110 - GENDER: AN USEFUL CATEGORY OF ANALYSIS IN NEWSPAPERS OF THE PHYSICAL EDUCATION PRODUCED IN BRAZIL

KALLINE PEREIRA AROEIRA
Universidade de São Paulo (FEUSP), GEPEFE-USP
RENATA DUARTE SIMÕES
Universidade de São Paulo (FEUSP), NIEPHE-USP
kalline@proteoria.org

This study search to understand as the scientific production it is approaching the gender subjects in the school institution and in the society in that this institution this inserted. Due to that, we lifted the following subject: what does have the scientific production transmitted in newspapers of Physical Education discussed on the category gender in the school context? As corollary of that subject, it is relevant to answer: what done presuppose and do concepts on the category gender mark the production transmitted in newspapers of the Physical Education? How has that category been located in the cultural historical context Brazilian and like it is being presented in the school institution? Starting from that initial concern, was formulated a reflection axis that was to guide us in our incursion for the selected texts: gender in the school institution while space of multiple relationships. Among the aspects discussed along this study, we pointed out mainly: the historical constitution of the category gender, the feminist movement and the emergency of the gender concept, gender and Brazilian education, gender in the school institution and the debate in newspapers of the Physical Education concerning the category gender.

Word-key: Gender; Physical Education; School institution.

The interest for the discussion on the category gender was revealed growing, in the last decades, in the extent of reflections addressed by professionals of the area of Education, especially of the History of the Education, mainly in the one that he makes reference to the development of the conscience and respect several cultures.

The debate concerning the category gender, in agreement with Moreira and Silva (1999), it reveals a social paradigm eminently patriarchal, that it privileges some segments of the population - men - to the detriment of other - women -, demonstrating an extremely unjust historical-cultural process.

However, there is already some time, specialists are objecting a dominant man's conception in opposition a dominated woman - as if that went an only formula, it fastens and permanent. On one side, they emphasize the forms and places of feminine resistance to the changes of hierarchical paradigms and, for other, they observe the losses or the men's costs in the exercise of his social "superiority" (LOURO, 1997).

The gender concept has a very recent history, being used, seemingly, for the first time, in 1955, for biologist Jonh Money, to give bill of the social aspects of the sex (SILVA, 1996).

The American feminists use the term initially seeking "[...] to reject an implicit biological determinism in the use of terms as sex or differentiates sexual", longing for to accentuate, through the language, "[...] the social fundamentally character of the distinctions based on the sex" (SCOTT, 1995, p. 72).

Later, the concept passes to be used with a fort appeal of relationship, since is in the extent of the social relationships that gender are built. The justifications for the inequalities need to not be looked for in the biological differences, but in the social arrangements, in the history, in the access conditions to the resources of the society, in the representation forms. This way, although the studies continued prioritizing the analyses of the thought on the women, they were now, in a much more explicit way, making reference also to the men. That innovation forced those that used gender concept to take in consideration the different societies and the different historical moments that they were treating, started to demand that if thought in a plural way (LOURO, 1997).

We noticed that the gender concept, through the times, passes to accentuate the diversities of the projects and representations on women and men, because the conceptions of that category differ doesn't enter just the societies or the historical moments, but inside a given society, when being considered the several groups (ethnic, religious persons, racial, of class) that constitute it.

When understanding to be the term gender implicated linguistics and politically in the Anglo-Saxon debate, we shared of the thought that it cannot be transposed for other contexts without it suffers, in those new spaces, a dispute process, of again meaning and of appropriation.

On that subject, is valid to dedicate attention to the period in that, at first timidly, later more thoroughly, feminists start to use the term "gender", already in the end of the eighties, in Brazil.

Feminist movement and gender in Brazil

In Brazil, starting from the decades of 1960 and 1970, took form, which already existed under the name of feminist movement in other countries, aiming at, basically, the conquest of rights same to the of the men for the women.

