36 - DICTATORSHIP, MASTERS DEGREE AND PHYSICAL EDUCATION: AN ANALYSIS OF THE IMPLANTATION OF THE PROGRAMS OF MASTERS DEGREE FOR AREA FOR THE MILITARY GOVERNMENTS (1970-1985)

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Introduction

To masters degree in Brazil has their roots in the decade of 60 and 70 of the century XX, period that understands the military regime and it education project supposedly modernizador and indeed authoritarian. In that context, the implantation of the masters degree in the country absorbed the ideology of the need of insert of Brazil in the capitalism of associate-dependent market and it was configurate as privileged mechanism for the increment of the industrial production and of the scientific research, above all the applied.

The implantation of the masters degree for the area of Physical education followed the same orientations given to the military governments' education project, with the direfencial of mixing with the interests and demands of the national sporting system. Such action allowed the resignation of a perspective of hegemonic research, influenced by conceptions of science mattered, and guided for the most part for the control of the physiologic parameters and linked biomechanic to the sport and physical activity.

Due to those considerations, the mark of that rehearsal is defined by the accomplishment of an analysis of the historical process of implantation and of statement of the masters degree in the area of Physical education and it relationship with the military governments' education politics. It is sought, also, to identify the influence and the incorporation of external models of masters degree, above all the North American.

In order to reach the proposed, a theoretical-methodological direction is adopted based in analytical categories enrolled in the historical materialism and dialectic, that propitiate the apprehension of the relationship dialectics between the general and the matter, passed for the historical appreciation of documental sources. In that measured, it incorporates the central categories of Antonio Gramsci's thought (1981; 1991), of "State", "historical block", "hegemony" and "ideology" complemented by the notion of "block of power" suggested by Nico Poulantzas (1977; 1978) for the interpretation of the conjuncture partner-politics, in the which happened the action of the State on the education area and more specifically to masters degree for the area of Physical Education.

The exhibition of the text becomes separated in two moments: "The coup d'état, the Education and the resignation of a 'new' historical block", "To masters degree in Physical education: hegemony and intencionalidade". consequently, comes the final considerations and the authors' evaluation on the discussed theme.

The coup d'état, the Education and the resignation of a "new" historical block

The coup d'état executed in the middle of 1964 was resulted of the constitution of a block of power that took possession of the State. To the arrangement of the state sphere interests and fears of three groups articuladores of the blow were connected: the industrial bourgeoisie associated to the international capital, the responsible for the American foreign policy of the powders Second War and the military ones engaged in the project of "authoritarian Utopia" (FICO, 2004).

The conjunction of those interest provoked a realignment of the historical block that passed to be dominated by the military cupola in the power and their associates: the international capital and the dependent national bourgeoisie. That block of power had the conservative middle class as important civil support. In the other tip of the block was the rural and urban workers' mass that their had their hope of lacerated change and it started to be white constant of the direct repression and of the economic recession that flattened the wages.

In that context, the education project of the authoritarian State was structured starting from a series of actions that you/they looked for to adapt the politics and the education organization to the determinations of their social project. Therefore, the group of measures adopted in the period had as conductive axis the warranty of the enlargement of the administration of the capital, accomplished by the economical agglomerate that it constituted part of the civil support and material base to the blow. Like this, the education was thought as half effective imposition of the control and of the discipline on the academic community, considered focus of organized resistance to the government (TOLEDO, 2004).

José Germane Willigton's assertion reiterates the exhibition above and it explains as the action of the State looked for to guarantee

[...] the political and ideological control of the school education, in all of the levels. [...] The establishment of a direct and immediate relationship, according to the theory of the human capital, between the education and the capitalist production and that it appears in the most evident form in the reform of teaching of 2nd degree, through the assumed professionalization. I motivate to the research linked to the accumulation of the capital. It didn't compromisse with the financing of the public and free education, denying, in practice, the speech of valorization of the school education and competing decisively for the corruption and privatization of the teaching, transforming in profitable business and subsidized by the State (1994, p. 105-106).

To masters degree, inserted in that same logic, it was ruled in the idea of forging an auxiliary mechanism to the project of the industrial development capable to promote the specialized technicians' advanced training and of producing researches for the increment of the production and the generation of new technologies. It was had, also, the intention of improving the formation of the educational picture of the universities, thankfully badly qualified and dependent of external institutions to get the pursuit of the studies and the doctor's degree.

