35 - THE CONSOLIDATION OF THE ARCHETYPE OF THE PHYSICAL FITNESS AND THE CENTRALIZATION OF THE SPORT IN THE SCHOOL PHYSICAL EDUCATION IN BRAZIL UNDER THE OPTICS OF THE CRITICAL THEORY OF THE SPORT (1970-1985)

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Introduction

The centralization of sport in the discipline of Physical Education in Brazil reached it acme in the decade of 70 of the century XX, period that understands the military regime (1964-1985) and the consolidation of it authoritarian and conservative education project . In that field, the discipline of Physical education absorbed the ideology of the need of transformation of Brazil in a sporting potency of international recognition and of the creation of a national sporting system.

Like this, the school Physical Education started to be characterize starting from the interests of the sporting institution and of the control orientations and contention of thestudent body, characterize to the military governments' education project. That conjunction of factors ended for accomplishing the resignation of a perspective that monopolized the sport as school content and research object for the area of Physical education.

That political-ideological formatting fomented the implementation of a sectorial politics for the Physical education, responsible for defining new forms and models of performance, identified with the values and guidelines become pregnant by the military governments and their perspectives of development of the national sport.

Before the exposed, the mark of that rehearsal enrolls in the accomplishment of an analysis of the historical process of statement of the sport as central content of the classes of school Physical Education. It was also sought, to relate that action to the military governments' education politics and the research initiatives for the area.

In that extent, breaks of the presupposition that the Physical education interferes and it is related, direct or indirectly, “[...] with the needs of the hegemonic education project in certain time”, and with the importance assumed by that “[...] manifestation in the plan of the culture and politics in general” (BRACHT, 1999, p. 36).

In that line, the sporting phenomenon will be approached according to the conceptions of the Critical Theory of the Sport. That analysis line inserts the sport and their manifestations in the discussions of the social sciences, under a critical sieve of Marxist inspiration, enrolled in the epistemological roads defined by the thinkers of the School of Frankfurt, above all Theodor Adorno and Herbet Marcuse.

This way, is transported to the problem of the organization, formation and diffusion of the sporting practices to the critic the logic and structure of the capitalist system, being considered the sport as product and auxiliary mechanism of conservation of the capitalist relationships, essentially, in the tangent the reification of the culture.

It is stood out, the partner-political functions of the sport systematized by Jean Marie Brohm (1976): integration and stabilization of the capitalist system, propagation of the nonpolitical sporting and maintenance of the public order, as essential focus the made analysis of the central problem. It is considered that the adhesion the Critical Theory, proposal in that article, allows to notice the sport used as preventive politics capable to promote an only one time the ideological obscuration and the embellishment of the social reality.

The assertions sketched above will be approached in full detail in the topics that it composes the article: “The Critical Theory and the Sporting Phenomenon” and “The sport as central content of the School Physical education”. Later, it is exposed the analysis effort and synthesis accomplished in the author's final comments.

The Critical Theory and the Sporting Phenomenon

It is credited to the development and intensification of the industrial productive system capitalist the origin and perpetuation of the sport, making possible organization as manifestation and world system. It emergence and expansion were fomented by originated circumstances of the industrialization, mainly, the increment of the free time, the globalization of the exchanges through the transports and of the broadcastings, the scientific and technical revolution, and still the constant confrontation among the nations for the expansion of markets. Bero Rigauer's assertion ratifies the exposed:

The sport is not a system to the part, but in several ways interconnected with the social development, whose origin is in the bourgeois and capitalist society. Although it constitutes a specific space of social action, the sport stays in interdependence with the totality of the social process, that it impregnates it with their fundamental marks: disciplines, authority, competition, income, instrumental rationality, administrative organization, bureaucratization, just to mention some elements (1969, p. 7).

In that meaning the sport is considered as:

[...] an institutionalized system of competitive practices, with prevalence of the physical aspect; delimited, regulated, codified and regulated conventionally, whose objective admits is, on the base of a comparison of proofs, of marks, of demonstrations, of physical performances, to designate the best contestant (the champion) or to register the best performance (the record). [...] The sport is, therefore, in definitive, the cultural system that it registers the human corporal progress objective, it is the institutionalized positivism of the body, the museum of the performances, the file of the successes through the history. It is the institution that the humanity discovered to take note of her continuous physical progression; the conservatory of the record, where their feats are registered. The history of the sport is conceived explicitly as a continuous mythology ascension until the overcome: citius, altius, fortius. It is that spirit new, industrial, that it reflects all of the central categories in the way of capitalist production and implied under the beginning of the income that integrates the human body in a fantastic race until the success (BROHM, 1982, p. 42 - 43)

In spite of, Jean-Marie Brohm, one of the exponents of that theoretical current, considers that

[...] the sport is the model typical ideal of the industrial society, founded in the productive and competitive income. The technique and the sporting training adopt the structure of the beginning of the capitalist production - the rationalization through the systematic calculation (1982, p. 46).

