103 - SOCIAL REPRESENTATIONS BY PROFESSORS CONCERNING THE DISTRIBUTION OF THE PUPILS BY SEX IN THE PHYSICAL EDUCATION CLASSES

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The distribution of the pupils by sex in the Physical Education school classes (PE) rouse curiosity in us, since the methodology of education with one or another form of distribution is not an unanimity[1]. Even the specialists have no consensus in affirming which is the adequate way of working.

The present work is characterized by a case study, of ethnographic type, performed in the Edmundo Bittencourt State School (EBSS) located in the city of Teresópolis, in the State of Rio de Janeiro.

The specific contribution of this work consists in approaching the object "Distribution of the pupils by sex" with the intent of: I) extending the debate on the distribution of the pupils by sex in the Physical Education classes (PE); II) facilitating that the professors be attentive to the importance of discussing the Gender (Scott, 1995) and the Co-education (Saraiva, 1999; Kunz, 2002) subjects in the classes; III) pondering on mixing classes, that are not mixing, in which the boys and girls are together, but they execute different tasks, that can strengthen stereotypes and extend prejudices associated to the gender; IV) strengthening in the Physical Education classes (PE) the possibility of co-educative classes, popularizing this education proposal.

As a problem to investigate, we raise the question "Which are the representations of Physical Education professors concerning the distribution of the pupils by sex in the PE classes?" We have as main objective to analyze which are the representations of the PE professors of the EBSS on the distribution of the pupils by sex. To contemplate this objective, we elaborated the following questions to investigate: I) Which are the representations of the PE professors on the distribution of the pupils by sex in the classes? II) Which are the attitudes (interventions) of the professors during the PE classes in what concerns this distribution of the pupils by sex?

The group of informers was composed of six Physical Education school professors, being three male professors and three female professors of EBSS. The instruments used for collecting data were: I) Participant Observation (Becker, 1987; Minayo, 1995); II) Focal Group Interview (Bauer, 2002; Minayo, 1995) and III) Free Words-Association Test (Moliner, 1994).

As theoretical-methodological analysis support, we used the referential of the Analysis of the Content (Bardin, 1977; Minayo, 1995; Franc, 2003), of the Social Representations (Moscovici, 1978; Sá, 1998), of Gender (Scott, 1995) and of Co-education (Saraiva, 1999; Kunz, 2002).

For the analysis of the interviews, we selected the answers that represented a greater consensus and we carried through the construction of the categories of analysis. From there, we identified together with the crossing of the data of the other instruments of collect, the representations of the professors on the distribution of the pupils by sex.

I- CIRCULATING SPEECH AND SOCIAL PRACTICES FOR THE DISTRIBUTION OF THE PUPILS BY SEX

Six categories resulted from the analysis of the content of the interviews for the distribution of the pupils by sex, they were: Little physical confrontation, socializing, difference relating to strength and ability, sportivized, promoting of physical training and homogeneity relating to the strength and ability.

We will present the categories that had emerged from the speech of the interviewed ones, together with some prototype speeches. Simultaneously, we will be correlating the speech supplied and analyzed with the results of the non systematic Participant Observation and the Free Words-Association Test.

The category *little physical confrontation* emerged associated to the mixing classes. In this, the professors choose for activities that do not place boys in corporal disputes with girls. This category is characterized for minimizing the physical confrontation between the two sexes. We cite Rivaldo's speech, which points out the contents with little physical confrontation:

"They are all mixing.[...] For I give only theory lesson, elongation and recreation. Then I don't see the need to have separation."

Relating to the social practice of the informers, we observed that the content of the mixing classes consisted in its majority, of activities with little physical confrontation. The category *socialization* was distinguished in the speech of most of the professors as a salient element when referred to the **mixing** classes. The group of professors describes the mixing classes as favorable to the socialization between the two sexes. During the intersexes conviviality, the relationship between boys and girls develops.

I confirm the option of the professors for the mixing groups for the socialization, with the following Amândio's speech:

"I generally choose for the mixing classes, [...] The socialization of these pupils becomes easier."

Deise stresses the *socialization* in the sense that the boys cooperate with the girls in the development of the class. Action that we stress as praiseworthy, since historically the masculine sex has been characterized by individualistic behaviors. Deise valorizes the socialization, in the sense of the cooperation.

"I also think that the boys, they help quite a lot the girls to grow up. Because when we put only the girls [...], I have a seventh grade that the girls are very weak."