The women promoted manifestations against the oppression forms, they started to occupy papers until then reserved to the men in the professional field, they started to have right to her body and destiny. That "[...] was a fight that dispersed for several fields and it was made of many forms" (LOPES; GALVÃO, 2001, p. 68).

In the same decades, subjects gotten up regarding the established submission relationships to the women, in which the man is put as sovereign, they have as consequences, the incorporation activates of those reflections for the academic space, considered a privileged space of production of theories, that makes possible answers to the demands originating from of the feminist movement.

In united States, where the movement was unchained, the women's claims provoked a fort litigation of information, for the students, on the subjects that were being discussed. At the same time, teachers were mobilized, proposing the installation of courses in the universities dedicated to the women's study, what resulted in the creation, starting from 1973, in the French Universities, of courses, of colloquys and of reflection groups. "the researches were multiplied, becoming the history on the women, in that way, a field relatively recognized in institutional level" (SOHEIT, 1997, p. 277).

Still in the seventies, such a social movement echoed extending to other parts of Europe and of the world, including Brazil, above all in the field of the social sciences and human.

In the end of the decade of 80, a new category - gender - it emerges of the field of the Anthropology proposing a new demand of theoretical studies to the social sciences that the History and the Education that they could not ignore more. That

relationship category allows them to settle down contrasting constructions tends in view the culture and the insert in her. (LOPES; GALVÃO, 2001).

Ever since, researchers appeared determined in accomplishing so much investigations to include the category gender as central for the interpretation, as for those that have for objective the woman and the matters relationships that she establishes, be in the work space, be in it of the families, or even of the schools.

Scott (1990) it emphasizes the importance of the reciprocal contributions among the women's history, as study field, and the feminist movement. The feminists initial studies are constituted, a lot of times, in mere descriptions of the life conditions and of the women's work in different instances and spaces, appearing or commenting on the inequalities among the sexes, denouncing the oppression and the feminine submission, counting, criticizing and, sometimes, celebrating the "characteristics" had as feminine.

To leave of recognizing the merit of those studies would be, though, incoherent, because, above all, they transform the woman, previously view as an exception, as a deviation of the masculine rule, in central theme.

Gradually, the studies begin to demand more than meticulous descriptions and they start to rehearse explanations concerning the place and of the relationships among men and women in a society, observing their sexes not exactly, but everything that socially is built on the sexes. In that perspective in that the debate is constituted through a new language, gender becomes an essential concept (LOURO, 1997).

Gender and Brazilian education: the debate in newspapers of the Physical Education

The history was not to the part of the feminist movement. Little by little, the sexism, that reigns in the historiography of even middles of the century XX, went being substituted by the demand that should take into account the sexes to the if to do history.

According to Lopes and Galvão (2001, p. 69),

The History of the Education also accepted that reply and that challenge [...]. In the area of the education, several works have been appearing taking the gender as an analysis category that defines the sexual papers the be carried out by men and women in the society.

However, the task of the History of the Education was more complicated, because "[...] was necessary that educators in general, and more the sociologists, philosophers, psychologists, teachers of the area of the education, gave bill that the world is inhabited and shared by men and women and not always in a fair way [...] ", they gave bill, still, that the society comes educating the women, along the times, through the church, of the institutions medical, and educational producing speeches, and exercising practices that had as main objective to train the feminine sexuality (LOURO, 2000, p. 73).

Like this, the relationships and linked social practices to the identities - men and women - they can be considered as, besides practices that constitute and they return the subjects, practices producing of the forms as the social institutions are organized and noticed.

In that extent, the school "[...] as a social space that it was if turning, historically, in the western urban societies, a privileged space for girls and boys' formation, men and women is, it own, a space crossed by the gender representations" (LOURO, 2000, p. 77). In that social space, in a given society, in a certain group, in certain context, that the sexual differences are understood, "[...] they are brought for social practice and turned part of the historical process" (CONNEL, 1995, p. 189).