Especially the programs masters degree servants were founded for the incorporation of the American model from the division of the masters degree in two levels (master's degree and doctorate), going by the systematic of course of studies with great flexibility to the demand of the dissertation for the master's degree and of the theory for the doctorate. In that sphere, it was adopted besides the organizational form the whole ideology regarding method and conceptions of researches that should be prioritized.

To masters degree in Physical education followed the same direction given to masters degree in general, from it

structuring to the definition of the research lines. The differential in relationship the other areas felt in the atencion and investment that the area enjoyed, especially for a preoccupation that went besides the teachers' formation to the higher education acting: the instrumentalização of the sporting system.

To masters degree in Physical education: hegemony and intention

In relation to the analysis of the specific legislation that it sought normatizar to masters degree for the area of Physical education stands out the Entrance 168, promulgated in 1975, same year of year of the approval of "I Plano Nacional de Pós-graduação", in the which the "Divisão de Educação Física e Desportos" (DED) of "Ministério da Educação" (MEC) it instituted a "Grupo de Consultoria Externa" (GCE) with the purpose of to analyze the situation of the teaching in Physical education and to propose measures for the implantation of the masters degree in the area.

The group was composed of representatives of several Brazilian universities, such as: University of São Paulo (USP), Federal University of Rio de Janeiro (UFRJ), Federal University of Santa Maria (UFSM), Federal University of Minas Gerais (UFMG), University of Brasília (UNB) Federal University of Rio Grande do Norte (UFRN), Federal University of Pernambuco (UFPE), Federal University of Alagoas (UFAL), Federal University of Espírito Santo (UFES), State University of Londrina (UEL), State University of Mato Grosso (UEMT), Superior School of Physical education of Santa Catarina (ESEF/SC), superior School of Physical education of Goiás (ESEF/GO), besides counting with representatives of the "Coordenação de Aperfeiçoamento de Pessoal de Nível Superior" (CAPES).

The systematic of work of the group was summarized to two meetings that resulted in the publication of an official report. The first meeting was accomplished in the period from 28/07 to 01/08 of 1975 and second in the period from 04 on August 06, 1975. The official document entitled "Modelo de Pós-graduação em Educação Física e Estratégia de Implantação" tried to insert the area of Physical education in the National Politics of Education being constantly sent the approval of the National Plan of Masters degree in Brazil as incentive mechanism and fomentation the implantation and structuring of the section.

The linking of the purposes of the document to the political-education project of institutionalization and expansion of the masters degree in Brazil showed, also, in the adoption in the intervention way. Similar to the national guidelines already incorporate to other areas assisted by the government initiative, the group proposed as touchstone the active Brazilian teachers' titulation in the superior teaching of Physical education in master's degree courses and doctorate in the exterior. Beyond, of suggesting that you/they were contracted foreign specialists for advice of Programs of Masters degree in Brazil financed for the CAPES.

It becomes imperious to underline that, when referring to the teachers' sending to the "exterior", it tried to guide the demand maid for a single country that served as model of production of researches and it supplied consultantship for the same end in national territory: the United States. Such fact can be easily proven for the appreciation of the relative data the amount of teachers sent for the country. Only, in the year of 1979 they totaled seventy professionals that accomplished master's degree courses or doctorate in the United States (TAFFAREL, et. all, 2006).

Except the import of the structure and organization of the masters degree courses in Physical Education, it incorporated a conception of science and research practice for the area that tended to a hegemonic meaning. That methodological line was based in a positivist notion of science and scientific method harnessed to the precepts of the natural science, especially the Biology and it chose as horizon the control of the physiologic parameters and biomechanic.

With effect, the masters degree courses became a space of popularization of that conception made possible by the contents of the supplied disciplines, suitable bibliographies and in the development and theme of the accomplished researches. Aspect that lasted long until the year of 1987, when a pluralization of the involved themes began.

