12 - THE COMPETITION COOPERATION: THE WORK WITH COOPERATIVE GAMES IN PHYSICAL EDUCATION

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Abstract

The physical education, considering the current studies of the area, theoretically advanced to overcome the paradigm competitivista and technicalities, but still plays the competitiveness of formal sport. Thus, we highlight and reinforce the need for philosophical questions with the aim to find methodological alternatives to the classes of Physical Education, modeled on values other than the excessive appreciation of the performance. Therefore, this study aimed to reflect on the competition and cooperation in physical education classes at school. To achieve it, we revisit the cooperative games through literature. Then, on the literature presented here, it is possible to realize the educational potential of cooperative games, allowing the emergence of a cooperative ethics.

Keywords: Education; Physical Education; Cooperative Games.

INTRODUCTION

Education, within a society, does not manifest itself neutrally, as an end in itself but rather as a service tool or social transformation, serving as a means beside other means for the realization of a society project and is sometimes conservative, sometimes transforming the social projects, and there is a pedagogy that is free from philosophical assumptions, as every educator, but not know it, has his practice influenced by philosophies, by understanding the ways of the meaning of education (LUCKESE, 1994).

Therefore, as Darido and Rangel (2008, p. 2), "The practice of every teacher, even if barely conscious way, is based on certain design student, teaching and learning", which is responsible for in turn, the type of representation that the teacher builds on its role, the role of the student, the school's social function, the methodology and the contents to be worked.

Being Physical Education compulsory curricular component of basic education (BRASIL, 1996), its practice and transmitted values are not exempt from philosophical assumptions and can perpetuate now conservative models, perpetuate the current status quo in the current capitalist society, sometimes transformers models, transformation of this status quo. Thus, we see, and Correia (2004 apud CORREIA, 2006a), the importance of reviewing the paradigms and amounts pegged to the competitive model of social and human relations that were established in our capitalist society, model and values, widely and often unconsciously emphasized by esportivizante view of Physical Education.

Therefore, we argue, as importance, within a transformative educational proposal and, more particularly, of Physical Education, the question of which models it has perpetuated and want to perpetuate. Thus, before beginning any work with it, it is necessary to consider which of human development and strive for building society from their practice.

We know that in the course of its history, there was a change in how its contents were addressed, as noted in the work of Ghiraldelli Junior (1988), Soares et al. (1992), Castellani Filho (2008), among others, denoting thus worldviews, society, school, student and teaching and learning that had, since, as part of society, in every age, the school will be shaping, presenting an educational praxis according to current social conceptions, and consequently, Physical Education, included in this educational context, suffer influences.

Thus, there are authors who will characterize each stage that passed the area by assigning different names, consistent with the historical moment of it. Thus we find, in the literature, some denominations, such as: Education Hygienist Physics, Militaristic, Competitivista (GHIRALDELLI JÚNIOR, 1988), among others, each featuring different visions spoken previously, which will be linked to the political movement, historico cultural and social of the time.

According to Darido (2003 apud DARIDO; RANGEL, 2008, p.5), with regard to physical education at school, there has been since the mid-1980s, change their concepts, "in a process that involves several transformations both in academic research in this segment, as in the pedagogical practice of the curricular component of teachers".

According to the National Curriculum Parameters (BRASIL, 1998, p.7), it started in the 80s, "a deep identity crisis in the assumptions and the very discourse of physical education." As a consequence, "the debate field is fertilized and the first productions emerged pointing the direction of new trends in physical education" and "currently conceives the existence of some approaches to physical education in Brazil resulting from the joint different psychological, sociological and philosophical conceptions theories. "

Darido and Rangel (2008) tell us that resistance to biological conception of physical education during the 1980, it led to criticism of the predominance of sports content. Thus, according to the authors, as opposed to the more technical aspects, esportivista and biologist come new movements in Physical Education, inspired by the new social historical moment that passed the country, Education and Physical Education.

