44 - SYSTEMS AND METHODS OF PHYSICAL EDUCATION NOWADAYS

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INTRODUCTION

The evolution of Physical Education was always linked to the evolution of man, since the fight for survival and thus aspects associated to running, swimming, hunting, fighting, and escaping. Passing through the changes both economic and cultural, up to the creation of scientific methods, giving origin to the European schools. Those schools denoted different forms of comprehension of the physical exercises, which are fundamental for the conception of what Physical Education is today. This way, the purpose of this study is to perform a bibliographic review on the German, Swede and French Schools that, according to Marinho (1978) directly influenced the Brazilian Physical Education.

The bibliographic research deals with the study that aims at knowing the scientific contributions on a specific subject, Having as an objective "[…] collect, select, analize and interpretate the theorethical contributions that alreacy exist on a certain subject […]" (MARTINS, 1994, p. 63), and this is the next step for the scientific research.

The European gymnastic methods that appeared in the XIXth. Century, though they presented different characteristics among themselves, based on the cultural specificities of their peoples, also presented some characteristics in common. "Those schools had some similar purposes, among themselves: To regenerate race, promote health, develop will, courage and strength, the energy to live and, finally, develop moral" (RAMOS, 1982 APUD Bueno, 2004, p. 07). According to Soares (1994), by this time four zones that delimited dif ferent forms of facing physical exercises appeared, three among them being studied in this research. The first zone of activities referred to the English School, based on games and athletic activities and sports,and due to the characteristics that were directed to sports, they were not taken into account in this work. He second zone of activities dealt with the German Gymnastics with Guts Muths (1759-1839), and Friedrich-Ludwig Jahn (1778-1852). The third zone showed us the evolution of gymnastics in the northern countries, departing form Per Henrique Ling (1776-1839). And at last, the French School, with Francisco Amoros Y Odeano (1770-1848) and Georges Demeny (1850-1917).

EUROPEAN GYMNASTIC METHODS

According to Soares (1994), in Germany, Gymnastic had a rebirth with the educator and philanthropist Johan Bernard Basedow who, "imbued by the new educative ideasl of Modernity, and influenced by Locke and Rousseau, employed the physical exercises in the constitution of an educative plan for a school he founded in 1771, at Dessau, with the name Philanthropinum" (SOARES, 1994, p. 28). "[…] gymnastics passes then to show for the first time in history its actions within the scholar context" (PEREIRA, 2006 apud Perdomo, 2011, p. 13). We can say that there was a curricular disciplinarization of gymnastics, and that is in the very beginning and conception of Physical Education as a curricular subject. According to Pereira (2006), Basedow's work seved as a reference and inspiration for the building of a second Philantropinum, 1784 and, on the other hand, it was organized under a more methodical and systematized way. And it was in this second PhiIntopinum, in 1785, that Johan Christoph Friedrich Guts Muths started his works in the German territory. On the German method, Marinho (1978) says that Guths Muths expressed the real theory of gymnastics that should be founded on the physiological bases and that practice of each gymnic exercise should be calculated according to the physical constitution of each individual. Guths Muths created a techno-practical manual in 1793, and it was called "Gymnastics for the Youth, which conducted to a gymnastic method that aimed at […] looking for health, beauty, elasticity and the construction of personality […]" (SOARES, 1994, p. 31)". According to Pereira (2006), another predecessor of the German Gymnastics was Friedrich Luwig Jahn, who was responsible for the nationalistic sprint, and of a patriotic-social character of the German Gymnastics, thus establishing a method that was based on the energy exercises, force and desterity, by aiming at military efficiency. Perdomo (2011) confirms that Jahn had been a militant German soldier during the French-Prussian war , when he had written a book that served as reference for the German considerations, in which, with theorizations of civic and patriotic character, he said the young people needed to leave lassitude and be combative, becoming strong by means of physical exercises. Jahn concluded that work by saying that all should be German only, so as to build the German national unity. That method, predicted by Jahn, was also known as tool gymnastics, and it was characterized by outdoor activities, military instructions and a lot of technical and methodological innovation in the artistic exercises on the soil, as well as in the employment of tools, such as: horse, rings, fixed bas, parallel bars. Nunomura (2009) explains the main objectives that oconsolidated the German Gymnastics system, by Jahn: "This way, his Gymnastic system was consolidated due to the aspects that were turned to the organization of a methodology and technique in the acquisition and development of physical abilities and capabilities, by not presenting any preoccupation of scientific order. This method, of a military character, marked by the training of the physic and of moral recovery, aimed at a strong race to resist the degenerative effects of war, did not fail to present a rational conception of Gymnastics, in which each citizen would get strong so as to constitute a progressive and liberating State" (NUNORURA, 2009, p. 12).