Under that optics, the sporting training configures a dominance system that has as vehicle the reification of the body, endowing the sporting institution of the ideological function of inculcating the ideology of the physical income. Taking communion of that argument, for Michel Bouet (1968) the sport is faced as a corporal activity in the which the accent is put precisely about the

domain, the vitality and the maximum effectiveness of the human body.

The sport and his/her ideology infuse the model of the body-machine, productive body, fantasizes and aesthetic fetish. Those connotations attributed to the body and it perfomance pass to be informed and they suffer interventions of the science and of the technique, transforming the sport and the physical activity in a type of experimental science of the corporal income.

It is based, in that way, practices that it aim at the evolution and improvement of the sport. Such practices are countersigned in the training rational, methodical, intensive, continuous and progressive, in the growing technic, in the sporting hiper-specialization and athletes' systematic selection. It is assumed, the myth of the infinite and lineal progress expressed by the curve of the records, associating human physical progress to the constant overcome of the performances and sporting marks (BROHM, 1982).

That system of referencesserved as base for the implantation of the research in the area of Physical education and for the monopoly of the sport as content, almost exclusive, of the classes of School Physical education in Brazil.

The sport as central content of the School Physical education

The institutionalization of the sport as fundamental reference for the school Physical education happened in the decade of 1970. Anchored, officially, in the legislation, that initiative absorbed the official speech and it incorporated him/it as support for the development of the national sport. In that field, it can be observed to the consolidation of a process of centralization of the sport in the theoretical presuppositions of the discipline, with consequent characterization of their practices in accordance with the aspirations of the national sporting system (BRACHT, 1993).

The main tendencies that contributed in the construction and consolidation of the referred phenomenon presented a group of norms and values, demonstrated explicit and implicitly, that maintain some lines of similarity. That similarity is proved by the origin in the same head offices theoretical created of the natural science, especially the Biology, Medicine and Physiology and for the appealing theme in their researches: the physical fitness and sporting (CASTELLANI, 1991).

According to Dalva Marin Beltrami, that current consolidated the speech of the centralization of the sporto in the discipline and the reference to the physical fitness, as main objective of the Physical Education and of the sport, besides for the transmutation of the referential of the classes of school Physical education:

[...] They emerge in that period have as student-athlete, sporting talent, class-training and other egg whites subordinations of the school to the sport, at least in what he/she plays to the Physical education (2006, p. 43).

In general, those currents were favorable and they had a consensual formulation regarding the paper of the Physical Education in the materialization of the military governments' education project. They were integrated into the mechanism of production of the consensus worked by the military regime that had as function to promote, simultaneously, the harmonization of the conflicts and the occultation of the inherent contradictions to the State of effective exception.

For so much, they spread expensive concepts to the project of the military regime as the individualism, the competitiveness, the order, the freedom, the efficiency and the respect to the institutions (OLIVEIRA, 1994). In that field, it is worth to remind Bárbara Freitag's assertion, when she refers to the process of construction of the consensus, through the imputation of a group of values appropriate:

[...] the internalization of the needs of the social system is sought, turning those own needs of the individual and codifying it as functional element. Like this, values as continuity, conservation, order, harmony and balance are the basic beginnings that you/they govern the social system (1980, p.18).

As she can observe, the dispositions divulged by those tendencies in the school space, they were limited the imposition of an understanding of the human movement eminently in biomechanic aspects and physiologic and in the exaltation of the sport as half and essential end of the Physical education. In relation to the exposed, Valter Bracht punctuates that the adoption of the sporting practice as pedagogic referential was since beginning, strongly guided by the beginnings of the competition and of the income. It is noticed that were elected as essential guidelines

[...] the increase of the athletic-sporting income, with the registration of records, proportionate for a scientific-rational intervention on the body that involves so much aspects immediately biological, as increase of the resistance, of the force etc., as behavioral, as ruled habits of life, respect to the rules and norms of the competitions etc (1999, p.72).