Currently, co-exist in the area of Physical Education, various conceptions, having in common the attempt to break with the mechanistic, esportivista traditional model; they are: Humanist, psychomotor, phenomenological, based on Cooperative Games, developmental, cultural, interactionist-Constructivist, Systemic, Critical-surpassing, Critical-Emancipation, Health renewed, based on the National Curriculum Parameters, and other (DARIDO; RANGEL, 2008).

We know that esportivista model, also called mechanistic, traditional and technicalities, it is criticized by academic circles, especially from the 1980s, although this view is still very present in society and in school (DARIDO; RANGEL, 2008), so that, as Correia (2006b, p. 11), "physical education, although advanced theory to overcome the technicalities competitivista and models in the course of daily school life, still plays the competitiveness of formal sport."

Given this fact, we highlight and reinforce the need for philosophical questions with the aim to find methodological alternatives to the classes of Physical Education, modeled on values other than the excessive appreciation of the performance the sole purpose of these classes within a changing perspective of Education. Thus, the purpose of this article is to reflect on the competition and cooperation in physical education classes at school.

SOME NOTES ON COOPERATION VERSUS COMPETITION

Amaral (2004, p. 24), since we were born, it seems that only offer us a choice: compete, win one, win something. Thus, the author tells us that we live in a world first, the illusion of victory, "where who benefits from the smiles, the applause, the satisfied

looks, faces approval, of exaltation and praise cries is only one person".

Soler (2003, p. 15) tells us that "at school, have more contact with competitive games than with cooperative games, and the school itself only values the winners." Thus, "Encourage cooperative games means offering people options of participation" (AMARAL, 2004, p. 24).

We advocate in this article, the Cooperative Games constitute a viable and feasible alternative to the sport that has been widely practiced in the classes of Physical Education, with the victory of the "most skilled" on the "less skilled", leaving many students marked by strong stigmas to present successive experiences of failure, there are rare cases where some students feel motivated to play and even give up to do so, as "Physical Education develops a school whose culture enables exclusion of those who do not meet the expected standards. "(RODRIGUES, 2003, p. 71).

Also according to the above author, this possibility of exclusion is not negligible, and Physical Education, of course, influenced by this school culture, follows and participates in this exclusion, so that sporting and competitive, the dominant culture in the curriculum proposals of the area, creates an additional obstacle to the inclusion of students who are at the outset viewed as less able to perform well, for various reasons, in a competition. In this way,

Many of the proposed activities in PE are made on the basis of competitive, serial and meritocratic culture. The sport itself - particularly when used without a pedagogical perspective - is an activity that does not favor extended cooperation, does not value the difference and also creates feelings of satisfaction and frustration (RODRIGUES, 2003, p. 71).

According Stigger (2005, p. 106), within the Brazilian Physical Education community, especially in the 1990s, "were generated numerous discussions and publications related to treatment / sport theming in the school context"). Thus,

Many authors have expressed concerns over the fact that the reproduction performance sports logic in school, in addition to offering a limited and limiting view of this social practice and bring the statement ideological aspects of capitalist society, it would be a way to route the individuals to a passive participation in the sports field. By selective logic identified by these authors, many individuals are unable to meet the demands which they were imposed, would be excluded or exclude themselves from sports practice [...] Some studies confirm this idea, to identify that many teachers have treated sports with the same logic that is practiced in the context of the federal sports competitions; conscious or not, the prospect envisioned the school as a mere transmitter of cultural values of the society in which it operates. (Stigger, 2005, pp. 106-107).

Amaral (2004, p. 25-26), talking about the game, it signals us that individuals in cooperative groups help each other more often, are more sensitive to requests from colleagues, value the action of the other, plus there also "increased expression of friendship, greater coordination of efforts to achieve a goal and productivity in terms of quality."

Anthropologist Margaret Mead (1961), after examining different societies concluded that competition and cooperation are determined by the social structure. Given this social structure as a result of actions and members of the relations of a social group, understand the Cooperation and Competition as consequences of our choices, decisions and actions practiced in interaction with others in a small group, community, country or the relations of the environment International. (BROTTO, 2001, p. 38-39).

