102 - RESEARCH IN PHYSICAL EDUCATION: THE CASE OF GRADUATE PROGRAMS IN PHYSICAL EDUCATION PUBLIC UNIVERSITIES IN THE UNITED SOUTH OF BRAZIL

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INTRODUCTION

This study refers to the production of knowledge in Physical Education in Public Universities in the South of Brazil . Research Epistemology seeks to capture the changes , advances , and weaknesses in a particular area of knowledge . In this perspective , it is important to analyze the epistemological issues in knowledge production (theses and dissertations) in Public Universities in the South of Brazil . The lack of research investigating the epistemological issues in Physical Education and seek consolidation of scientific production , prompted this study on the production of the Graduate Programs in Public Universities in the states of Rio Grande do Sul , Santa Catarina and Paraná , in the period of (2000-2010)

This study will be based on the production of scientific knowledge in the area of Physical Education , and as a source of research, analyzes epistemological Gamboa performed by the University of Brasilia (1982) , the State University of Campinas (Unicamp , 1997) and Pontifical Catholic University of Campinas (1996) , as well as the work done by Silva (1997) , who analyzed the production in the area of Physical Education in masters and doctoral programs in Brazil , over twenty years. The author attempts to explain the historical factors that guided the creation and expansion of courses , the specific case of Masters in Physical Education / Sports in Brazil .

The development of this part of research studies on the production of knowledge in the area of Physical Education , and its history of research analyzes the epistemological research conducted in other programs in Education and Physical Education in the country and in other regions , particularly in southern , southeast and northeast. In this investigation , the subject is focused on analysis of scientific production in Physical Education in Public Universities in the South of Brazil , and is expected , thus complementing previous studies , aiming at a balance of national production .

It should be noted that most of this questioning of the principle proposed by Bachelard (1989 , p.189) :Investigate approaches cuales Ante whole hay plantear to know them problems . Y to weigh it must be said , en la vida los scientific problems by itself is plantean Mismos . Precisely this sense del problema del el verdadero espíritu scientific character . For el conocimiento espíritu scientific cualquier es una respuesta a una pregunta . Si ha habido pregunta in puede haber conocimiento scientific . Nothing 's , everything is Construye .

Taking into account " the curiosity as restlessness inquiring as tilting the unveiling of something like question: " (Freire , 1997 , p.35) . Formulate the problem in this study as follows : " What are the methodological and epistemological approaches directed the theses of Graduate Programs in Physical Education in the Universities in the South of Brazil , during the period 2000 to 2010 " ?

Mapped features and key trends in this form of production over the last few years . This research is characterized as a type research literature , using as sources the versions defended in those programs .

This study is justified by the lack of research to uncover the fundamentals in Epistemological Postgraduate Programs in Physical Education in the southern states of Brazil in this decade and the need to update the data , particularly in the Graduate Programs in Physical Education this important region of Brazil . I hope that this research has the ability to offer support , suggestions pointing to expansion of post -graduate and advance new research and investment in the region and Brazil .

To achieve the proposed objectives is important to choose some paths , defining starting points , research procedures and interpretation of data references . These joints were organized into a conceptual schema : Schema paradigmatic , as it is called to build the instrument presupposes the concept of paradigm , understanding this as a logical or reconstituted way to organize the various resources used in the act of knowledge production . (SANCHEZ GAMBOA , 2007, p . 68) .

All science is based on paradigms and can be understood by a disciplinary matrix that supports a world view at one time . A paradigm has a rationality model in which includes all walks , whether scientific , philosophical , theological , or common sense, as the limits of performance of a particular research area .

Science acts paradigm paradigm , being within a paradigm science is science called 'normal' or 'traditional' . Every time there is a change of paradigms in science is a special science activity until the new paradigm is established, in our example , heliocentrism . With the definition of the new paradigm , science returns to normal science .

Positivism surely plays a fundamental role in the status that conquered science in recent times . Sure its excesses committed , willing to give you all an aura of religion, falling into dogmatism that both challenged , but undoubtedly achieved the goal of giving science a chair of honor . The definition of science currently considered the most accurate and most accepted in this movement was forged . Popper (1996) , one of the most respected philosophers of science of today defined science theory as a mathematical model that describes and codifies the observations made , describing a wide range of phenomena with a few simple postulates .