Under that optics, Brohm (1976) starts to understand the sport as an ideological crystallization of the “permanent competition” that it accomplishes a triple paper. First, it reproduces the ideology of the relationships and bourgeois social values, such as hierarchy, subservience and the obedience. As, it spreads a specific organizational ideology for the sporting institution, involving competition and, record. Third, transmits the universal themes of the bourgeois ideology, as the superman's myth, individualism, success and efficiency.

Besides the above striped, other characteristic aspects of the sport introduced by those currents in the education extent were: the emphasis in the technique and the obsession for the efficiency of the students/athletes that they were combined, excessively with the technic current and the orientation predominant of the technocracy in the education legislation of the period.

In that sense, they tried to legitimate the sport inserted in the teaching apparel by it contribution to the development of the physical fitness for the health, incentive to the sport propagation, the detection of new talents (acted by the idea of the sporting pyramid) and the imposition of the necessary discipline to the students' social behavior, transfigured by the official politics as “cult” the obedience the Law (BRACHT, 1992).

For Oliveira, the sport it passes to be become pregnant, for that thought line, as practice educational inherent a the human nature:

The man for those theoretical ones would have a competitive nature, that it would generate a competitive society, guided by a process continue of selection. Beyond of those presuppositions the sport would help to conform the citizen, in the same sense of their discipline and social adaptation (2001, p. 135).

Without a doubt, they credited to the sporting institution the development of a series of subsidies, considered essential for the social structure and they integrated into the doctrine promulgated by the official organs starting from the Coup d'état of 1964. Valter Bracht enumerated some of the most appealing arguments:

The sport accomplishes a social integration function; The sport works as social mobility mechanism; The sport teaches to compete and to expire; The sport develops the respect for the authority and for the social rules (1986, p. 14).

The social integration supposedly promoted through the sport passes the being the new tonic in the formulations that legitimation as educational practice. Another emphasized aspect refers to the moral resignation for the sport, that can be translated as the exaltation of a true social asepsis and of the centralization of the best.

It is imperious to stand out, although, the codified sport, established and institutionalized passed to answer from a significant way to the longings of control of the official initiative, once, like this organized, it tends to standardize the education

actors' action, as much of the teacher as of the student. In addition, the sport was affirmed as mass contemporary's cultural phenomenon and universal and it ended for turning privileged education content for the classes of Physical Education.

Therefore, the school practice of the Physical education, starting from the consolidation of the sport as privileged educational practice, when no exclusive, it became deeply selective and elitist. Especially, for incorporating the beginnings of the competitive sport, highly selective and excluding, originating a reified beginning education of the social relationships and highly segregated.

Final considerations

Due to the inventoried considerations, it was verified that longed for it social resignation, presupposition of the obtaining of the hegemony for the political power, needed the insert of a series of cultural practices seeking to guarantee it consolidation. In that extent, the Physical Education and it integration to the sport became a valuable one instrumental integrated into the compound of social protection driven by the central power, assistant of the conservation of the dominant ideology.

In that sense, the sport inserted in the school curricula and out of them it enrolls as integration practice and stabilization of the capitalist system and maintenance of the public order, through ideological control the harmonization of possible resistance focuses. In that sphere, the school Physical Education was organized around own excluding practices of the competitive sport, capable to transform the educational action in a reified mechanism of the culture and the social relationships.

Without seizure, it is appeared, also, the influence of the national sporting system that it determined the subjection of the classes of Physical Education their interests of discovery of new talents and the propagation of the sport. In that line, it was tended to inculcate the ideology of the “permanent competition” and of the incessant search of the income in the students' body.

Was ended that the sport should not be used as school content, above all in it formatting of high income, if no problematized and historicize critically. Besides, it gets up the need of the insert in the classes of Physical Education of practices cultural alternatives guided by the emancipation and the human being's valorization.

