31 - POSSIBILITIES FOR A MORE FLUID RELATION BETWEEN SPORT PRACTICES AND CHILD SUBJECTIVITY. PRELIMINARY REFLECTIONS

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INTRODUCTION

This article publishes part of the results of two studies developed between the years of 2000 and 2004. Its field of action is a Social Project developed with a private University since 1988 and that since 1997 had the partnership of the Ayrton Senna Institute (IAS) and the National Institute of Sport Development (INDESP), subsequently named National Secretary of Sport (SNE). The project showed the idea of Education and Health through Sport.

On the research that took place between the years 2000 and 2002 we intended to explore, among other objectives, the role of the sport practices in non-scholastic spaces, on the construction of children's subjectivity/identity, from their perspectives.

On the second research, between the years of 2002 and 2004, we investigated the impact produced by the pedagogical mediations lived by the same children on the different learning and teaching spaces and on the schools where they studied, from their teachers' perspective, on the scope of the investigated Project.

Recently, through a document analysis, we interpreted some public “speeches”, and through the analysis of interviews given by an expressive group of teachers that work with children in school and non-scholastic fields of work (from the two researches), we intended to make evidence the kind of subject that is planned to be “built” on the spaces where “sport” and “childhood” are approximated.

The last intention of our studies is not only making evidence what the “speeches” say about the child subject, but above all to advance on the understanding of the educators on the possibilities of a more fluid relation between body and subjectivity on the concrete practices in which the group is immersed.

Therefore the study is limited to the data that was collected, organized and analyzed according to theoretical and methodological criteria that support and sustain scientifically our interpretations, but it does not intend to homogenize the comprehension of the educators about the theme.

THEORETICAL FOCUS

We were supported by the Theory of Representations to explore and understand, especially, the speeches of the children collaborative to the study and we elected the study proposition of Moscovici (1978 and 1994), Guareschi and Jovchelovitch (1998), that defines the Theory of Social Representations as an theory of interdisciplinary enterprise. According to Faar & Moscovici (1984) the social representations have an important orienting role on the social practices.

The representations named here also find theoretical meaning on the text of Steinberg and Kincheloe (2000), among others that discuss over the essentiality of the difference between the representations of school pedagogy, culture pedagogy and the influence of both on the construction of child identity.

To interpret and understand why the legislators and educators are interested and discuss more over the relations among children than about them, when they explicit the reasons and intentions of sport practice in childhood, we make use of Marrero (2004) call capacity to un-stabilize the subject through an essay from the contributions of situational interactive sociology. The theoretical perspective that the author reconstructs helps us to understand the causes of the difficulties expressed on the speeches and publications of the Physical Education knowledge, articulating more fluid relations between *body* and *subjectivity* on the scope of school and non-scholastic sport practices.

To anchor our understanding that human beings are *embodied* subjects we appeal to the text organized by Pagès (2004) in which she seeks to re-configure the subject, from the feminist positions, analyzing concepts of “agency” and “subjectivity” present on the *embodiment* practices. Qoting Csordas (1994), Cortés (2002) among others, she remembers that those changes are marked, above all, by medical practices, consumption society and feminist, ethnic and gay political movements that are based on the idea of *embodiment* of gender and sexuality. In this way O'Loughlin (2001) presents his theory of subjectivity, anchored on the processes of identification, considering the notion of subjectivity more proper, above all, by its dynamics in a continuous process of “becoming” that relates the inter-psychic factors in each person, that is, the *participation effects* that each person adopts in different groups with determined movements of identification and un-identification; and the *effects of the discursive practices* of the society over the kind of subjectivity that each person adopts.

METHODOLOGY

This article organizes analyses and articulates part of the information collected in two case studies of qualitative approach of which investigation processes took place between the years of 2000 and 2004. It also considers some analysis, especially documents, of the project we initiated on January of 2005, over the same theme. The scientific framing of the study is developed on the theoretic methodological limits of qualitative research.

On both research projects we built similar methodological strategies. We started by the analysis of documents to limit the system of propositions that defined the ideas of the Social Project studied and the Politic-Pedagogical Projects of the schools in which those children were enrolled. Our main interest was interpreting the impacts that the pedagogical mediations in which the children are submitted inside the Social Project, under the system of ideas of *Education and Health through Sport*, produced on the dynamics of identification of this child group, from the perspective of the authors implied in it, including the teachers on the Schools where they studied.

