188 - SCHOOLS OF SOCCER: THE REPRESENTATION THE PRACTICAL ONE

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The relation that the Brazilians keeps with the soccer is dense, this popular diversion if became a cultural phenomenon, assuming characteristic proper that it distinguishes it from too much countries where it is practised. The soccer when breaching with its elitist origins assumed an identity that started to identify it with the popular layers, provoking its imaginary signification in the social one, mainly, in the particular way to practise it: the "soccer was born Art" - the Brazilian style to play - the cultural mark of our soccer. Auto-representation that the popular layers if had imposed, that is, a particular production to practise, to think and to live deeply the soccer. E provoking its (reverse speed) imaginary signification in the social one, mainly, in the particular way to practise it: the "soccer was born Art" - the Brazilian style to play - the cultural mark of our soccer. A auto-representation that the popular layers if had imposed, that is, a particular production to practise, to think and to live deeply the soccer. E imaginary representation instituted in the popular one established, as an intense relation between the Brazilian people observed DaMatta *and the soccer is so intense, that we forget that this practical was imported, we understand that the soccer is so Brazilian as game of the animal, the samba, the mulata and the feijoada one.* When boy game and the trick if confused, the soccer art finishes being incorporated as the purest manifestation it true Brazilian soccer - the soccer art - culturally produced and played in the world of the daily life Brazilian them it is a nationality proposal, social utopia and citizenship, granting to an elective affinity between the soccer and the common citizen. For Capela *the soccer art is born next to the irrational and the playful one of what of the rational, of the serious one.* Soccer starts to be synonymous of art in function of the beauty and easiness with that our players dance and dribble. It is identified as practical artistic, spontaneous, original and singular - the talent is its nuclear element. In Brazil it is one practical in permanent one creation, children and adolescents to if initiating already make it (reverse speed) creating its way to play, they ignore any definitive skill to play, (reverse speed) they invent game and plays, they go creating its style, artists become. The art to play with the ball is art to play soccer. We take as research field the soocer school, for this sport an instituted excellent social phenomenon in the imaginary one of Brazilian and one of its more significant cultural manifestations. The soccer more fascinates the Brazilian since of new age, the ball is an object of desire of the boys, of it they dream of each goal marked in the bare ones or the lessons of Physical Education. The relation with the ball sends imaginary social the magic of stadiums, to them you dribble and forgotten feints, dreams that the body produces the ball together with and when less wait, there it is the society running behind the magical ball. We do not have doubt of that the great interest for the education of the soccer in school is tied with the search of economic and social acession. Sport that if became profession of high aggregate value and potential financial improvement, it was changeded into field business-oriented. With its transformation in merchandise, practical its and learning had started if to far of the fertile valley fields and the bare ones. The bare one was instituted in the imaginary one of the loving one of the soccer as the field of the dreams and pleasures. But, its espetacularization made with that the signification of its direction occurred: the soccer if became a business of great yield, therefore, it would have to be led - taught the serious one. With its transformation in merchandise, practical its and learning had started if to far of the fertile valley fields and the bare ones. The bare one was instituted in the imaginary one of the loving one of the soccer as the field of the dreams and pleasures. But, its espetacularization made with that the signification. Now of its direction occurred: the soccer if became a business of great yield, therefore, it would have to be led - taught the serious one. This displacement of direction made with that it had all a work with the objective to crystallize in imaginary of the society