking about what objective Gymnastics has been based on to develop in different context (non-scholastic) and who has been having access to these practices, we can affirm that in this point-of view, the results don´t show significant advances. Its practice is just linked to the market in detriment of the human formation and emancipation, that´s why there´s a launching of different products (from clothing to cosmetics), there's also different methods of Gymnastics -however they have different labels, they have the same objective. When the human body started being treated as a consumer and an object of consume, Gymnastics' practice became popular in the society, however, using arguments that materialize two extremities health's discussion and the search for the ideal beauty. So, Gymnastics (scholastic and non-scholastic) have some convergent points in the contemporary society: the body's reshape, the esthetics' magnification, the output's logic, the emphasis to the irregular consume, etc.

III. Some temporary considerations

Not considering the work field of a Physical Education professional: scholastic or non-scholastic the professional formation should encourage reflection about Gymnastics in different contexts.

Gymnastics as a curriculum content of the formation courses exists since the establishment of the first Institutions of Higher Education of Physical Education in Brazil. In that occasion it was characterized with a tendency to sportscasts and to technical aspects as modalities.

Pereira (1998); Bonetti, (1999); Barbosa, (1999); Cesário, (2001)'s studies supported the identification process of the major characteristics of the contents and pedagogic tendency which are present in the administration of this knowledge in Sports and Physical Education course for beginners in the current days. These Masters degree's studies assert that most Gymnastics teachers of Institutions of Higher Education support the development of their pedagogic actions with a dualist body conception, and with a formation aiming to learn a roll of activities so they will be able to teach focused on the knowledge of biological science, and also with

extremely recognition of the practical activities and technical procedures, not considering the theoretical necessary base and the emergent and complex paradigm.

Education programs of the investigated institutions reinforce the technical dimension and the knowledge, originated from the biological area, present as predominant factors in discipline programs related to gymnastic manifestation. These factors reject a formation that would allow prospective professionals realizing constant signification and re-significations of this knowledge in the society. This information consents us saying that the area of professional formation in Sports and Physical Education, especially Gymnastics, haven't experienced significantly changes since the first physical education school.

Gymnastics has its content, and we can structure diverse possibilities of activities with it, so we can fulfill the human necessities and interest, aiming guarantee the individual formation and autonomy. Human being's relations established with himself/herself, with others, and with nature and culture elapse through Gymnastics' content (walking, running, jump, hopping, rolling, throwing, pitching, climbing, spinning, swinging, balancing, flexing, stretching, etc.).

Content systemized and organized with specific teleological and ontological perspectives (finding the human being's purpose), organically articulate with other culture's manifestation, such as: game, sport, dance etc. We stand for a humanely and proficient professional formation that it may understand the context which an intervention may be executed. This formation shall seek for collective forms to create a culture of changes.

Key-words: Gymnastics; Physical Education; School.

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THE GYMNASTICS IN DIFFERENT CONTEXTS

ABSTRACT:

Talking about Gymnastics in different contexts makes us, at a first moment, thinking about which Gymnastics has been considered and which context we´re talking bout. Among so many terms and definitions used in the current society, we sometimes reduce its meaning to the activities practiced in gymnasiums or to activities practiced in sports. In this article we discuss Gymnastics in its whole meaning presenting different Gymnastics types and objectives that were acquired in the capitalist society, and also questioning how Gymnastics has been managed in the education and non-education context.

KEY-WORDS: Gymnastics; Physical Education; School.

LA GYMNASTIQUE DANS DIFFÉRENTS CONTEXTES

RÉSUMÉ:

Aborder la Gymnastique dans de différents contextes dans les prend, au un premiers moments, à derefléter sur quelle Gymnastique nous parlons et qui contexte dans nous les rapportons. Dans moyen à autant termes et à définitions utilisés dans la société actuelle, nous arrivons beaucoup de fois à deréduire sa signification aux activités réalisées dans académie ou à celles rapportées aux pratiques de caractère esportivo. Nous discutons dans cet article la Gymnastique dans sa totalité, présentant les différents types et les objectifs que celle-ci a acquis dans la société capitaliste et, en même temps, interrogeant comme elle a été traitée dans différents contextes.

MOTS CLÉS: Gymnastique ; Éducation Physique ; École

LA GIMNASIA EN DISTINTOS CONTEXTOS

RESUMEN:

Abordar la Gimnasia en distintos contextos en los toma, en los primeros momentos, a refleje sobre qué Gimnasia hablamos y quiénes contexto en nosotros los informan. En medio tanto a términos y a definiciones utilizados en la sociedad actual, llegamos muchas veces a deréd su significado a las actividades realizadas en academia o a las informadas a las prácticas de carácter esportivo. Discutimos en este artículo la Gimnasia en su totalidad, presentando los distintos tipos y los objetivos que ésta adquirió en la sociedad capitalista y, al mismo tiempo, preguntando como se trató en el contexto escolar y não-escolar.

PALABRAS LLAVES: Gimnasia; Educación Física; Escuela

REFLEXÕES SOBRE A GINÁSTICA EM DIFERENTES CONTEXTOS

RESUMO:

Abordar a Ginástica em diferentes contextos nos leva, num primeiro momento, a refletir sobre qual Ginástica estamos falando e a qual contexto nos referimos. Em meio a tantos termos e definições utilizados na sociedade atual, chegamos muitas vezes a reduzir o seu significado às atividades realizadas em academia ou àquelas relacionadas às práticas de caráter esportivo. Discutimos nesse artigo a Ginástica em sua totalidade, apresentando os diferentes tipos e objetivos que esta foi adquirindo na sociedade capitalista e, ao mesmo tempo, questionando como ela tem sido tratada no contexto escolar e não-escolar.

PALAVRAS-CHAVE: Ginástica, Educação Física, Escola.