By common sense means the knowledge acquired by people through social interaction with other individuals . Common sense comes from the multiple relationships among family , friends , the street and even in school where scientific knowledge is extracted . Common sense is what science is not science is a transformation , an evolution of common sense . What differs from the common sense of scientific knowledge is that scientific knowledge is formed through reason and methodologically rigorous seeking to exclude , its context , emotions , religious beliefs and desires of man , while common sense is formed by feelings , desires and mysticism. But many other conceptions of science and there are no less valid . They can however be summarized in three cornerstones settings : namely, knowledge of certain things which make the conduct of life or business ; range of knowledge acquired by study or practice and prioritization , organization and synthesis of knowledge through general principles (theories , laws , etc. .) .

Epistemology literally means " science theory " . Already in ancient times the term was used as episteme indubitable knowledge , as opposed to the doxa , which referred to the opinion, conjecture . So it 's been awhile understood as a theory of knowledge .

But epistemology refers to specific knowledge , differentiating them from the general theory of knowledge Long

philosophy was concerned with all aspects of human conduct . The philosophy is not separated from science, theology, psychology, etc. . , There were a clear distinction of disciplines or departments . In Plato and Aristotle can observe a "trial " of epistemology although the term and current structure of the discipline are after . During , but mostly after the Middle Ages , chains modernists sought this break , declaring the independence of science and later this superiority over those . Science was so disjointed philosophy , seeking their own area of expertise. Sanchez Gamboa (1996 , p.18) , best explains this disconnect between philosophy and science :

In its early philosophy not shared in ontology (doctrine of being) , gnoseology (doctrine of knowledge) and logic (science of the forms and laws of thought) . This division has just begun to be glimpsed with Aristotle and Kant with materialized . The division was fundamental to the development of science and the same philosophy . The separation between ontology and logical theory of knowledge was the result of the advancement of the natural sciences that has enabled the development of a theory and a method of knowledge , without requiring the ontology that deals with essences , general laws of being, etc. Thus breaking with metaphysical thinking prevailing at the time. But from there , the philosophy of science distances itself , insofar as empiricism and positivism define themselves as scientific methods and how philosophical positions .

Science currently gaining more space , making it impossible to define the line which separates this from other research areas . Especially with gains of biology and genetics in recent decades , it is not possible not to question ethically , for example , some procedures of scientific research. The questions raised during the scientific and philosophical questions are to be answered on this light .

It would be more appropriate to identify epistemology and theory of scientific knowledge , identifying who is born highly linked to the positivist tradition , although with reservations , which will be addressed if there is need to quote them to achieve the objectives of this work . In addition , reducing the theory of knowledge epistemology , as so often wanted neopositivists logic which only accept scientific knowledge , is not a prudent move , since fully eliminates other forms of knowledge possible .

But although this difference exists between theoretical knowledge and theory of epistemology often in practice it is not observed , especially when they occur reductive attitudes . Sanchez Gamboa (2007 , p.12) explains this event as follows :[...] The relationship between Theory of Knowledge and Epistemology - understood as science theory - which in principle is a relationship between gender and species, no longer makes sense , because Epistemology , limited to a single form of knowledge (scientific knowledge) , nullifies this distinction , because it disappears when gender is reduced to a single species .

According to Sanchez Gamboa (1982) , epistemology is called the philosophy of science with more precise meaning and Piaget , genetic epistemology , which considers knowledge , not as a state but as a " structural genetic process ."According to Piaget (1973) , Epistemology is the passage less knowledge of the stage to the stages of higher knowledge , this method assumes that science is developing gradually.

Bachelard (1973) , proposes a reflection on the philosophy implicit in the practices of scientists , giving science the philosophy that they deserve . The function of philosophy is to build an epistemology that aims at the production of scientific knowledge on all aspects . Epistemology must interrogate the relationship between science and society , between science and various scientific institutions and the relationships of the various sciences together . The science to Bachelard (1973) , is not representation but act . But is not contemplating building , producing , rectifying , creating that spirit comes the truth .