the new representation. After that, controllers, famous entrepreneurs and former-athletes had started to structuralize and to organize, mainly in the cities of the interior, the new scene for the initiation to the soccer of children and young interior. This displacement of direction made with that it had all a work with the objective to crystallize in imaginary of the society the new representation. After that, controllers, famous entrepreneurs and former-athletes had started to structuralize and to organize, mainly in the cities of the interior, the new scene for the initiation to the soccer of children and young. Soocer school had been created and had started to teach the soccer with the objective of the discovery of master. The soccer passed to be taught of scientific form - what it gave to respeitabily and seriousness to it - was excellent practical an educative one and collaborates in the formation of the citizenship of the children. We can say that until the traditional way to learn was surpassed it, the soccer-profession needed to be taught from a process systemize and professional enabled in superior course: the professional in sport. Now, to learn soccer started to have taught proper space for, "an appropriate space": the cocker school, seriousness place, of the technique, of the order and the work. We can say that until the traditional way to learn it was surpassed it, the soccer-profession needed to be taught from a process systemize and professional enabled in superior course: the professional in sport. Now, to learn soccer started to have taught proper space for, "an appropriate space": the school of soocer, place of seriousness, the technique, the order and the work. This (re) signification of direction was one of the determinative conditions for the creation of the Courses of Graduation in Sport, what it took the valuation of the knowledge and to know relative to the sport in its dimensions biological and physiological, at the same time where it sent to the exile knowledge and to know referring to the areas of history, sociology, anthropology, philosophy and economy, making with that the sport/soccer passed to be to look by a unidimensional theoretical base, therefore reduction, where it only has the valuation of its specific knowledge of the professionalizing field. The soccer still is studied from the belief of that it stops teaching is necessary to know to make, what it finished crystallizing existing truths already in the area. In the world of the soccer the quarrels today send to its espetacularization and institution in the imaginary one of the society as one practical democratic one. From this scene we construct our problem of research: exists some relation enters the process teach-learning of the soccer in school and the negation of the soccer art? e b) exists an entailing enters the way as school develops the process teach-learning and the desires of the football market? The actors of the research had been professional of the sport/technician who carry through its work in school of soccer. Exploration research and of qualitative nature, in which we register speeches in half-structuralized interview and that its directions had been interpreted by the Analysis of the Speech (AD). We search to value the transformations that the soccer passed at the same time where we intended to construct one better understanding of the daily one of school, therefore we believe to be able to guard the possible relations between the mercadorization and espetacularization of the soccer with its radical spalling and descontex as culture-sport phenomenon. Betti says that when *events and facts are removed of its historical context, sociological and antropológic. The global experience of the be-athlete is broken up: the socialization in the confrontation with outrem, the pleasure, the ludicidade is not privileged experiences in the approach of the medias.* It is in this direction, that is excellent to study escolinhas of soccer as a new space destined to the initiation of the soccer. We cover tracks that tend to show the relation that are being constructed enter the initiation of the soccer in school and the removal of the soccer art for the consolidation of the competitive soccer force/competicion. We can observe this concern in speaks of SOUZA when it points that the *times had moved, and the scienter for which if learns to also play soccer. This new and current way to learn soccer goes to differentiate itself of that one for which the*