On the first project, through an intense analytical process, we limited the twenty collaborative children by the regularity of their speeches, diversity of gender, time on the Project and diversity of sporting modalities practiced. With the authorization, through the Term of Informed Consent, this group participated of another round of individual interviews. The three managers of the project participated, collectively, on a thematic interview to facilitate the exercise of the inter-subjectivity and favor the identification of the discursive formations and of the disciplinary rules that go beyond individual stories. The student teachers, in a total of ten, were individually interviewed. The teachers, in a total amount of fifteen from the five schools that composed the investigated context, were also individually interviewed. All the collaborative actors of the study authorized, through the Term of Consent, the use of the information in scientific publications. To guarantee the anonymity of the collaborators, the real names were substituted.

Besides the analysis of documents and interviews, ethnographic observations were made on the everyday of the Social Project and the Schools.

Subsequently we identified the effects of such devices on the everyday of the Project and School through an

interpretative analysis of the speeches present among the collaborative actors of the study. The comparison between those two analysis levels indicated us the Social Representations produced there.

The analytical process happened from the analysis of documents allowing a thematic mapping and the construction of the historic-political and theoretical contextual mark of the project, contributing to the refinement of the semi-structured interview focus made with the group of collaborative actors on both research projects. The ethnographic observations were registered on a notebook.

The analysis of the interviews demands a coherent, logical and brief ordering of the fragments of the speeches that give thematic regularity to the speeches and that we call "units of relevant meaning" to the research problem. There were 174 units of relevant meaning identified on the first project and 187 on the second. The amount of units of meaning was ordered in categories of qualitative analysis on both projects.

Through deeply analyzing the content of each category of the Research Projects, we explained qualitatively the representations on education, health and sport, on the perspective of the collaborative children of the first project. The dimension "sport" obtained a significant argumentative predominance, in detriment of the dimensions "education" and "health". Considering this evidence, we grouped the speeches of the children according to the meanings represented on them, on three lines of qualitative analysis of the representations on sport: the biological dimension, the social dimension and the subjective dimension. Those children have a plural conception of sport integrating the explanations of the three dimensions cited.

The deep analysis of the content of the categories of the second Research Project, where the collaborators were the teachers of the schools frequented by the children, "sport", understood as a wide set of body practices also had argumentative predominance, especially on subjective dimension, as an element capable of producing significant subjectivities on children. The "conception of childhood" and the "teaching formation" were also categories that showed a great argumentative power and, thus, very significant to our study.

With this information, in this article, named "reflection on the possibilities of a more fluid relation between body and subjectivity on the sporting practices in which children participate" we selected two lines of qualitative analysis to dialogue among themselves: a) childhood conception, b) sport conception. Our sustaining sources are: a) the theoretical support that we selected as reference, b) the speeches of the children, c) the speeches of their teachers, d) some official speeches (documents), d) some academic speeches (publications).

RESULTS

From the lines of qualitative analysis that our findings indicated as significant, up to the moment, we want to make clear that the meanings that we incorporated on our analytical process consider the Social Project and the Schools as systems of production of shared knowledge.

Therefore, the analysis perspective that based our work is the *emic* or inside perspective, that is, we adopted the point of view of the actors, and not the *etic* or external perspective, in which the point of view of the researchers would prevail.

Our initial assumption is that the notion of childhood, as Frigério (2003) refers does not contemplate the set of subjects that it has. Buckingham (2002) illustrates our assumption with the following question: "Up to what point can we interpret the cultural representations of the childhood as a reflex of the children's reality?" (p.45).

Ruiz and Casablancas (2004) are also contrary to the idea that the subject is a passive reflection of the environment. We understand that the processes of cultural development of the children come from a social plan, interacting with people (inter-psychological category) to accede to an individual plan (intra-psychological category), what Werstsdi (1988) referring to Vigotsky, calls "*transforming internalization*".

In this way, the experience is an interesting conceptual rescue to a new understanding of the construction of the child subjectivity. Convinced by that, we challenged ourselves to identify the pedagogical possibilities of building a more fluid relation between body and subjectivity.

Intending to interpret the childhood, it's evident the adult intention of tracing a "destination" for that "body" called child.