Epistemology is also linked to the methodology . While epistemology is not properly the study of scientific methods , but a critical study of the principles , assumptions and results of the various sciences , even so , the methodology should be regarded as situated in the field of epistemology .

Habermas (1982 , p.115) warns about a possible reductionism : " Individuals who act in accordance with such rules lose their meaning for a theory of knowledge limited to the methodology : the deeds and fates are part , at best, the psychology of persons subject to reduced empirical - to elucidate the inherent cognitive process they are irrelevant . "

But Sanchez Gamboa , identifies three epistemological trends in education research , are the empirical analytical , the critical dialectical and phenomenological hermeneutics . It is noteworthy that such tendencies are not , in any way , definitive models of epistemological analysis .

Sanchez Gamboa , Lamar (2009 , p.29) explains :[...] This situation is due to the cultural import of the composition faculty trained abroad and the imposition of a model graduate , who favored transposition of dominant paradigms in countries of origin . This is explained in part by reduced availability of national bibliographic production , reaching the level of criticality problem with that make such imports .

According to Chaves (2005) , there is a relationship between the types of methodological approaches and human interests that guide the production of scientific knowledge as well as the logical set of activities that are required for each approach . This relationship can be expressed as follows:

- Trend: empirical- analytic ; Interest : Technical Control ; Set logical: work / technical / information .

- Trend: Phenomenological - hermeneutics ; Interest : Dialogic consensus ; Set logic : language / consensus / interpretation .

- Trend: critical- dialectical ; Interest : critical , emancipatory ; Set logical: power / empowerment / criticism.

Epistemological Research in Physical Education requires in a first step to address some theoretical elements that contributed to the reading , analysis and understanding of the study .

At this stage of the research we intend to define the origins , meanings and analytical perspective , developments and trends Physical education in Brazil has no tradition , especially the reflection on the scientific, as well as other areas are in a setting Epistemology . According Bedin sports science is characterized by :

Attempting to create a space able to gather any scientific discipline that , somehow , it's sports- related themes would here the Sports Science b) Attempts to build an interdisciplinary field from the sports sciences . In this case , Gaya (1994) claims a sports science in the singular or desportologia geared towards the needs of sports . (2008 , p.66)

Bracht (1995) when discussing Gaya (1994) would be linked to the concerns of institutions that aims high performance sports " with it , subject to their codes and interests would lose its critical potential . becoming pragamático - functional ; would legitimize the importance of sport phenomenon " (p.45) .

Continuing Bracht (1995) states that [...] the sciences Sport does not possess identity [...] itself : there is no theoretical range of scientific and Sports Science . To Santin (1995) " there is no specific science sport that can be identified or named Sports Science " .

The production of knowledge in Postgraduate Sensu Strico MA, PhD, has played an important role in the definition and implementation of scientific research in ways that " identifying areas of knowledge more developed or poorly worked , theoretical and methodological difficulties (and technicalities fads) , academic scientific needs , such as the organization of the scientific community , the identification of human resources and accumulation of critical mass . " (Sánchez GAMBOA , 2007 , p.152)

The 1980s meant a phase with turbulence and were replete with criticism in the educational sphere and Physical Education , was marked by proposals with critical reflections that came to denounce practices and methodologies considered unquestionable truths that were rooted in physical culture and sports.

To Bracht (1995) , was a period of intense movement among intellectuals of physical education in which one perceives one academic maturity , which led to a critical analysis focused on the interior . This change made the intellectual spell out their theoretical differences , and thus came explanatory theories addressed from the perspective of different studies . According to Bracht , " [...] regardless of the theoretical matrix that these professionals will embrace the humanities and social sciences , and this by means of pedagogical discourse . " (2007 , p.24)Betti (1996 , p.31) proposes to extend the concept ;[...] The practice of physical activities motion , conceived as a field of social dynamism , which gives confrontation and dispute practice models and act in which various social forces (including the academic- professional EF . A social practice conceived is almost synonymous with the concept of " culture of body movement.The pedagogical relationship is (should be) a relationship between subjects, should be a creative relationship and creative [...] the theory is no substitute for practice and vice versa , each of which has its own logic that these need to fertilize each other , for a theory of practice and a practice theorized ." (BRACHT , 2007 , p.147)

FINAL

In knowledge production in the southern region , we found that were defended in the state of Rio Grande do Sul , UFRGS , 248 dissertations and 42 theses ; UFSM , 46 dissertations and 18 theses , dissertations on UFPEL 32 , in the state of Santa Catarina in - UFSC - , 245 -five theses and dissertations in UDESC , 232 dissertations , in the state of Paraná - in - UFPR , 176 dissertations , the UEL / UEM , 46 dissertations during the period 2000-2010 .