Brazilians learned to play in the fertile valley fields, commitmentless *of the utility and the income, as he goes to also influence the form with that soccer goes to teach itself*. The quantitative increase of school was a phenomenon that the actors believe that he was only given because he had a wild real estate expansion, causing the disappearance of empty lands where if the children and adolescents practised its bare football daily: *old people played soccer in the squares, the parks and the streets, always bare-footed. Today, unhappyly, they do not have this space, then they look for in school*. She says it - loaded of saudosismo - makes to emerge the idea of that school, due to option of the society, had finished filling the empty spaces that the real estate speculation if appropriated: *old she learned themselves to play ball in the street, in the fertile valley fields, did not have scienter in education to play ball. The child learned to play playing.* However, to only credit to the real estate expansion the sprouting and expansion of school of soccer they are, at least, an ingenuous look on the reality. The question of deep sends to the fact of the soccer to move with imaginary of the children and the young, the refore it is the possibility of one future profession of good wages, what he will be able to make possible its dreams and desires. For the technician the beginning one is represented as substance rude cousin who must be stoned, transformed into negotiated merchandise and, for good price, in the football market. In the speeches the direction emerges on the paper of the technician in school: *school has one, has the function to teach the boys to play ball of the skill that they, ah, of the skill, most of the skill that the professors believe to teach (...) scienter to teach the children to play, that the technician school finishes* adding some purposes for these. On school the direction appears to disclose to players associates to the social paper: *the paper of school of soccer beyond people to make a directed work the revelation of player is a very important work pra in the formation of the character of the man*. It is interesting to say that for the actors school exceeds to the simple education of the soccer, them point with respect to its social paper: *one becomes important in the formation of the man, for its social paper, taking off of the drugs (...) revealing of players who, I find is the main place where it can meet master and new players new clubs, I find that it has an important social paper also [...] people imposes some types of norms, of disciplines in such a way inside as it are of the school. Good behavior in the streets also, people assists, asks for not to drink, not to use drugs, almost that it imposes this, who will be in school cannot smoke, to drink or to use any type of drugs.* It has in school the empire of the technique, what it takes to the domain of the theories of learning and methodologies of education that move away any possibility to initiate the child and the young of the ludicidade. It does not have valuation of the infantile culture, trick of ball and games that propitiate more significant learning, far the child of the art to create and to imagine. School specializes the movements, therefore the technician believes that to teach soccer he is to anticipate learning being objectified to extend the useful life of the future athlete. Kunz if worries about this precocious motor specialization and arrives to point with respect to the fact of that if the child it could choose perhaps opted to learning soccer, but yes to play to play ball/soccer, *therefore no child, by itself, would opt freely in training the sport of specialized, systematic and intense form as normally she is carried through, that is, with better objectives "to pull out" resulted each time in little time of the same ones. But they are, certainly the children who more easily are influenced, dependent and elastic suficients to participate, and still with joy, in this type of sport.* Freire considers the valuation of the popular playful culture so that the children learn soccer presenting the use of the small game. School finishes emphasizing the part of beddings and domain them techniques it soccer: the biggest work is alone bedding, *people works on of this more to the footing part and always also part technique and tactics,* what in it leaves them worried, therefore as Silva discloses only with the technique of beddings the technician only tends *to consider in the formation of young only the technique is to fall in the artificialismy, in the emptiness; it is to take off the emotion, the risk, the unexpected one and to fall in the security of a lean result, in the limit of a strap down system previously determined*. In the representation on the initiation to the soccer, the technician guarantees that he has one better learning when it happens from repetitive executions of essential standardized movements so that the beginning ones obtain to play: *thing that I make is the training of simple technique I finds that she is to the base of the sport the child has that to have the simple technique that it obtains, I find thus, without, the simple technique during the game already is difficult it to execute the movements with the simple technique can facilitate a little.