According to Marinho (1978), the creator of the Swede Gymnastics was Per Henrick Ling, born in 1776. Ling divided his gymnastics en four parts: "The pedagogic: oturned to submitting the body to its will, so as to be educative and social; the military: the art of arms, with the aim of military training; the medical: turned to the therapeutic activities; and the esthetic: preoccupied with the body beauty" (MARINHO, 1978, P. 180). And the author goes on by saying that Per Henrick Ling proposes a gymnastic method that is permeated by nationalism, by forming citizens of good appearance, able to maintain peace in Swede. "His pedagogical or educative gymnastics, which represented the one that every person – independently on sex or age and even the material and social conditions would be able to perform, and his esthetic gymnastics, which aimed at the harmonious movement of the organism, helped compound the gymnastic system of a medical-hygienic sort" (SOARES, 1994, p. 63). According to Bueno (2004), in this period of time the Volontary Gymnastics was born, and it succeeded in reaching the population masses. This way, by performing manifestations that gave origin to the Gymnastics of nowadays, including the modern sports events. According to Ramos (1982), the Swede Gymnastics Federation, by means of advertisement, tried to build a gymnastic consciousness in the country, through gymnastic demonstrations.

He French School had as its main representative the Spanish naturalized Francisco Amoros Y Ondeano. “Whose inspiration in Rabelais and others, proposed the following line of doctrination: Rabelais-Amoros-Démeny-Hebert-Joinville-Hérbert” (MARINHO, 1978, p. 57). According to MARINHO (1978), Amoros, born in Valencia in 1770, was known for his military aptitude. However, after his political failure, he retired into France in 1814, becoming a French citizen. He dedicated himself totally to Physical Education, by publishing his Handbook of Physical, Gymnastics and Moral Education in 1830. “Amoros divided his gymnastics in: civil, industrial, military, medical and scenic” (MAR4INHO, 1978, p. 62). The French movement, originated in the pedagogical ideas of Rousseau, Pestalozzi and others, was highly influenced by military needs. Thus it gave ground part of the Brazilian Physical Education, through the French Method, constituted by the development of physical, psychological and moral qualities that were perfected by gymnastics. After that, Démeny, born in 1850, was distinguished as a biologist, pedagogue and principal of the Physical Education school created in 1880, the Cercle de Gymnastique Nationalle, whose aim was “promoting conferences and demonstrations” (MARINHO, 1978, p. 64). The author goes on by saying that the ideas of Démeny presented some criticism on the Swede Method and were based on physiological backgrounds which were more concrete for that time, as the text that follows states: “[…] the action of the Physical Education derives from the laws of habit and adaptation;: central action, derived from the habit of voluntary effort and of work habit; the peripheric action derives from the speed with which the muscle adapts itself to the orders that are sent by the nervous centers, with which the articulations and the bones obey the muscle in movement […]” (MARINHO, 1978, p. 66).

According to Marinho (1978), Georges Hebert codified in one method the applied movements of Amoros. Its background preached obligations such as: give a destiny to the culture of the body day by day; not to do useless activities; produce determined effects on the organism; develop aptitudes and abilities by means of natural exercises, where he cites running, jumping, climbing, tie objects, defend. At this moment, make use of any kind of portable tools for the performance of exercise. According to the author, Hebert was already involved by that time with planning a set of exercises, by giving emphasis the care with aspects that were related, the age of the performer; his physical constitution; his training degree; the degree of difficulty of the exercises; the result that was intended; and the weak points that were aimed at.

PHYSICAL EDUCATION IN BRAZIL

“The Physical Education that was taught in Brazil, by the beginning of the XX century was based on the European methods, the Swede, the German and, afterwards, the French (SOARES, 1994, p-. 74). According to Soares, (1994), Rui Barbosa and Fernando Azevedo defended the Swede Gymnastics, attributing to it a major adjustment to the teaching institutions, due to its pedagogical character. In the 30s, in Brazil, within a historic, political and world context, with the surge of the nazist and fascist ideologies, the ideas that associated the eugenization of the race got strength. The army started to be the main institution to command a movement in favor the ideal of Physical Education which mingled with the patriotic objectives. “The eugenic speech soon gave vent to the hygienic objectives of prevention of diseases, these in fact possible to be worked within the educational context” (SOARES, 1994, p. 76). The 30s also had as their characteristic the industrialization, the urbanization and the establishment of the New State. In this context, Physical Education received new attributions: to give strength to the worker, by making his productivity capacity better, and developing the spirit of cooperation in favor of collectivity.