According to Brotto (2001, p. 33), Deutsch (cited Orlick, 1989) obtained, as a result, in one of his research, an indication that cooperation and not competition within a group leads to greater coordination of efforts, greater diversity in the amount of member contributions, greater attention to teammates, increased productivity per unit of time, better quality of results, greater friendship and the evaluation more favor of the group and its results to the most intense feeling of appreciation of the companions.

We can not deny, according to Correia (2006a), that physical education has advanced and struggled theoretically to overcome competitivista and dominant technicist models. In contrast, the author indicates that "we can not fail to note that in the course of daily school life, still very reproduces the myth of competition and sportivization processes in Physical Education." (p. 150). However, he said, the proposed cooperative game has been revealed as the newest and most appropriate trend or design of physical education in the search for noncompetitive educational projects.

Reinaldo Soler (2006) in physical education: a cooperative approach by listing the various existing pedagogical approaches in the area, sets the cooperative approach as one that "It values the play with each other at the expense of playing against each other and, through cooperative activities, enhances self-esteem and social relationship" and that furthermore" Win force with the proposed inclusion of differences, it allows the participation of all, regardless of the skills they possess" (p.34).

Maturana (2002) refutes the idea of healthy competition, and we agree. According to the author,

The healthy competition does not exist. Competition is a cultural and human phenomenon, not constitutive of biological. As a human phenomenon, the competition constitutes the negation of the other. Notice the emotions involved in sports competitions. In them there is a healthy coexistence, because the victory of a surge of defeat the other. The most serious is that in the speech that values competition as a social good, do not see the emotion that is the practice of racing, which is what constitutes the actions that deny the other (p. 13).

Therefore, as Correia (2006a), when we accept the discourse of competition as an important value for society and argue that competition should be taught in more subtle ways in school, we forget that we are thus fostering “a culture and ideology directed to the negation of the other in the living spaces, reducing sensitivity to social, disrespecting or devaluing the work more "simple" of others and continuing the exploration and domination policies” (p. 151).

We agree with Bertrand (2001 CORREIA cited, 2006a) to say that today's students will be the main agents, drivers and prosseguidores of paradigmatic and ethical transformations currently claimed, which means in turn, that these children and young people will need a education and training with other values than the competition and segregation. In this way, Physical Education, which has shown since the 1980s, intentions to change its overly sporty and competitive vision, supported by references of cooperative games, can and must therefore make this commitment, becoming the proposal most appropriate to effect this change of perspective (CORREIA, 2006a).

Orlick (1989 apud CORREIA, 2006a), which is in cooperative games a base and a way to get some positive changes towards a cooperative ethics, presents such games as a physical activity based essentially on cooperation, involvement, acceptance and fun, having the purpose to change the characteristics of exclusion, selectivity, aggressiveness and exacerbation of competitiveness prevailing in society and traditional games.

According to Correia (2006a), understanding the social reality based on class divisions with different goals and antagonistic, Salvador et al. (2001) sought to restructure their teaching practices through a project that could interfere in this context, choosing to do so, "cooperative games like activity to provide students with experiences and behavioral changes in relation to the context and the reality in which they lived" (p. 158). They found, as in cooperative games, according to the author, a way to discuss in physical education classes, other forms of power relations, rules of coexistence and play.

We defend and we designed physical education, as well as Vago (1999 apud STIGGER, 2005), as a discipline that seeks to build a "school culture of physical education" (p. 108), which, in their specificity regarding treatment educational games, games, sports, dances and other elements of the so called body culture, be it would to organize the intervention and expertise in the particular context of the school and, from there, the school, with their knowledge, intervene in the practices cultural society. Thus, instead of passively accepting bodily practices developed in society, it could produce specific meanings to these numerous practices, adapting them to the school context (STIGGER, 2005).