* It has little concern in the valuation of the interests of beginning for movements and the playful activities as education possibility. For the technician the beginning one knows very little on knowing relative to the fields of the movement and soccer to them. They affirm to work the beddings intensely, therefore the quality of its domain will make the difference in the professional future: *it is necessary that you it works, tired to the footing part, that when to reach a certain age, type 17 years, you the chemical preparation professionally. It has a differentiation of work in function of the ability technique of the beginning one: for the ones with difficulties the basic one, already for the prominences stronger and directed training. They go to come children who never* to touch *in the ball, that already they had played sufficiently in the streets or between they themselves. But, what I look for to place are always the basic ones, the main one, at least in my work, is the ones that already more notion has, more conditions to reach something bigger that school, a club, I already look for to pass a work more than same club, more professional that when they will have a chance does not need much time to assimilate or does not obtain to assimilate this.* Then already step more or less an almost equal work of club for what I passed. The election is one of the practical principal of the technician in school, therefore devotion has an increase of the attention/dedication that, by any reason, they present one better development of the simple and complex abilities. In the search to teach to the basic beddings the technician they break up the abilities: *the simple techniques I try to break up to the maximum, then it is itself of domain the trainings I try to make the domain part, if he is of pass, there still if you having a good reply inside of the trainings I try to unite an ability to the other, later perhaps placing direct in the collective one, but already also remembering, making one feedback of the other trainings, where I tried to also break up the other abilities I I find that thus dividing they are eight abilities is, then to always work each one of them in each trainings and* to touch *to place after a general form inside of the collective ones*. A representation emerges on as the child can learn to play the soccer that sends to the binary vision between nature (learns because dom carries one/is born with ability) and the cultural one (it learns for induction and repetition of the movement, guided for the technician that teaches from tricks and of playful form): it has those children who the technician obtains to teach to play, then it learns and the technician transformation flame. E has those that already they know to play, already comes ready, is born with dom. To look at, to learn to play has two types when people work with the child: *it has that one that you makes it to learn to play and has child that dom is born with that one, understood, that it likes the soccer more than it has dom more then to the times already comes soon. But, he also has cases that people that if they transform, that does not have that one dom, but, people finishes improving and it learns to play. I insist on the one existence dom that it facilitates the learning to play soccer. It would only have only two positions where it has possibility to teach: goalkipper and back*. In imaginary of the actors the position of aggressor and half-camper they are represented as the ones that more demand creative capacity: *taking off the goalkipper and the defender, for the too much positions the child already is born knowing, that is, we come back to verify the such DOM. Find that the child has already one, one, I find that already dom is one, is one dom of it, find that the only today basic position that you obtain teaches is backh type, goalkipper, this will have will there it she learns, now in the remain already is born half with dom to play soccer.* In the silence of the speeches it has is present to the idea of that the soccer if does not teach in the school and that master already is born fact, denying the scientific character that they themselves say to guide its practical professional and consolidating the principle of dom: *it does not go to form, we go to say that he is dom that they possess. Clearly that people do not go to form, does not obtain if it will not have inside at least that of itself, at least finds that a little of that one technique inside of he himself refined one. I find that this is natural, I am something that I believe, that God in gives dom to them. Since child we already start to develop I we see that the person who has dom to sing since of child it already catches a bad, already we obtain to make music*. The actors believe that educating dom they will be able to reach its bigger objective that is to discover and to form athlete of potentially promising future. The negation is clear/depreciation of its proper profession, can exactly say that they had not yet obtained to surpass the representation that is instituted in imaginary the collective one - practical knowledge - that sends to the fact of