In the Physical Education, until the end of the decade of 70 and beginning of the decade of 80, some studies suggested the separation of the sexes, as well as the distribution of these in function of the sports and of the games.

Only starting from the nineties,

[...] accompanying the political and social movements, the academic researches, still many marked by the activism and militancy, they denounce the oppression mechanisms the one that the women are submitted, mainly the inferiority of them in relation to the man. The Physical Education finds, in the instance of the sexual papers and in the studies of the stereotypy, its theme, object of privileged study (LUZ JUNIOR; KUNZ, 2000, p. 10).

In the field of the Physical Education, Kunz (1994, p. 247) tells the encounter with the sexism as an irrefutable mechanism of the sexual discrimination: "[...] in the traditional Physical Education it is the individual's biological body that has been marking the 'group cultural', separating, therefore, men and women."

That sexism stimulates conceptions, interests and specific forms of behavior for each sex and it prepares conditions polarized for both in classes generating what, for besides the discrimination in practice pedagogic, it mines the development of "[...] a democratic culture" (KUNZ, 1994, p. 247).

The author approaches the socialization difficulty between boys and girls since take for school a "life history" and that a image-pattern of a "boy" and a "girl" - same meeting considerable deviations of that image, dependent of differentiated conditions of development, for instance, the social class, the type of family education, etc. - they are in them internal.

Therefore, the author suggests that the teachers and students should begin to face and to problematize at classroom the concept of "cultural sexual paper", as a series of differences among men and women that are expression of two cultures developed differently for the sexes, through life habits, use objects, behaviors, values, etc.

Still in that perspective of the sexes, Romero (1994) refers to the cultural differences delineated even before they be born, boys and girls, starting from their parents' expectations, expectations these that vary of a sex for other. Like this,

[...] starting from this understanding that a child grows, behaving in agreement with cultural and historical patterns among which she is educated [...]. The sexual paper that the child will carry out will be punished or reinforced, according to the culture and the social context in which she is inserted. The determination and maintenance of the sexual behavior for men and women create and maintain the inequalities among them existent in the society, almost always with damages for woman that carry out a paper of smaller prestige and value (ROMERO, 1994, p. 226).

According to Romero (1994, p. 228), inside of that differentiated education, the myths of the virility and femininity assume important support paper inside of an order of hierarchical differences, being also basic in the plan of formation of each man and woman. Such "[...] process is felt especially in the adolescence, where the girls receive reprimands for they be aggressive, strong and active, while the boys are for that winning."

The author turns to be common, in that conjuncture, to observe the female refusal of adolescents announce of the classes of Physical Education in the school for them to have their bodies prepared and educated for dependence and submission, allies to the femininity ideal."This way, the conflict of the sport with femininity patterns becomes intense [sic] " (ROMERO, 1994, p. 228).

The referred practice corroborates what the history of the Physical Education comes to show, that it, the Physical Education, "[...] was always discriminatory maintaining different and certain the sexual papers, characterizing the behaviors typically masculine and feminine, to service of an ideology of the sex [...] " (ROMERO, 1994, p. 229).

Cunha Júnior (1996) points that different papers of behavior are attributed by the school to girls and boys, being the boys created for us to be strong, independent, aggressive, competent, competitive, dominant and the girls dependent, sensitive and affectionate. The author still reveals to have registered sentences and discriminatory depositions that appeared daily in the classes of Physical Education, such as: "boy doesn't cry!"; "soccer is thing for man!", girl's sport is burned! ", "woman cannot fight! "; "I am not in groups with girls! "; and other plus, that they conceived the girls while group fragile, submissive and without quality in the motive abilities. He believes that a great cause of the referred problem is really in the Physical Education linked to the physical fitness.

Though, as dictated previously, the approach of the sex, laggingly, went being supplied by the debate concerning the social and historical construction produced on the biological characteristics.