The Graduate programs in the state of Rio Grande do Sul located in cities such as Porto Alegre and Pelotas . In addition to these programs , in February 2012 occurred recertification program UFSM , located in the municipality of Santa Maria .

In the state of Santa Catarina , there are only two Masters and Doctorate programs located in the capital , which has prevented the many applicants to conduct studies courses Strictly speaking the difficulties of access. It is also necessary to adopt policies of expansion and the creation of new programs in the region ,

We need to articulate actions to increase the number of lines of research for the humanities and for network research and work [...] "collective and meaning it gains in consolidating the group search and optimization of conditions production of knowledge . " (KEYS ; SANCHEZ GAMBOA , 2009 , p.151) .

We identified the presence of four trends in research , as the data have demonstrated in the southern region : 68.3 % are research driven by trends Empirical - Analytical , 20.5 % are research Phenomenological - Hermeneutic , 8.4% are Postcolonial Studies modern and 2.8 % are research - Dialectical Critical . In the analyzes , evidenced the predominance of the Empirical - Analytic trends in the production of knowledge in all programs surveyed .

They differ from the data found in the survey conducted by Chaves (2005) , when analyzing the production of knowledge in Physical Education in the Northeast states (Alagoas , Bahia , Pernambuco and Sergipe -1982- 2004), Balance and Prospects . " With respect to the theoretical and methodological trends , the similarity in other regions of the country , it was found to decrease analytical approaches and positivist and progressive increase of trends and Critical Phenomenological - Hermeneutic - Dialectic . " (KEYS , 2005 , p.137) .

In this sense , the changes may mean new direction of the lines of research , with interests focused on social movements and to intensify the research network and Basic Education , [...] , " defending the public school and deepening studies possible to ensure that all children and youth have access to the means of producing intellectual culture . " (TAFFAREL , 2009 , p.165) .

There is potential in the ascendancy in knowledge production in the South - research Postmodern seeking to introduce changes , in which everything is planned according to the dictatorship of the market and the ethics of profit. Postmodernity aims to form a consumer society where everything is bought and sold , even family values , emotional and civility ; bodies are auctioned , it creates structures that prevent the development of critical thinking , citizenship and the possibility full democracy .

The southern region still maintains the hegemonic form , the field of Analytical Empirical trends in all programs . Knowledge production in the southern states of Brazil remains guided by positivism . " The science in this view looking through experimentation , observation and control technology resources [...] creating a single individual and of society itself atomized . " (Gonçalves , 1994 , p.27) .

The results presented in research on knowledge production in the South corroborates with the public policies adopted by CAPES and CNPq , and Plans National Graduate that prioritize individualism , productivism and serve the interests of the labor market . Anyway , we hope that research which realized , stimulate future research and serve as a backing for other studies that investigate and deepen the controversies and limitations . Also that encourages the epistemological vigilance , which strengthens and promotes the advancement of knowledge production , particularly in other regions of Brazil that have not yet been investigated.

The human need to strive for a society in which radicalized democracy and social justice . Thus , all forms of exclusion that are being installed in society will break with this dominant paradigm and seek other possible paths .