According to Marinho (1978) the French Method was already incorporated in the Brazilian schools. “The Brazilian Method proves its presence among the Brazilian educators and its characteristics are evident in the schools and presentations, mainly in the 40s, helping entail power images […]” (MARINHO, 1978, p. 58). According to National Curricular Parameters (1997), those methods made part of a large movement, of cultural, political, and scientific nature, and it was known as the European Gymnastic Movement, and it was also the first scientific systematization of the Western Physical Education. According to Souza (1997), after 1964 education, in a general way, suffered the influences of thecnicist tendency. The teaching was seen as a way of preparing qualified work-hands. Under this board, in 1968, with Law n. 5.540 and, in 1971, with Law n. 5.692, the Physical Education had its instrumental character reinforced: it was considered a practical activity, turned to the technical and physical performance. In the 70s, the military government invested in the Physical Education by following directions that were grounded in nationalism, in the national integrity, and in the national security, either in the formation of an army that was composed by a strong and healthy youth or in the attempt to demobilize the opponent political forces. “The sports activities wer also considered as factors that could collaborate for the improvement of the work force” (GOIS, 2000, p. 91). In that time period the links between sports and nationalism were fastened.

In relation with the scholar domain, starting from Decree n. 69.450, from 1971, the Physical Education was considered “the activity that, by its means, processes , and tech niques, develops and perfects the physical, moral, civic psychic and social forces of the student” (PERDOMO, 2011, p. 26). In 1998 the Physical Education was finally ruled, becoming by fact and right a profession. According to Bueno (2004), as a result, there was then a change of focus, either in what concerns the nature of the field and its objectives, or the contents and pedagogical postulations of both teaching and learning. In the first aspect, the vision of a biological area was enlarged, the psychological, social, cognitive, and affective dimensions were emphasized, by conceiving the student as an entire human being. In the second, wider educational objectives were gathered, as well as diversified contents and larger pedagogical presuppositions.Gymnastics, dance, game, sports, historically produced by humanity, start to be taken into consideration soon after, as the Curricular Proposition of Santa Catarina shows (2005), when it proposes new ways of approaching the Physical Education and sports, in a critical attempt of overcoming its limits.

Nowadays the existence of some approaches for the scholar Physical Education in Brazil are conceived,and they result in the articulation of different psychological, sociological, and philosophical conceptions. Thus the Physical Education searches now to concentrate on a transforming praxis, by looking for the autonomy of a moving being, having as object of study the same human movement, the one that will permeate all the knowledge of the Physical Education. “{…} Under this perspective, talking about education, teaching-learning process, knowledge production without referring to “corporeity” is remaining in the bringing-down of the body and mind duality {…}” (Santa Catarina, 2005, p. 220).

FINAL CONSIDERATIONS

Nowadays the Physical Education passes through a transforming process, in order to promote a critical, creative, and conscious pattern of personality, in which the tools in the teaching-learning process tools are ludic, non-formal, and cooperative. “The Physical Education student is expected to participate in body activities after the basic school, by establishing balanced and constructive relationships, by recognizing and respecting physical characteristics and performances, without discrimination, […] that he may adopt attitudes of mutual respect and solidarity in ludic and sports situations, […] that he may know, value, respect and take profit of the local cultural manifestations, […] that he may solve problems of body concern in different contexts, among others” (Brazil, 1997, p. 12). In this sense, the debate and the attempt to introduce to the present Physical Education a sense for preparing a citizen of the future is evident, and thus the capabilities that are associated to corporeity, movement, affectivity,

cognition, culture and socialization have to be taken into account, so as to build an autonomus, critical citizen, who will also be able to learn, act, live, and mainly that such actions may be performed so as to satisfy a purpose. Logically, we know that that is not a simple task. First, because it calls for professional that are able to transmit such activities that show to be a lot more complex than the ones usually performed in a recent past, when it was only necessary for the teacher of physical education to reproduce movement. Second, because in a general manner the profession is undervalued and discriminated, and that in itself leads to a questionable payment. Anyway, the propositions are given, even if a lot subjective, but they seem coherent, and it depends largely on the professionals nowadays to perform the change of this paradigm. Then the Physical Education will finally be not a source of alienation, but of transformation. It is due to this that some questions arise and maybe they may turn into important points to be answered in later studies. Why is there such a great difficulty in effectively developing the suggested propositions by both the federal and state governments concerning the Physical Education? And finally, which indicators would permit the evaluation of the effectiveness of the proposals that are due to the physical education in the public Brazilian schools?