In spite of, it was also used of the artifice of the generalization of the results obtained in the masters degree and it irradiation for other teaching branches as justification and argument: "[...] The Physical Education and Sport received a legal instrument that it will allow him/her the elevation of the teachers' of their degree courses intellectual level, bringing as results a more effective teaching and better conditions to the schools in general" (BRAZIL, 1975).

Actually, the high benchmark was looked for by the constitution of excellence groups - generating elements of the "system" in the initial phase of "implementation". Aspect used to the national politics of masters degree that, in spite of the speech of the democratization and qualitative increment of the whole system, it understood this level of education as the reserved place to the most capable, so much individual as institucionalmente (BRAZIL, 1975).

Under that excuse, they were founded the first three programs of Master's degree in Physical Education in Brazil in the University of São Paulo (1977), in Santa Maria's Federal University (1979) and in the Federal University of Rio de Janeiro (1980). The three master's degrees had objectives and formats of similar organization, their researches, in the period historical treaty, expressed the same conceptions of Science. The criteria and adopted methods sat on casualty relationships legitimated by parameters of imported cientificidade of centers of American researches. In the assertion of Rossana Valéria de Souza e Silva:

That direction, adopted by the dissertations in the empiric-analytical molds, it was marked by the historical determinations of the period and, at the same time, it determined, in that context, a way of researching that it pilfered the critic possibility, it abstracted the discovery process of the social dynamics and parcializou, quantifying and descontextualizando, the investigation of the reality (1990, p. 62).

In that perspective, the analysis of the inventoried documents allowed to consider that the official rhetoric uttered a speech of moralist-patriotic stamp, trying to establish a metaphorical connection between the individuals' body and the social body. Like this, for the maintenance of the health of the social body it was done necessary to the maintenance of the health of the individual bodies, task attributed to a specialist teacher. In that way, it is understood the intention and the efforts for the expansion and development of degree courses and masters degree for teachers of Physical Education.

The centrality of the sport as world phenomenon formed an alliance with an appealing concern with the extension of the sporting practice for most of the population increased the teachers' of Physical Education importance for the consolidation of the process of modernization of the area through shaped of new corporal behaviors. Therefore, the Physical Education started to represent as an important dimension to be contemplated by the sectorial politics of the Ministry of the Planning, assuming relative priority in the military governments' education plans.

Like this, the military governments began politics for the Brazilian Physical Education that sought to the improvement of the school teacher's of Physical Education academic and professional profile as catalytic element of the renewal attempt and expansion of the area. That official initiative was accompanied by a favorable mobilization, on the part of the teachers and intellectuals of the Physical Education that aspirated larger legitimacy and recognition (BELTRAMI, 1992). Before the that consideration, is credited to a conjunction of interests between the state politics and the teachers' of Physical Education corporation the creation of specialization politics, formation, qualification and the professionals' of Physical Education valorization.

In this terms, the analysis now accomplished, it authorizes to stress that most of what was systematized by the rule of law consisted as demand and the own specialists' claim in Physical Education. It is believed that only starting from the several social actors' consent the politics officials had conditions of consolidating inside the school, more precisely in the extent of the practices of the Physical Education. So that the interests of international entities, intellectuals of the Physical Education, leaders of superior schools, legislators and teachers converged with the official orientations that determined the directions of the school Physical Education in Brazil of that period.

Final considerations

Starting from the undertaken documental analysis it can be concluded that the implantation of the masters degree in the area of Physical Education adopted the same logic of the military governments' education project, with the differential of serving, also to the interests and demands of the national sporting system.

In relation to structure and organization of the masters degree programs was verified the incorporation of the American model without great alterations. Besides, it adhered to the conception of science and practice of hegemonic research in the United States, of line positivist, it bases in the precepts of the natural science, above all the Biology.

Such conceptions accomplished the ideological resignation and the hegemonic determination of the roads that the research in Physical Education should take. That direction was executed starting from the consent and service of the several actors' linked social area interest, besides intellectuals, leaders of superior schools and teachers.

Finally, it stands out that even with every given might the hegemonic perspective the implantation of the masters degree in the area of Physical Education, created spaces, no programmed, of against-hegemony. That action made possible the development of a critical tendency of research in the area that acted significantly in the combat the dominant orientation.