The concept of child works as a device of abstraction, imposition, nullification of differences, and denial of personal and social trajectories. The subject/child that is ignored on the public and private texts has to link to an emerging notion of subject/socialized/ child. As consequence, it becomes depositary of what the teachers have to teach, deprived of own experience or anything that can be taken on account, except of what can be defined as a problem to it (child). These statements can be contrasted with the following quotes:

"To democratize the access and cultivation of sport as an educational device, seeking the development of children and adolescents" (Programa Segundo tempo. General objective)

"To give opportunity to the living of educational sport through activities didactically organized, that contribute to the building of a life project and to the exercise of citizenship of the children […]" (Policy of the investigated Social Project. General Objective).

"It's from children age that we start to learn about the reality as it is. The school and the Social Projects should incorporate learning for an economic and social life on the children" (Teacher A, School 1, September of 2002)

"To participate on the project is an opportunity for them (children) to learn that life is like a sport: you have to want, to go to the game […] *without effort you can not win in game or in life. A comparison, right?"* (Teacher student C, May of 2001).

"I hate playing ball. I don't like to run, get sweat […] *I like to paint and read. I have to do a lot more things that I don't like (many sports) because if I don't I can't do the ones I like. In my school and my home there are no books, paint, etc., like here. Here there is also a nice lunch"* (Child D, 9 years old, June of 2001).

"Any father, mother, teacher, coach, director, athlete that lives in any sportive community knows that efficiency sports are a life school" (Gaya and Torres, 2004. p.70).

This notion of children or child identity leaves the child as "a person" aside, in a given context, being one of them the sport (in its different dimensions). Educators, Schools and Projects that are sustained by the notion of a child represented by adult attributions frequently takes many children to live something disturbing when entering the educational space, in the way of requiring disciplinary actions that include or exclude them from the group, activity or environment, without considering them individually.

What means, in agreement with Campaña, Hernández, Marrero and Ruiz (2004), that the childhood, children or infantile subject is not being seen in his present "being", but as a projection for the future.

With no doubt, childhood is consisted by one of the groups that are more vulnerable in the society. From the perspective of the children, it is a period for playing and at the same time it is painful. On the field of speeches and sporting practices, it is being constituted in a complex, diverse and contradictory social group, since it is deserving justified educational actions for political reasons from different parties and arbitrarily represented.

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POSSIBILITIES FOR A MORE FLUID RELATION BETWEEN SPORT PRACTICES AND CHILD SUBJECTIVITY. PRELIMINARY REFLECTIONS.

Abstract
The present study is a preliminary reflection that put together the results of two researches of which main objective was to understand the way the conception of childhood is conceived on the pedagogical system of ideas and methodologies of the sportive practices that compose the everyday of a social project, from the perspective of the actors that compose it. It also shows interpretative analysis on the role that the political discourses can play on the consolidation of the conceptions of subject and child subjectivity. The investigated context is a non-governmental social project pedagogically organized to attend children of urban periphery, which has as main line of its politic-pedagogical proposition the idea of Education and Health through Sport. The main instruments of the research were the analysis of documents, ethnographic observations and semi-structured interview. The analytical process showed that the influence of meritocratic ideologies for long rooted on the North-American liberal way of thinking is strongly present in those environments (governmental and non-governmental) pedagogically organized to “educate” the childhood from sport. The equal opportunity called “social inclusion” is understood as the act of situating all children in a same starting point and facilitate their individual courses inside the system without having to worry about politic and actions that modify their individual and collective differences, since every one of them will get from there, by their own efforts, where they deserve.
Key-words: Child subjectivity; Public discourses; Conception of sport.

POSSIBILITÉS D'UNE RELATION PLUS FLEXIBLE ENTRE LES PRATIQUES SPORTIVES ET LA SUBJECTIVITÉ INFANTILE. RÉFLEXIONS PRÉLIMINAIRES

Résumé
La présente étude est une réflexion préliminaire qui regroupe deux recherches dont l'objectif principal fut de comprendre comment est conçue la conception de l'enfance dans les idéaux et dans les pratiques pédagogiques des pratiques sportives constituant le quotidien d'un projet social, selon la perspective des acteurs qui en font partie. Elle comporte également des analyses interprétatives sur le rôle exercé par les discours publics dans la consolidation des conceptions de sujet et de subjectivité infantile. Le contexte analysé est un Projet Social non gouvernemental, pédagogiquement organisé pour accueillir des enfants de banlieue ; l'axe central de sa proposition politico-pédagogique repose sur l'idée d'Éducation et de Santé à travers le Sport. Les principaux instruments de recherche utilisés ont été les suivants : analyse de documents, observations ethnographiques et entretiens semi-structurés. Le processus analytique a montré que l'influence de l'idéologie méritocratique, enraciné depuis longtemps dans la pensée libérale nord-américaine, est fortement présent dans ces environnements (gouvernementaux et non gouvernementaux), pédagogiquement organisés pour « éduquer » l'enfance à partir du sport. L'égalité d'opportunités, dénommée « inclusion sociale », est comprise comme l'acte de situer tous les enfants dans un même point de départ et de faciliter leur trajectoire individuelle dans un système, sans se préoccuper des politiques et des actions modifiant leurs différences individuelles et collectives, puisque chacun ira, selon l'effort fourni, jusqu'où son mérite le mènera.
Mots-Clés : Subjectivité infantile ; Discours Publics ; Conception du Sport.