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SYSTEMS AND METHODS OF PHYSICAL EDUCATION NOWADAYS

ABSTRACT

The evolution of Physical Education was historically associated with the human evolution, in the economic, cultural and social aspects. With the purpose of better understanding this development and relate it to the present moment, this work consist of a bibliografhic study that aims at presenting the influence that the European Methods of Physical Education exert on the Brazilian Physical Education nowadays. Such methods lie back to the 19th century: they intended to provide the regeneration of race, the promotion of health, besides improving the physical, moral an nationalistic capabilities. Both the German and Swedish methods, but mainly the Franch one exerted a great influence on the development of the Physical Education in Brazil that, even presenting a deepening in the scientific bases nowadays, seems it needs a large debate specially in the scholar and social levels so as to make it a constant, gradual and transforming practice.

KEY WORDS: Physical Education; French Method; Swedish Method; Germain Method

SYSTÈMES ET MÉTHODES DE ÉDUCATION PHYSIQUE AUJOURD'HUI

RÉSUMÉ

Historiquement l'évoltion de l'Éducation Physique a été liée à l'évolution de l'homme, soit sur les aspects écnomiques, culturels ou socials. Avec l'intention de mieux comprendre ce développemente et le rapporter au moment actuel, ce travail fait part d'un etude bibliographique, ayant comme objectif présenter l'influence exercée pour les Méthodes Gimnastiques Européens sur l'Éducation Physique brésiliene aujourd'hui. Ces Métodes sont nés au XIX Siècle, et ils cherchaient la régénération de lar ace, la promotion de la santé, aussi que le développement des capacités physiques, morales e nationalistes. Les Méthodes Allemand, Suédois e surtout le Français ont eut une grande influence sur le développement de l'Éducation Physique au Brésil que, bien que presentant un approfondissement des bases cientifiques aujour'hui, on encore besoin d'une ample discussion, surtout dans les domains écolier et social pour faire dele un usage continuel, graduel et transformatrice.

MOTS-CLÉS: Éducation Physique; Méthode Français; Méthode Suedois; Méthode Allemand.

SISTEMAS Y MÉTODOS DE EDUCAIÓN FÍSICA ACTUALMENTE

RESUMEN

Historicamente la evolución de la Educación Física estuvo ligada a la evolución del hombre, sea en los aspectos econômicos, culturales o sociales. Com la intención de entender mejor este desarrollo y relacionarlo al momento actual, el presente trabajo consta de un estúdio bibliográfico, y tiene como objetivo presentar la influencia ejercida por los Métodos Gimnásticos Europeos sobre la Educación Física brasileña em la actualidad. Tales métodos tuvieran origen en el Siglo XIX, donde buscaban la regeneración de la raza, la promoción de la salud, a más de el desarrollo de lãs capacidades físicas, morales y nacionalistas. Los métodos alemán, sueco y francés principalemte tuvieron una gran influencia en el desarrollo de la

Educación Física em Brasil que, aun presentando actualmente un profundamiento de lãs bases científicas, parece asi mismo necesitar una amplia discussion, principalmente en el âmbito escolar y social para que se torne una practica continua, gradual y transformadora.

PALABRAS CLAVE: Método Francés; Método Sueco; Método Alemán.

SISTEMAS E MÉTODOS DE EDUCAÇÃO FÍSICA NA ATUALIDADE

RESUMO

Historicamente a evolução da Educação Física esteve ligada à evolução do homem, seja nos aspectos econômicos, culturais ou sociais. Com a intenção de entender melhor este desenvolvimento e relacioná-lo ao momento atual, o presente trabalho consistiu em um estudo bibliográfico, tendo como objetivo apresentar a influência exercida pelos Métodos Ginásticos Europeus sobre a Educação Física brasileira na atualidade. Tais métodos tiveram origem no séc. XIX, onde buscavam a regeneração da raça, a promoção da saúde, além do desenvolvimento de capacidades físicas, morais e nacionalistas. Os métodos alemão, sueco e principalmente francês tiveram grande influência no desenvolvimento da Educação Física no Brasil que mesmo apresentando atualmente um aprofundamento das bases científicas, parece ainda necessitar de ampla discussão principalmente no âmbito escolar e social a fim de torná-la uma prática contínua, gradativa e transformadora.

PALAVRAS CHAVE: Educação Física; Método Francês; Método Sueco; Método Alemão.