Specialists intended, in that way, to put back the discussion in the social field, because in him that the relationships among the subjects are rebuilt and reproduced. "[...] The justifications for the inequalities would need to not be looked for in the biological differences (if is that same those can be understood out of its social constitution), but in the social arrangements, in the history, in the access conditions to the resources of the society, in the representation forms" (LOURO, 1997, p. 22).

In that sense, Altmann (1999) considers two subjects as important of they be mentioned: the first concerns the relationships with the school physical space, its occupation and appropriation.

In the schools, the places of difficult access were more frequented by boys than for girls. Boys occupied wider spaces than the girls through the sport, which was linked to images of a strong manliness, force and victorious. Another strategy used by the boys for a wider occupation of the space was the transgression of school norms (ALTMANN, 1999, p. 249).

The second subject concerns the separation of groups for sex, which, in agreement with Altmann (1999), it establishes a division polarized among gender, denying girls and boys the possibility to cross the borders of divisions, stealing them the choice possibility among they be together and separate.

Along the history, the different communities (and inside them, the different social groups) built manners also several of to become pregnant and to work with the time and the space. Now that maybe impedes us of noticing, inside the schools, as girls and boys, teachers, women and men are moving, they circulate and they form different groups (LOURO, 1998).

On that discussion, is valid to dedicate attention to the that Altmann and Sousa (1999, p. 54) approach on gender, alerting us:

Gender is [...] the social construction that one given culture establishes or chooses in relation to men and women, or as Scott (1995, p. 89) considers, it is a constituent element of the social relationships founded on the differences noticed among the sexes, that it supplies a middle of decoding the meaning and of understanding the complex connections among several forms of human interaction.

They treat, also, gender as relationship construction, so much in what it refers to the other sex as for other categories, such as race, age, social class and motive abilities. Like this, "[...] we needed to think its articulation with other categories during classes of Physical Education, why gender, age, forces, and ability forms a 'entangled of exclusions' lived by girls and boys in the school" (ALTMANN, 1998, p. 249).

Final considerations

We looked, about consistency points among the texts, related to the theme gender, found in newspapers of the Physical Education: a) feminine fights for equality of rights that caused changes in the social paradigms built to the costs of a lot of oppression and discrimination; b) different types of relationships at the school, as physical and social space favorable the those occurrences; c) process historical of construction of boys and girls'identities, boys and girls, men and women in the social space and in the school space.

Ending, we shared of Lopes and Galvão's thought (2001, p. 69) to the tell that

[...] in the education, today there is a recognition that, just as the history, it has present strongly the sexual differences. There is the recognition clearly that there was always (and there is) an education for boys and other for girls, being needs to say that in high and good sound, because when we spoke about education, since the masculine was turned universal; we spoke about men and we should understand that the women there were understood [...].

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Rua Nogueiras, 39, José de Anchieta, Serra-ES. CEP: 29162670;
E-mail: kalline@proteoria.org
aroeiraka@hotmail.com;
Telephone (27) 33288747

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Abstract

This study search to understand as the scientific production it is approaching the gender subjects in the school

institution and in the society in that this institution this inserted. Due to that, we lifted the following subject: what does have the scientific production transmitted in newspapers of Physical Education discussed on the category gender in the school context? As corollary of that subject, it is relevant to answer: what done presuppose and do concepts on the category gender mark the production transmitted in newspapers of the Physical Education? How has that category been located in the cultural historical context Brazilian and like it is being presented in the school institution? Starting from that initial concern, was formulated a reflection axis that was to guide us in our incursion for the selected texts: gender in the school institution while space of multiple relationships. Among the aspects discussed along this study, we pointed out mainly: the historical constitution of the category gender, the feminist movement and the emergency of the gender concept, gender and Brazilian education, gender in the school institution and the debate in newspapers of the Physical Education concerning the category gender.

Word-key: Gender; Physical Education; School institution.