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ABSTRACT

The implantation of the masters degree in the area of Physical Education, happened in the decade of 70 of the century XX, it made possible the a research perspective that became hegemonic and it received the military governments' special attention. That direction was ruled by conceptions of science mattered and guided for the control of the physiologic parameters and linked mechanical to the sport and the physical activity. Before the exposed, the mark of that rehearsal refers the accomplishment of an analysis of the historical process of implantation and of statement of the masters degree in the area of Physical Education and it relationship with the military governments' education politics. It is sought, also, to identify the influence and the incorporation of the American model of masters degree. In order to reach the proposed objectives, a theoretical-methodological perspective is adopted based in the analytical categories of the historical and dialetic materialism with the intention of apprehending the relationship dialectics between the general and the matter, crossed for the historical exam of the documental sources. Like this, it opted for the use of the categories, "State", "historical block", "hegemony" and the thinker's Antonio Gramsci "ideology" and "block of power" of theoretical Nico Poulantzas. It was verified that the implantation of the masters degree in the area of Physical Education adopted the same logic of the military governments' education project and it served to the interests of the national sporting system. As the structure and organization of the masters degree programs, was verified the incorporation of the model and the adhesion the conception of science and practice of research of line hegemonic positivist in the United States. The direction given an area was rendered by the consent and service of the several actors' linked social area interest, above all intellectuals, leaders of superior schools and teachers. Finally, it stands out the creation, no expected, of fundamental against-hegemony spaces to the development of a critical tendency of research in Physical Education in the country.

KEY-WORD: Masters degree, History of the Physical Education, education legislation.

DICTATURE, POSGRADUATION ET ÉDUCATION PHYSIQUE: UNE ANALYSE DE L'IMPLANTATION DES PROGRAMMES DE POSGRADUATION POUR RÉGION POUR LES GOUVERNEMENTS MILITAIRES (1970-1985)

RéSUMé

L'implantation de posgraduation dans la région d'éducation Physique, s'est passé dans la décennie de 70 du siècle

XX, il a fait possible l'une perspective de la recherche qui est devenue hégémonique et il a reçu l'attention spéciale des gouvernements militaires. Cette direction a été gouvernée par conceptions de science a importé et a guidé pour le contrôle des paramètres du physiologic et mécanique liée au sport et l'activité physique. Avant l'exposé, la marque de cette répétition fait référence la réalisation d'une analyse du processus historique d'implantation et de déclaration de posgraduation dans la région d'éducation Physique et son rapport avec la politique de l'éducation des gouvernements militaires. Il est cherché, aussi, identifier l'influence et l'incorporation du modèle américain de posgraduation. Pour atteindre les objectifs proposés, une perspective théorique méthodologique est adoptée basé dans les catégories analytiques de l'historique et matérialisme du dialetic avec l'intention d'appréhender la dialectique du rapport entre le général et la matière, a traversé pour l'examen historique des sources documentaires. Comme ceci, elle a opté pour l'usage des catégories, "Déclarez", "bloc historique", "hégémonie" et "idéologie" du penseur Antonio Gramsci et "bloc de pouvoir" de théorique Nico Poulantzas. Il a été vérifié que l'implantation de posgraduation dans la région d'éducation Physique a adopté la même logique du projet de l'éducation des gouvernements militaires et il a servi aux intérêts du système de sport national. Comme la structure et organisation les programmes ont été vérifiés l'incorporation du modèle et l'adhésion la conception de science et entraînement de recherche de ligne positiviste hégémonique aux États-Unis. La direction que la région á donné a été rendue par le consentement et service de l'intérêt de région social lié des plusieurs acteurs, au-dessus de tous les intellectuels, chefs d'écoles supérieures et professeurs. Finalement, il positions dehors la création, aucun anticipé, d'espaces contre-hégémonie fondamentaux au développement d'une tendance critique de recherche en éducation Physique dans le pays.

MOT-CLEF: Posgraduation, Histoire de l'éducation Physique, législation de l'éducation.