On the excerpt above, the teacher refers to the girls as very weak, but faces as normal, the technical difference intersexes, demonstrating the lack of clarification about the conditions in which boys and girls are treated in our society. Here we interpret the teaching position as outdated, after all, the professor who have knowledge on the historical-cultural causes of this difference[2] will contribute for a better education.

The category *socialization* was the only one that got the consensus of the professors in the Free Words-Association Test, being mentioned on the lists of words of the six professors for mixing classes.

Another category that comes associated to the mixing classes was the *difference* for motor ability and strength. In the following speech, Luciene stresses the technical difference between boys and girls:

"The boys live deeply the physical activity, the girls arrive, without having played nothing, without having played one single handball in life in the net. Without having played an indoor soccer in life, they arrive in Middle school."

Concerning the differences of ability and strength, the strength difference is biological and the ability difference is cultural. As for the strength, we cannot modify nature and the boys in its majority will always present a superior strength than that of the girls, but the second difference that is cultural, this one, can be minimized from a bigger opportunity for the girls inside and especially, outside the school, since they already arrive in school with a motor delay, impairing in the psycho-motor

[1] There are two ways of distribution of the pupils by sex for the PE classes: with classes separated by sex or with mixing classes.
[2] We identify a question of gender since in infancy there is an orientation so that the girls play with house and doll, while as for the boys, that they play with ball and games that denote fight. The professors themselves tend to have gender prejudice not offering the same contents for the two sexes.
[3] What in our way of understanding cannot be called "class", but, instead, a "free recreation" since there is no teaching intervention.

development in the PE classes.

Relating to the category *sportivized,* the professors associated it with the lessons separated by sex, one in explicit form, another in implicit form and used to stand out the *sport* as a strong motivating element for the separation. In this case, we infer that the group of professors understands the class separated by sex as being of predominance of the content *sport*, but depending on the teaching position the sexes are not necessarily separated for the administration of this content. On the following speech, we note that if the content were *sports,* the professor would separate the pupils by sex.

"I opted not to (to separate). For seeing no need. It is... even because I don't give sportive modality in my classes."

The position of the professor above is in accordance with the Federal Decree nr. 69.450, of 1st of November of 1971, in its chapter 1, art. 5th that foresaw the separation of the pupils by sex for the classes where the contents were the sports and the objectives were the physical efficiency. (Freire, 1989).

During the observations, we noted that when the professors worked with sports, they developed the whole class in the mixing form or left the second part of the class free and then, the pupils would separate themselves. In other observed classes, the professors left the pupils free during the whole class[3] to choose the activities. These pupils separate themselves, most of the times, by sex and by level of motor ability to play indoor soccer (boys), volleyball and *queimado* (girls). This fact can be located, since in school co-educative attitude does not occurs from most of the professors and the other employees.

The *homogeneity* relating to the motor ability, efficiency of the performance and strength, was another recurrent category in the speeches of most of the professors of the group, for the classes separated by sex.

In the following Deise's speech the productivity of the boys is emphasized, justifying the formation of homogeneous groups as for the sex. Although Deise declares the difference of productivity on behalf of the boys, in the course of the interview she admits that this difference is generated by historic-cultural factors.

"there is a time when you really have to select. To work a little bit the masculine here, the feminine here. Because the boys produce more than the girls, this is a reality of mine."

The category physical *training* emerged from the professors' speech for the separation of the pupils by sex. To exemplify, we will stand out Luciene's excerpt revealing that to train she would separate the pupils by sex:

"If you will put together a group objecting only to train motor ability, to teach the indoor soccer, for example, obviously that, in separated classes you'll have a better performance."

In fact, according to the circulating speech on training, we identified with the use of the Free Words-Association Test the element *training* as representative of classes separated by sex.

FINAL CONSIDERATIONS AND SUGGESTIONS

About the way of distributing pupils by sex in the PE classes, we identified a predominance of the mixing classes and the free recreations in the EBSS. When during the classes the professors leave the pupils free to make what they want, the pupils tend to separate by sex. Thus, in practice, the professors either work with mixing classes, or leave the pupils free generating the separation of the pupils by sex and motor ability, demonstrating that in its majority, the group of professors does not have a favorable conduct even to the mixing classes or to the classes separated by sex. When working with mixing classes, does not develop the class in a co-educative manner.