GENRE: UNE CATÉGORIE UTILE D'ANALYSE DANS LES JOURNAUX DE L'ÉDUCATION PHYSIQUE PRODUITS AU BRÉSIL

Résumé

Cette étude cherche connaître comme la production scientifique s'approche des affaires de genre dans l'institution scolaire et dans la société dans que cette institution est insérée. Dû à cela, nous levons la question suivante: qu'est-ce qui a la production scientifique, transmise dans les journaux d'Education Physique, discuté à propos de la catégorie le genre dans le contexte scolaire? Comme corollaire de ce affaire, c'est pertinent interroge: quel présuppose et concepts à propos de la catégorie genre marque la production transmitiá dans les journaux de l'Education Physique? Comme cette catégorie est localisée dans le contexte historique culturel brésilien et comme il se présente dans l'institution scolaire ? Commencer de cette préoccupation initiale, un axe de la réflexion a été formulé qui était nous guider dans notre incursion pour les textes sélectionnés: genre dans l'institution scolaire pendant qu'espace de relations múltiples. Entre les aspects discutés le long de cette étude, nous marquons principalement: la constitution historique de la catégorie genre, le mouvement féministe et l'émergence du concept du genre, genre et éducation brésilienne, genre dans l'institution scolaire et le débat dans les journaux de l'Education Physique à propos de la catégorie genre.

Mot - clef: Genre; Education Physique; Institution scolaire.

GÉNERO: UNA CATEGORÍA ÚTIL DE ANÁLISIS EN LOS PERIÓDICOS DE LA EDUCACIÓN FÍSICA PRODUCIDOS EN EL BRASIL

Abstracto

Este estudio busca entender como la producción científica está acercándose del asuntos de género en la institución escolar y en la sociedad en que esta institución está insertada. Debido a eso, nosotros alzamos la siguiente cuestión: ¿qué tiene la producción científica, transmitida en los periódicos de Educación Física, discutido acerca de la categoría género en el contexto escolar? Como corolario de ese asunto, es pertinente interrogar: ¿qué presupuesto y conceptos acerca de la categoría género marcan la producción transmitiá en los periódicos de la Educación Física? ¿Cómo esa categoría se ha localizado en el contexto histórico cultural brasileño y como ella está presentándose en la institución escolar? Empezando de esa preocupación inicial, se formuló un eje de reflexión que guió a nosostros en nuestra incursión por los textos seleccionados: género en la institución escolar mientras espacio de relaciones múltiples. Entre los aspectos discutidos al largo de este estudio, nosotros señalamos principalmente: la constitución histórica de la categoría género, el movimiento feminista y la emergencia del concepto del género, género y educación brasileña, género en la institución escolar y el debate en los periódicos de la Educación Física acerca de la categoria género.

Palabra-llave: Género; Educación Física; Institución escolar.

GÊNERO: UMA CATEGORIA ÚTIL DE ANÁLISE EM PERIÓDICOS DA EDUCAÇÃO FÍSICA PRODUZIDOS NO BRASIL

Resumo

Este estudo busca compreender como a produção científica vem abordando as questões de gênero na instituição escolar e na sociedade em que esta instituição esta inserida. Decorrente disso, levantamos a seguinte questão: o que tem discutido a produção científica veiculada em periódicos de Educação Física sobre a categoria gênero no contexto escolar? Como corolários dessa questão, é relevante responder: que pressupostos e conceitos sobre a categoria gênero marcam a produção veiculada em periódicos da Educação Física? Como essa categoria tem sido situada no contexto histórico cultural brasileiro e como se apresenta na instituição escolar? A partir dessa preocupação inicial, foi formulado um eixo de reflexão que serviu para orientar-nos em nossa incursão pelos textos selecionados: gênero na instituição escolar enquanto espaço de múltiplas relações. Dentre os aspectos discutidos ao longo deste estudo, salientamos principalmente: a constituição histórica da categoria gênero, o movimento feminista e a emergência do conceito de gênero, gênero e educação brasileira, gênero na instituição escolar e o debate em periódicos da Educação Física acerca da categoria gênero.

Palavras-chave: Gênero; Educação Física; Instituição Escolar.