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RESEARCH IN PHYSICAL EDUCATION : THE CASE OF GRADUATE PROGRAMS IN PHYSICAL EDUCATION PUBLIC UNIVERSITIES IN THE UNITED SOUTH OF BRAZIL

ABSTRACT

This study will be based on the production of scientific knowledge in the area of Physical Education, and as a source of research, analyzes epistemological Gamboa performed by the University of Brasilia (1982), the State University of Campinas (Unicamp, 1997) and the Pontifical Catholic University of Campinas (1996), as well as the work done by Silva (1997). We identified the presence of four trends in research, in the southern region: 68.3% are research driven by trends Empirical-Analytical, 20.5% are research Phenomenological-Hermeneutic, 8.4% are Postmodern Studies and 2.8 % are research-Dialectical Critical. In the analyzes, evidenced the predominance of the Empirical-Analytic trends in all programs surveyed.

KEYWORDS: Physical Education. Search Epistemology. Graduate.

RECHERCHE EN ÉDUCATION PHYSIQUE: LE CAS DU PROGRAMMES D'ÉTUDES SUPÉRIEURES EN SCIENCES PHYSIQUES UNIVERSITÉS PUBLIQUES D'ÉDUCATION AUX ÉTATS- SUD DU BRÉSIL.

RÉSUMÉ

Cette étude sera basée sur la production de connaissances scientifiques dans le domaine de l'éducation physique, et comme une source de recherche , analyse épistémologique Gamboa réalisée par l'Université de Brasilia (1982), l'Université d'Etat de Campinas (Unicamp , 1997) et Université Pontificale catholique de Campinas (1996) , ainsi que le travail effectué par Silva (1997). Nous avons identifié la présence de quatre tendances dans la recherche, dans la région sud : 68,3 % sont portées par les tendances des recherches empiriques - analytiques , 20,5 % sont des recherches phénoménologiques - herméneutique , 8,4% sont des études post-modernes et 2.8 % de la recherche dialectique critique . Dans les analyses , comme en témoigne la prédominance des tendances empiriques - analytiques dans tous les programmes étudiés .

MOTS-CLÉS: éducation physique. Rechercher épistémologie . Diplôme.

INVESTIGACIÓN EN EDUCACIÓN FÍSICA : EL CASO DE LOS PROGRAMAS DE POSGRADO EN UNIVERSIDADES PÚBLICAS DE EDUCACIÓN FÍSICA EN LOS ESTADOS DEL SUR DE BRASIL .

RESUMEN

Este estudio se basa en la producción de conocimiento científico en el área de Educación Física , y como fuente de investigación, análisis epistemológico Gamboa realizado por la Universidad de Brasilia (1982) , la Universidad Estatal de Campinas (Unicamp , 1997) y Pontificia Universidad Católica de Campinas (1996) , así como el trabajo realizado por Silva (1997) . Se identificó la presencia de cuatro tendencias en la investigación, en la región sur : 68.3 % son la investigación impulsada por las tendencias empírico-analítico , el 20,5 % son de investigación fenomenológico - hermenéutico , el 8,4% son estudios posmodernos y 2.8 % son críticos en la investigación dialéctica . En el análisis , se evidencia el predominio de las tendencias empírico - analíticas en todos los programas analizados.

PALABRAS CLAVE : Educación Física. Buscar en Epistemología . Licenciado .

A PESQUISA EM EDUCAÇÃO FÍSICA: O CASO DOS PROGRAMAS DE PÓS-GRADUAÇÃO EM EDUCAÇÃO FÍSICA NAS UNIVERSIDADES PÚBLICAS DOS ESTADOS DO SUL DO BRASIL.

RESUMO

O estudo em questão terá como base a produção do conhecimento científico na área da Educação Física, e como fonte de pesquisa, as análises epistemológicas realizadas por Gamboa na Universidade de Brasília (1982), na Universidade Estadual de Campinas (Unicamp,1997) e na Pontifícia Universidade Católica de Campinas(1996), bem como o trabalho realizado por Silva (1997). Identificamos a presença de quatro tendências nas pesquisas, na região sul: 68,3% são pesquisas orientadas pelas tendências Empírico-Analíticas, 20,5% são pesquisas Fenomenológico-Hermenêuticas, 8,4% são os Estudos Pós-Modernos e 2,8% são pesquisas Crítico-Dialéticas. Nas análises realizadas, ficou evidenciado o predomínio das tendências Empírico-Analíticas em todos os programas pesquisados.

PALAVRAS-CHAVE: Educação Física. Pesquisa Epistemológica. Pós-Graduação.