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THE CONSOLIDATION OF THE ARCHETYPE OF THE PHYSICAL FITNESS AND THE CENTRALIZATION OF THE SPORT IN THE SCHOOL PHYSICAL EDUCATION IN BRAZIL UNDER THE OPTICS OF THE CRITICAL THEORY OF THE SPORT (1970-1985)

ABSTRACT

The influence of the sport in the discipline of Physical education in Brazil reached it apex in the decade of 70 of the century XX, period marked by the education project, authoritarian and conservative, of the military regime (1964-1985). In that context, the discipline of Physical Education incorporated the longings and the ideology of the transformation of Brazil in a sporting potency of international recognition and of the creation of a national sporting system. That direction fomented the implementation in new ways and models of performance for the Physical education tuned with the military governments' guidelines and their projections for the development of the national sport. Before that, the mark of that rehearsal is centralized in the analysis of the historical process of statement of the sport as central content of the classes of school Physical Education. Besides, it was aimed at, to relate that action to the military governments' education politics and the research initiatives for the area. In order to reach the proposed objectives, a theoretical-methodological perspective is adopted based in the concepts of the Critical Theory of the Sport. Like this, it tries to insert the sport and their manifestations in the discussions of the social sciences, under a critical sieve of marxist and frankfurt inspiration. In that sphere, it is presupposed that the sporting practices should be inserted in the critic the logic of the capitalist system and considered product and auxiliary mechanism of conservation of the capitalist relationships. It was verified the Physical Education and sport served as a valuable device assistant of the conservation of the dominant ideology and of the social resignation. In that way, the sport inserted in the school interior promotes the ideological control, the harmonization of the social conflicts and the reification of the linked culture the corporal practices. In spite of, the submission is indicated from the discipline to the interests of the sporting system. Finally, it is affirmed that the sport in the school should be problematized and the need of practices cultural alternatives is reiterated guided by the students' emancipation.

KEY-WORDS: History of the Physical Education, school Physical Education, Critical Theory of the Sport.

LA AFIRMATION DE L'ARCHÉTYPE DE LA MISE EN FORME ET LA CENTRALISATION DU SPORT DANS L'ÉDUCATION PHYSIQUE SCOLAIRE AU BRÉSIL SOUS LES OPTIQUES DE LA THÉORIE CRITIQUE DU SPORT (1970-1985)

RÉSUMÉ

L'influence du sport dans la discipline d'éducation Physique au Brésil l'a atteint point culminé dans la décennie de 70 du siècle XX, période marquée par le projet de l'éducation, autoritaire et conservateur, du régime militaire (1964-1985). Dans ce contexte, la discipline d'Éducation Physique a incorporé les aspirations et l'idéologie de la transformation de Brésil dans une puissance de sport de reconnaissance internationale et de la création d'un système de sport national. Cette direction a fomenté la mise en oeuvre dans nouveaux chemins et modèles de performance pour l'éducation Physique réglée avec les directives des gouvernements militaires et leurs projections pour le développement du sport national. Avant cela, la marque de cette répétition est centralisée dans l'analyse du processus historique de déclaration du sport comme contenu du central des classes d'Éducation Physique scolaire. En plus, il a été visé à, raconter cette action à la politique de l'éducation des gouvernements militaires et les initiatives de la recherche pour la région. Pour atteindre les objectifs proposés, une perspective théorique méthodologique est adoptée basé dans les concepts de la Théorie Critique du Sport. Comme ceci, il essaie d'insérer le sport et leurs manifestations dans les discussions des sciences humaines, sous un crible critique et inspiration marxiste e L'École de Francfort . Dans cette sphère, il est présupposé que les usages de sport devraient être insérés dans la critique la logique du système capitaliste et devraient être considérés produit et mécanisme de l'auxiliaire de conservation des rapports capitalistes. Il a été vérifié l'Éducation Physique et le sport a fait office d'un assistant de l'appareil précieux de la conservation de l'idéologie dominante et de la démission sociale. Dans ce chemin, le sport inséré dans l'intérieur scolaire encourage le contrôle idéologique, l'harmonisation des conflits sociaux et les reification de la culture liée les usages corporels. Malgré, la soumission est indiquée de la discipline aux intérêts du système de sport. Finalement, il est affirmé que le sport dans l'école devrait être critique et le besoin d'usages alternatives culturelles est réitéré guidé par l'émancipation des étudiants.

MOT-CLEF: Histoire de l'Éducation Physique, Éducation Physique scolaire, Théorie Critique du Sport.