Given this fact, we advocate as of major importance, the reflection of the values that permeate the educational practice, because we want a change of education paradigm and Physical Education, the Cooperative Games with the big participants of this new desired model, since, Brotto (2001) agreement, "we are socialized and socialize others for Cooperation and Competition through education, culture and information." (p. 39) and make the cooperative or competitive society is, therefore, a political action. Thus, we believe the proposal these games as a way of transforming education.

According to Soler (2003, p. 19), "one of the greatest scholars of cooperative games theme is, undoubtedly, Terry Orlick, University of Ottawa, Canada, who has researched the relationship between game and society.". And "in Brazil, the great pioneer is Professor Fabio Brotto Otuzi" (BROTTO, 2001, p.19).

FINAL CONSIDERATIONS

In view of this situation presented, we advocate the use of the Cooperative Games in the classes of Physical Education, believing in their educational potential as a means of change and thus contributing to the achievement of both a paradigm shift of these classes as a new society, based on other values, as we believe that the school can contribute, alongside other media, to transform the existing culture, which is highly competitive.

Thus, understanding the importance of these games in achieving an alternative practice of Physical Education, we want to emerge a different view about them and, consequently, to establish a cooperative ethics, based in some features, such as: “contact, respect mutual trust, freedom, re-creação, dialogue, peace, science, enthusiasm and continuity.” (BROTTO, 2002 apud CORREIA, 2006a, p. 40)

Therefore, we aim, through this article, contribute theoretically to the extension that has been on the pedagogical approach of cooperative games, offering support to professionals working in Physical Education, so that they have these games as a methodological alternative to sport which has been widely practiced in these classes, with the appreciation of a few students at the expense of many others due to certain physical and performance characteristics.

We assume, therefore, as Correia (2006a), the possibility of planting seeds are some cooperative which may, in turn, sprout and reproduce new cooperative fruit, consistent because we believe that educational and social changes take place slowly. Thus, we argue that “The cooperative games and Physical Education can contribute to the changes, but the school, educational systems and political authorities have to do their part.” (p. 160).

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LA COOPERATION DE LA CONCURRENCE: LE TRAVAIL AVEC JEUX COOPÉRATIFS À L'ÉCOLE L'ÉDUCATION PHYSIQUE

Résumé

L'éducation physique, compte tenu des études actuelles de la région, en théorie avancée pour surmonter la competitivista de paradigme et les aspects techniques, mais joue encore la compétitivité du sport formel. Ainsi, nous mettons en évidence et de renforcer la nécessité pour les questions philosophiques dans le but de trouver des alternatives méthodologiques aux classes d'éducation physique, sur le modèle d'autres valeurs que l'appréciation excessive de la performance. Par conséquent, cette étude visait à réfléchir sur la concurrence et la coopération dans les classes d'éducation physique à l'école. Pour y parvenir, nous revisitons les jeux coopératifs à travers la littérature. Puis, sur la littérature présentée ici, il est possible de réaliser le potentiel éducatif des jeux coopératifs, permettant l'émergence d'une éthique de coopération.

Mots-clés: éducation; l'éducation physique; jeux coopératifs

LA COOPERACIÓN DE LA COMPETENCIA: TRABAJO CON LA COOPERACIÓN JUEGOS EN LA EDUCACIÓN FÍSICA ESCOLAR

Resumen

La educación física, teniendo en cuenta los estudios actuales de la zona, en teoría avanzó a superar la competitivista paradigma y tecnicismos, pero todavía juega la competitividad del deporte formal. Por lo tanto, destacar y reforzar la necesidad de que las preguntas filosóficas con el objetivo de encontrar alternativas metodológicas para las clases de educación física, según el modelo de los valores distintos de la excesiva apreciación del rendimiento. Por lo tanto, este estudio tuvo como objetivo reflexionar sobre la competencia y la cooperación en las clases de educación física en la escuela. Para lograrlo, vamos a retomar los juegos cooperativos a través de la literatura. A continuación, en la literatura que aquí se presenta, es posible darse cuenta del potencial educativo de los juegos cooperativos, permitiendo el surgimiento de una ética de cooperación.

Palabras clave: Educación; Educación Física;