that soccer such which the "samba is not learned in the school": *the biggest thought mine is that the child develops of course playing. It is that many do not have dom to play soccer. I do not have this vision that soccer if teaches, you I can I am to give to condition pro boy to develop, because it goes to develop really of course, as much playing back in the house of it, as training two or three times per week, that is the case of school.* The fact of the technician to affirm that although not to be considered ideal for the child, the training is made with the only objective to teach to the child the beddings of the game, and that it is its main strategy of education: *step the beddings, the exercises for they, I give to one definitive time that they repeat vary times, because this is the main objective, to become so repetitive that it obtains to learn, obtain to make. It is as soon as starts the training, people starts of the easy one and there it goes increasing each time more the difficulty, goes increasing, it goes increasing until arriving in a more complex degree, more difficult, the training presses there.* Dialeticaly, says not to obtain to develop its work without the use of the rigorous training, practical basic to the learning of the soccer for the child, points that at the same time she is necessary not to forget that when the sport for the child is being taught who it with: *with it people make the recreation, make small games, make the beddings well form technician, to slow well. I find that for being more thus, in team term, he brings better resulted, but in the individual formation of each player this limits a little the player.* In these speeches to work with the child places the technician in a situation with which it does not obtain to develop its work with total security. However it says that learning becomes necessary to play from the severity of the technique, however declares that it must have valuation of the recreation, tricks and games, must overlap to the extreme use of the training, explication concern with the extreme use of the technique. That is, it does not have a certainty how much to the way to carry through its interference in the education of the sport, what it points with respect to deficient a professional formation. At another moment one appears speaks saying that the child must be stimulated to live deeply the ball game, without she by itself has a concern of the technique, as if it was most important and that the tactical aspects and technician - the basic one of the soccer - must be passed later, in the daily pay-adolescence, of a form a little more serious, without she has an extreme collection. It says sends it the idea of that the acquisition of abilities for the child only must be naturalized serving school to pass a notion of what it is soccer and as if plays. Later, if to desire to become player the methods will have to be others: *I always to use where the child develops the beddings of the soccer has basic notion of what it can be the soccer. Later, if it will have the intention to continue, being a player there already is one another level, kalistenic work, them does not support, very is complicated, is repetitive very. She has one strong tecnicist mark in the practical professional of the technician: we work, tired, the aspects of the beddings, because we know that when well is worked and learned, they facilitate or they make the difference so that these children obtain to arrive to be professional. The real intention exists to prepare futures athlete, therefore, it is necessary that you pra works tired to the footing part that the boy when it reaches a certain age type 17 years it already you the chemical preparation a professional will be the case. Then it is necessary that if of a very great importance to the staff who works in the categories of base, therefore that I spoke to you is that it is necessary to be a qualified staff, much prepared, cannot be any one. It looks at, it goes to come child who never to scrape in the ball and children who already had played in the streets. With all, I look for to always place basic, the main one, at least pros that already he has more notion, that already has more conditions to reach something bigger that school, type a club, I already I look for to pass a work of same club, professional, that when they will have a chance does not need much time to assimilate.* Then I already more or less pass an almost equal work of club for what I passed. Still on teaching the basic beddings, the technician breaks up the necessary abilities to the practical one of the soccer, and develops the trainings under the form of stations so that a specific ability can work. To the one of the training he has the attempt to associate all separately the taught abilities, for in such a way, launches hand of the trainings collective: *the techniques I break up to the maximum. Then he is himself of domain, in the trainings I try to make the domain part. If he is of pass, the trainings is alone of pass. I find that thus dividing in eight abilities and to always work each one of them in each trainings to place after a general form inside of the collective ones.* The type of training because they pass the children is determined by the ability level reached technique and motor ability. Still on the excellency of the technique, we think to be interesting the following one speaks: the difference when I played, I tried one I launch I made that, but he did not have nobody that repetitively charged me that until I to learn to make. Then until it evolves understood, this is very important inside of school why if the boy has the creativity, but to the times it and you as I learned, I did not have that one whom oh says, you I come here I make this, this and this until you learns to make with perfection, reached the perfection. To work well the daily pay-definitive movements so that perfection and rigidity are executed with technique, searching a standardization of the gestures finishes allowing to the imitation and a bigger control in the direction of the improvement it income beginning them in the practical sporty. The technician believes to be helping the children, in the measure where these not only finish learning the necessary movements for practical it sport, exactly that these are repetitive mechanics and, but, mainly learn to be citizens: *it is important not to separate as the soccer is played in the street in the way that the child goes to learn in school, and Freire says, is difficult very to repeat in school the life of the streets, the bare ones, knows of the soccer of the fertile valley and the field of quarter.* But, also I find that it is possible to teach in school trying to keep some things of the life of the street. Some syntheses: a) today school tends to look at its concerns, basically, in the discovery of master; b) the education of the soccer is guided by principles of the theories of learning based in the positivismy-tecnicisty, causing a privilege of the domain of the beddings technician of the soccer; c) the technician presents one accented concern in being identified by the world of the soccer as a revealer of master players, what the status of being confers it a good professional; d) school develops the sporty initiation of the children of precocious form, disrespecting the individuality of each one when treating them in the same way, e) the technician treats the different children as equal because its objective is to look at in the discovery of the talent, in the increase of its income and improvement of technique; f) understands the child of fragmented form and they represent it as a body machine, that must be has to be explored to the maximum to produce its income; they tend to place second in plain in the process of trainings the playful culture of the child. It has forts indications of that the objective technician to satisfy its ego when it searchs master potentially excellent and that school is identified as space where will obtain professional recognition. Its dream is to be able to look at in the famous clubs an athlete who was for discovered it. This situation sends to its imaginary a sensation of that it also is a champion, visa to have participated it of the formation of the champion, what a champion also makes to feel it a little. The technician left to be transparent a relation between the education of the soccer in school and the decay of the soccer art in the country. The skill to play soccer of the Brazilian if moved away from the, creativity, improvisation, of the joy and the pleasure, yielding fragmented, previsible, reproductive space for one practical of techniques and movements and submis to a tactical ordinance. We go to show to the paradoxes and uncertainties established in the practical professionals of the technician if they reveal in you say them of the actors: I always look for in my lesson-trainings, I do not call nor lesson nor trainings, to catch the *good aspects of the training, and the good aspects that it has in a lesson to make a planning. I always look for to make the collective one as a classroom.*