Concerning the distribution of the pupils by sex, whether in mixing classes, or whether in classes separated by sex, we understand that both the methodologies present advantages and disadvantages. The exclusive work with mixing classes hinders the physical confrontation, in which the victory in the games is the objective, one of the aspects that attracts the pupil in the class.

Concerning the representations of these professors for the distribution of the pupils by sex in the PE classes, we find the categories: ***i socializing*** in the sense of propitiating the inter-sex relationship: cooperation, integration and branch together; ***ii little physical confrontation***; ***iii*** constituted of ***differences relating to the strength and the motor ability; iv sportivized; v promoters of physical training;*** e ***vi homogenous relating to the strength, motor ability and resistance.***

We identify that the professors, in the mixing form of the distribution of the pupils by sex, demonstrate difficulties in handling with the group for not knowing the conjecture of the co-education (Saraiva, 1999; Kunz, 2000) and of the gender dimension in the PE classes. Considering this, being the co-education a recent thematic in Brazil and little applied in the formation of professor courses, we perceive the urgency of this thematic in the professional field

Reflecting on the mixing form of distribution of the pupils by sex, we understand that working with this option does not guarantee that the class would be co-educative, in agreement with what Costa (2002) suggests. Concerning the thematic "gender", although there is no consensus in the academic field (Júnior, 2003), it seems that the reflections and practices start to get organized slowly, because gender was not a guiding axis of the Education, thus justifying the lack of knowledge of the informers relating the gender matters that permeate the forms of distribution of the pupils by sex.

In the way of distribution of the pupils by sex where the professor separates boys from girls, the gender conflicts tend to be minimized by the fact that, having no confrontation between boys and girls, the gendered practices tend to be faced without prejudice, besides not occurring the abuse of the power on behalf of one sex in relation to the other.

In the course of the interviews, the professors demonstrated comprehension about the historic-cultural causes of the differences of performance and motor ability between boys and girls, but despite this, they remain with a conservative position in both, the work with mixing classes and the work with classes separated by sex, tending to reproduce as "natural" the gender differences built in the context of the Physical Education school classes.

In view of what was presented and reflecting on the researches and practices that are developed in the educational environments, the Physical Education and the Co-education can assist the school PE professors in what concerns the choice of the forms of the distribution of the pupils by sex, in accordance with the proposed objectives. The Physical Education can still assume an important role, questioning on the actions of boys and girls and favoring the equality of chances to everyone in relation to the practice of the several physical-sportive activities.

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SOCIAL REPRESENTATIONS BY PROFESSORS CONCERNING THE DISTRIBUTION OF THE PUPILS BY SEX IN THE PHYSICAL EDUCATION CLASSES

ABSTRACT: The objective of the study is to investigate and analyze the speech of Physical Education school professors on the distribution of pupils by sex in the classes of the Edmundo Bittencourt State School city of Teresópolis State of Rio de Janeiro. It is a case study, of ethnographic type, where the group of informers was constituted by three male professors and three elementary and middle female teachers. It was originated from the lack of consensus evidenced by us in the pedagogical practice of the Physical Education professors about the choice of a methodology of distribution of the pupils by sex in these classes. For collecting data, we used interviews in focal groups, a free words-association test and non-systematic participant observation. The professors represent the distribution of the pupils by sex as socializing, of little physical confrontation, with differences in relation to the strength and motor ability, sportivized, promoting of the physical training and homogenous as for the strength and motor ability.

We concluded that: I in the free recreations the pupils tend to separate by sex; II there is incoherence in relation to the discourse and the practice in most of the professors on the distribution of the pupils by sex; and III the majority of the professors showed a conservative attitude on the pedagogical practice, tending to reproduce as "natural" the gender differences built in the context of the Physical Education school classes.

Key-words: Physical Education in school, distribution of the pupils by sex and co-education.

REPRÉSENTATIONS SOCIAUX DES ENSEIGNANTS AUTOUR DE LA DISTRIBUTION DES ELEVES PAR SEXE DANS LES CLASSES D'EDUCATION PHYSIQUE.