LA AFIRMACIÓN DEL ARQUETIPO DE LA SALUD Y LA CENTRALIZACIÓN DEL DEPORTE EN LA EDUCACIÓN FÍSICA ESCOLAR EN BRASIL BAJO LAS ÓPTICAS DE LA TEORÍA CRÍTICA DEL DEPORTE (1970-1985)

RESUMEN

La influencia del deporte en la disciplina de educación Física en Brasil lo alcanzó el ápice por la década de 70 del siglo XX, período marcado por el proyecto de educación, autoritario y conservador, del régimen militar (1964-1985). En ese contexto, la disciplina de Educación Física incorporó los anhelos y la ideología de la transformación de Brasil en una potencia deportiva de reconocimiento internacional y de la creación de un sistema deportivo nacional. Esa dirección fomentó la aplicación en las nuevas maneras y modelos de actuación para la educación Física puesta a punto con las pautas de los gobiernos militares y sus proyecciones para el desarrollo del deporte nacional. Antes de eso, la marca de ese ensayo se centraliza en el análisis del proceso histórico de declaración del deporte como el volumen central de las clases de Educación Física escolar. Además, se apuntó a, relacionar esa acción a la política de educación de los gobiernos militares y las iniciativas de la investigación para el área. Para alcanzar los objetivos propuestos, una perspectiva teórico-metodológica se adopta basado en los conceptos de la Teoría Crítica del Deporte. Así, intenta insertar el deporte y sus manifestaciones en las discusiones de las sociologías, bajo un cedazo crítico deinspiración marxista e frankfurtianos. En esa esfera, se presupone que las prácticas deportivas deben insertarse en la crítica la lógica del sistema capitalista y deben ser consideradas el producto y el mecanismo auxiliar de conservación de las relaciones capitalistas. Se verificó la Educación Física y el deporte sirvió como valioso ayudante del dispositivo de la conservación de la ideología dominante y de la resignación social. De esa manera, el deporte insertado en el interior escolar promueve el mando ideológico, la armonización de los conflictos sociales y la reificacion de la cultura vinculada las prácticas corpóreas. A pesar de, la sumisión se indica de la disciplina a los intereses del sistema deportivo. Finalmente, se afirma que que el deporte en la escuela debe ser problematizado y la necesidad de prácticas las alternativas culturales se reitera guiado por la emancipación de los estudiantes.

PALABRAS-CLAVE: Historia de la Educación Física, Educación Física escolar, Teoría Crítica del Deporte.

A AFIRMAçãO DO ARQUéTIPO DA APTIDãO FíSICA E A ESPORTIVIZAçãO DA EDUCAçãO FíSICA ESCOLAR NO BRASIL SOB A óTICA DA TEORIA CRíTICA DO ESPORTE (1970-1985)

RESUMO

A influência do esporte na disciplina de Educação Física no Brasil alcançou seu ápice na década de 70 do século XX, período marcado pelo projeto educacional, autoritário e conservador, do regime militar (1964-1985). Nesse contexto, a disciplina de Educação Física incorporou os anseios e a ideologia da transformação do Brasil em uma potência esportiva de reconhecimento internacional e da criação de um sistema esportivo nacional. Esse encaminhamento fomentou a implementação de novas formas e modelos de atuação para a Educação Física afinados com as diretrizes dos governos militares e suas projeções para o desenvolvimento do esporte nacional. Diante disso, o escopo desse ensaio centraliza-se na análise do processo histórico de afirmação do esporte como conteúdo central das aulas de Educação Física escolar. Ademais, objetivou-se, relacionar essa ação à política educacional dos governos militares e as iniciativas de pesquisa para a área. A fim de alcançar os objetivos propostos, adota-se uma perspectiva teórico-metodológica fundamentada nas conceituações da Teoria Crítica do Esporte. Assim, procura-se inserir o esporte e suas manifestações nas discussões das ciências sociais, sob um crivo crítico de inspiração marxista e frankfurtiana. Nessa esfera, pressupõe-se que as práticas esportivas devem ser inseridas na crítica a lógica do sistema capitalista e consideradas produto e mecanismo auxiliar de conservação das relações capitalistas. Verificou-se a Educação Física e esporte serviram como um valioso dispositivo viabilizador da conservação da ideologia dominante e da conformação social. Dessa forma, o esporte inserido no interior escolar promove o controle ideológico, a harmonização dos conflitos sociais e a reificação da cultura ligada as práticas corporais. Não obstante, indica-se a submissão da disciplina aos interesses do sistema esportivo. Por fim, afirma-se que o esporte na escola deve ser problematizado e historicizado e reitera-se a necessidade de práticas culturais alternativas orientadas pela emancipação dos alunos.

PALAVRAS-CHAVE: História da Educação Física, Educação Física escolar, Teoria Crítica do Esporte.