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SCHOOLS OF SOCCER: THE REPRESENTATION THE PRACTICAL ONE

The research is fruit of the four years that we pass observing practical the pedagogical ones established in a Course of Graduation in Sport. For we he was clear that in elapsing of the process teach-learning professors and students did not consider as excellent to the professional formation of the sport relative knowledge to them you discipline pertaining to the call area sciences human beings - education, philosophy, sociology, anthropology - that integrated the curricular structure of the course, thus characterizing tecnicist a formation strong marked by principles. Considering that the students also will be enabled to develop the sport initiation in Schools of Sport Schools of Sport, it was that in them we place the question: as it will be if drawing to the practical professional of the egress of the Course in Sport, when it develops a process of sport initiation? Exists some relation between the soccer that is taught in schools and the negation of the soccer art?

Word-key: Schools of Sport; Representation; Imaginary.

ÉCOLES DE FOOTBAL: LA REPRÉSENTATION D'UNE PRATIQUE

La recherche est fruit des quatre années que nous passons en observant les pratiques pédagogiques établies en un Cours de Graduation dans Sport. Pour nous il est clair que pendant le processus ensino-aprendizagem des enseignants et des étudiants ne considéraient pas comme important à la formation professionnelle du sport de connaissances relatifs aux disciplines appartenant à l'appelé secteur sciences humaines - éducation, philosophie, sociologie, anthropologie - ils qu'intégraient la structure curriculaire du cours, en caractérisant ainsi une formation fortement marquée par des principes tecnicista. Considérant que les étudiants aussi seront permis pour développer l'initiation esportiva à Écoles de Sport, ce a été que nous plaçons la question: comme il sera si en dessiner à la pratique professionnelle de la sortie du Cours dans Sport, quand il développe un processus d'initiation esportiva ? Il existe quelque relation entre le football qui est enseigné dans les escolinhas et la négation du football art?

Mot-clef: Écoles de Short; Représentation Sociale. Imaginaire.

ESCUELAS DEL FÚTBOL: EL VOLVER ACTUACIÓN DE UNA PRÁCTICA

La investigación es fruta de los cuatro años que pasamos observación pedagógicos los prácticos establecidos en un curso de la graduación en deporte. Para nosotros él estábamos claros que en el transcurso de los profesores y de los estudiantes enseñar-que aprendían de proceso no consideraba como excelente a la formación profesional del conocimiento relativo del deporte a ellos usted disciplina referente a los seres humanos de las ciencias del área de la llamada - educación, filosofía, sociología, antropología que está integrado la estructura del plan de estudios del curso, así caracterizando tecnicista un marcado fuerte de la formación por principios. Considerando que permitirán a los estudiantes también desarrollar la iniciación del esportiva en Escuelas del Deporte, estaba ése en ellos que ponemos la pregunta: pues será si dibuja al profesional práctico de la salida del curso en deporte, ¿cuándo desarrolla un proceso de la iniciación del esportiva? ¿Existe una cierta relación entre el fútbol que se enseña en escuelas y la negación del arte del fútbol?

Palabras-importante: Escuelas del Deporte; Representación Social; Imaginaria.

ESCOLINHA DE FUTEBOL: A REPRESENTAÇÃO DE UMA PRÁTICA

A pesquisa é fruto dos quatro anos que passamos observando as práticas pedagógicas estabelecidas em um Curso de Graduação em Esporte. Para nós ficou nítido que no decorrer do processo ensino-aprendizagem professores e estudantes não consideravam como relevante à formação profissional do esporte conhecimentos relativos às disciplinas pertencentes à chamada área ciências humanas - educação, filosofia, sociologia, antropologia - que integravam a estrutura curricular do curso, caracterizando assim uma formação fortemente marcada por princípios tecnicista. Considerando que os estudantes também serão capacitados para desenvolverem a iniciação esportiva em "Escolinhas Esportivas", foi que nos colocamos a pergunta: como estará se desenhando à prática profissional do egresso do Curso em Esporte, quando desenvolve um processo de iniciação esportiva? Existe alguma relação entre o futebol que é ensinado nas escolinhas e a negação do futebol arte?

Palavras-chave: Escolinha de Esporte; Representação Social; Imaginário.