RESUMÉ :Cet étude a eu pour but rechercher et analyser le discours des enseignants de l'Education Physique sur la distribution des eleves par sexe dans les classes dans l'école de l'Etat de Rio de Janeiro Edmundo Bittencourt, dans la ville de Teresópolis. C'est un étude de nature ethnograpphique dans lequel lê groupe des sujets a été constitué par trois enseignants et trois enseignantes de l'école primaire et secondaire. La recherche s'est originée à partir de notre constation du manque de consensus entre la pratique pédagogique des enseignants de l'Éducation Physique sur le choix d'une métodologie de distribution des eleves par sexe dans ces classes. Pour ramasser les donnés, nous nous sommes servis des enquêtes menée auprès un group focal, une preuve d´association libres de mots et observation participative non-sistemátique. Les enseignants décrivent la distribution des eleves par sexe comme socialisantes, avec peu de confrontation physique et peu de différences em ce que concerne la force et l´habilité, sportivisés, que provoquent lê trainement phisique et homogènes en ce que dit respect à la force et l´habilité. Nous avons conclué que : I- dans les récréations libres les eleves ont tendance à se séparer par sexe ; II- il y a de l'incoérence par rapport le discours et la pratique de la majorité des enseignants sur la distribuition des eleves par sexe; et III- la majorité des enseignants a presenté une position conservatrice dans la pratique pédagogique, en avant la tendence de reproduir les différences de generè, construites dans lê contexte des classes d´éducation physique comme s´elles étaient 'naturelles'.

Mots-clés : Education Physique, distribution des élèves par sexe et co-éducation.

REPRESENTACIONES SOCIALES DE DOCENTES ACERCA DE LA DISTRIBUCIÓN DE LOS ALUMNOS POR SEXO EN LAS CLASES DE EDUCACIÓN FÍSICA.

RESUMEN: El estudio tuvo el objetivo de investigar y analizar el discurso de los profesores de Educación Física en la escuela con respecto a la distribución de los alumnos por sexo en el "Colegio Estadual Edmundo Bittencourt" Teresópolis RJ. Es un estudio de caso, de carácter etnográfico en que el grupo de informantes fue constituido por tres profesores y três profesoras de la enseñanza Primaria y Secundaria.Se originó por la falta de consenso constatado por nosotros en la práctica pedagógica de los docentes de E.F. sobre la elección de una metodología de la distribución de los alumnos por sexo en las clases. Para colecta de los datos utilizamos entrevistas en grupo focal, una prueba de asociación libre de palabras e observación participante asistemática. Los docentes representan la distribución de los alumnos por sexo como socializadoras, de poco enfrentamiento físico con diferencias en relación a la fuerza y la habilidad, deportismo, fiscales del entrenamiento físico e homogéneas cuanto a la fuerza e habilidad. Concluimos que: I- en la recreación libres los alumnos tienden a separarse por el sexo. II- incoherencia entre el discurso y la práctica de la mayor parte de los docentes sobre la distribución de los alumnos por el sexo; Y III- la mayoria de los docentes presentó una posición conservadora en la práctica pedagógica, tendiendo a reproducir como "naturales" las diferencias de género construidas en el contexto de las clases de Eduacación Física Escolar.

Palabras-claves: Educación Física Escolar, distribución de los alumnos por sexo e co-educación.

REPRESENTAÇÕES SOCIAIS DE DOCENTES ACERCA DA DISTRIBUIÇÃO DOS ALUNOS POR SEXO NAS AULAS DE EF

RESUMO: O estudo tem como objetivo investigar e analisar o discurso de docentes de Educação Física escolar sobre a distribuição dos alunos por sexo nas aulas do Colégio Estadual Edmundo Bittencourt-Teresópolis-RJ. É um estudo de caso, de caráter etnográfico, em que o grupo de informantes foi constituído por três professores e três professoras do ensino fundamental e médio. Originou-se da falta de consenso constatada por nós na prática pedagógica de docentes de Educação Física sobre a escolha de uma metodologia de distribuição dos alunos por sexo nestas aulas. Para coleta dos dados, utilizamos entrevistas em grupo focal, um teste de associação livre de palavras e observação participante assistemática. Os docentes representam a distribuição dos alunos por sexo como socializantes, de pouco confronto físico, com diferenças em relação à força e habilidade motora, esportivizadas, promotoras do treinamento físico, e homogêneas quanto à força e habilidade. Concluímos que: I- nas recreações livres os alunos tendem a se separar por sexo; II- Há incoerência em relação ao discurso e prática da maioria dos docentes sobre a distribuição dos alunos por sexo; e III- a maioria dos docentes apresentou uma postura conservadora na prática pedagógica, tendendo a reproduzir como "naturais" as diferenças de