POSIBILIDADES DE UNA RELACIÓN MÁS FLUIDA ENTRE LAS PRÁCTICAS DEPORTIVAS Y LA SUBJETIVIDAD INFANTIL. REFLEXIONES PRELIMINARES.

Resumen

El presente estudio constituyese en una reflexión preliminar que reúne resultados de dos investigaciones que tuvieron por objetivo principal buscar la comprensión de como la concepción de infancia está concebida en los idearios y en el que-hacer pedagógico de las prácticas deportivas que constituyen el cotidiano de un proyecto social, en la perspectiva de los actores que lo constituyen. También es un análisis interpretativo respecto al papel que los discursos públicos pueden ejercer en la consolidación de las concepciones de sujeto y de subjetividad infantil. El contexto investigado es un Proyecto Social no-gubernamental, pedagógicamente organizado para atender niños y niñas de la periferia urbana que tiene como eje central de su propuesta político pedagógica la idea de Educación y Salud a través del Deporte. Fueron principales herramientas de pesquisa: el análisis de documentos, observaciones etnográficas y entrevistas semi-estructuradas. El proceso analítico evidenció que la influencia de la ideología meritoria, ha mucho tiempo enraizada en el pensamiento liberal norte-americano, está fuertemente presente en estos ambientes (gubernamentales y no-gubernamentales) pedagógicamente organizados para "educar" la infancia a partir del deporte. La igualdad de oportunidad, llamada de "inclusión social", está entendida como el acto de situar todos los niños y niñas en un mismo punto de partida y facilitar la trayectoria individual de cada uno y una dentro del sistema sin preocuparse por políticas y acciones que modifiquen sus diferencias individuales y colectivas, pues que cada uno de ellos llegará, a partir de ahí, por esfuerzo propio, hasta dónde merezca.

Palabras-Clave: Subjetividad Infantil; Discursos Públicos; Concepción de Deporte.

POSSIBILIDADES DE UMA RELAÇÃO MAIS FLUIDA ENTRE AS PRÁTICAS ESPORTIVAS E A SUBJETIVIDADE INFANTIL. REFLEXÕES PRELIMINARES.

Resumo

O presente estudo constitui-se em uma reflexão preliminar que reúne resultados de duas pesquisas cujo objetivo principal foi o de compreender como a concepção de infância está concebida nos ideários e nos fazeres pedagógicos das práticas esportivas que constituem o cotidiano de um projeto social, na perspectiva dos atores que o constituem. Também explicita análises interpretativas sobre o papel que os discursos públicos podem exercer na consolidação das concepções de sujeito e de subjetividade infantil. O contexto investigado é um Projeto Social não-governamental, pedagogicamente organizado para atender crianças de periferia urbana que tem como eixo central da sua proposta político pedagógica a idéia de Educação e Saúde através do Esporte. Foram principais instrumentos de pesquisa: a análise de documentos, observações etnográficas e entrevistas semi-estruturadas. O processo analítico evidenciou que a influência da ideologia meritocrática, há muito tempo enraizada no pensamento liberal norteamericano, está fortemente presente nestes ambientes (governamentais e não-governamentais) pedagogicamente organizados para "educar" a infância a partir do desporto. A igualdade de oportunidade, chamada de "inclusão social", é entendida como o ato de situar todas as crianças em um mesmo ponto de partida e facilitar a trajetória individual de cada uma dentro do sistema sem preocupar-se por políticas e ações que modifiquem suas diferenças individuais e coletivas, já que cada uma chegará, a partir daí, por esforço próprio, até onde mereça.

Palavras Chave: Subjetividade Infantil; Discursos Públicos; Concepção de Esporte.