DICTADURA, POSGRADO Y EDUCACIÓN FÍSICA: UN ANÁLISIS DE LA IMPLANTACIÓN DE LOS PROGRAMAS DE POSGRADO PARA EL ÁREA POR LOS GOBIERNOS MILITARES (1970-1985)

RESUMEN

La implantación del posgrado en el área de Educación Física, pasó por la década de 70 del siglo XX, hizo posible el una perspectiva de la investigación que se volvió hegemonica y recibió la atención especial de los gobiernos militares. Esa dirección se gobernó por las concepciones de ciencia importadas y guió para el mando de los parámetros fisiológicos y vinculado mecánico al deporte y la actividad física. Antes del expuesto, la marca de ese ensayo se refiere el logro de un análisis del proceso histórico de implantación y de declaración del posgrado en el área de Educación Física y él la relación con la política de educación de los gobiernos militares. Se busca, también, para identificar la influencia y la incorporación del modelo americano del posgrado. Para alcanzar los objetivos propuestos, una perspectiva teórico-metodológica se adopta basado en las categorías analíticas del materialismo histórico e dialetico con la intención de aprehender la relación entre el general y la materia, cruzó para el examen histórico de las fuentes documentarias. Así, optó para el uso de las categorías, "Estado", "bloque histórico" "hegemonía" y "ideología" del pensador Antonio Gramsci y "bloque de poder" del teórico Nico Poulantzas. Fue verificado que la implantación del posgrado en el área de Educación Física adoptó la misma lógica del proyecto de educación de los gobiernos militares y sirvió a los intereses del sistema deportivo nacional. Como la estructura y organización del programa de posgrado, se verificó la incorporación del modelo y la adherencia la concepción de ciencia y práctica de investigación de línea positivista e hegemonica en los Estados Unidos. La dirección dada que una área se dio por el consentimiento y servicio del interés del área social vinculado de los varios actores, sobre todos los intelectuales, los líderes de escuelas superiores y maestros. Finalmente, destaca la creación, ningún esperó, de espacios de contra-hegemonía fundamentales al desarrollo de una tendencia crítica de investigación en la Educación Física en el país.

PALABRAS-CLAVE: posgrado, la Historia de la Educación Física, la legislación de educación.

DITADURA, PóS-GRADUAçãO E EDUCAçãO FíSICA: UMA ANáLISE DA IMPLANTAçãO DOS PROGRAMAS DE PóS-GRADUAçãO PARA áREA PELOS GOVERNOS MILITARES (1970-1985)

RESUMO

A implantação da pós-graduação na área de Educação Física, ocorrida na década de 70 do século XX, possibilitou a ascenção de uma perspectiva de pesquisa que se tornou hegemônica e recebeu atenção especial dos governos militares. Esse encaminhamento pautou-se por concepções de ciência importadas e orientadas para o controle dos parâmetros fisiológicos e biomecânicos ligados ao esporte e a atividade física. Ante o exposto, o escopo desse ensaio refere-se à realização de uma análise do processo histórico de implantação e de afirmação da pós-graduação na área de Educação Física e sua relação com a política educacional dos governos militares. Procura-se, também, identificar a influência e a incorporação do modelo estadunidense de pós-graduação. A fim de alcançar os objetivos propostos, adota-se uma perspectiva teórico-metodológica fundamentada nas categorias analíticas do materialismo histórico e dialético com a intenção de apreender a relação dialética entre o geral e o particular, perpassada pelo exame histórico das fontes documentais. Assim, optou-se pela utilização das categorias, “Estado”, “bloco histórico”, “hegemonia” e “ideologia” do pensador Antonio Gramsci e “bloco de poder” do teórico Nico Poulantzas. Constatou-se que a implantação da pós-graduação na área de Educação Física adotou a mesma lógica do projeto educacional dos governos militares e serviu aos interesses do sistema esportivo nacional. Quanto à estrutura e organização dos programas de pós-graduação verificou-se a incorporação do modelo e a adesão à concepção de ciência e prática de pesquisa de linha positivista hegemônica nos Estados Unidos. A direção dada á área concretizou-se pelo consentimento e atendimento dos interesses dos diversos atores sociais ligados área, sobretudo intelectuais, dirigentes de escolas superiores e professores. Por fim, destaca-se a criação, não esperada, de espaços de contra-hegemonia fundamentais ao desenvolvimento de uma tendência crítica de pesquisa em Educação Física no país.

PALAVRAS-CHAVE: Pós-graduação, História da Educação Física, legislação educacional.