30 - THE INTEGRATION OF HISTORY IN THE CURRICULUM OF UNDERGRADUATE COURSES IN PHYSICAL EDUCATION

MADE JÚNIOR MIRANDA
ESEFFEGO –UEG / PUC GO, Goiânia/GO/BR
madejr@ig.com.br

doi: 10.16887/85.a1.30

This research investigated the insertion of history in the curriculum of undergraduate courses in Physical Education. The premise that guided this study is the idea (VIGOTISKI, 1988) that a historical study, one of the last development phase is used for an investigation of the current phenomenon. This suggests that study something historically would study it considering its movement, its history, its transformations, whether its dialectic. In the same line of reasoning Le Goff (2003, p. 15) argues that history should not be understood as a science of the past, but as a "[...] science of mutation and explanation of this change." For Bloch (1965, p 29)., The story "[...] is an effort to better know a thing in motion" and, "[...] does not explain a historical phenomenon outside the study of his movement "(BLOCH, 2001, p.60).

In this context we formulate the problem tried to answer what is the characterization of history as a field of scientific knowledge within the curriculum of undergraduate courses in Physical Education. As (GOELLNER & MELO, 2001, p. 115) "[...] is clearly important to look into the biography of the facts, people and contingencies to arrive to the notion that we are simultaneously historical products and agents of a story that never ceases to be written.". Thus the aim of the research was to identify the menus, curriculum subjects, teaching projects and the establishment of staff of the Higher Education Institutions (HEIs) the assumptions characterizing the mode of development of history, contemplated in the proposal for teacher education.

This is a descriptive research, one in which the observer observes, records, analyzes and correlates facts or phenomena without manipulating them through documentary and bibliographic material analysis (TRIVIÑOS, 1987). In this case literature production and other documents of public consultation that are commonly offered by HEIs and government agencies such as the Political and Pedagogical Course Projects (PPP) and Laws, Opinions and resolutions available with the National Education Council (CNE) were used.

Our analysis was based on documents obtained from a training institution of physical education teachers in the city of Goiânia GO / BR. Because it is an institution among many others in the capital of Goiás relevant work done to society and duly licensed by the Ministry of Education for its operation, we chose to preserve their identity in this research. Roughly speaking, we observe that there is a similarity in the curriculum matrices of various courses when it comes to treating history as a scientific discipline. This becomes relevant sampling of only one institution, because it is a training process that annually puts dozens of new teachers in the practical field of intervention. The documents were obtained PPP available electronically through the Internet, where we find the curriculum and the teaching context and their specific formations. Therefore, this text presents in its sequel the following topics: a) Stages of development of historical studies in Physical Education and Sports in Brazil; b) Legal adjustments to the curriculum of the courses Base; c) Organization of the PPP undergraduate Education; d) required for the future Professor of Physical Education Profile; e) Courses identified with historiographical content; f) Analysis of the investigated context; and g) considerations.

a) Stages of historical development in Physical Education and Sports Studies in Brazil:

Mello (1997) divides the history of physical education and sports in Brazil in three phases. The first phase is characterized by low production and national literary a significant use of imported books. Among the main Brazilian productions of this phase include the books of Laurentino Lopes Bonorino (History of Physical Education) and colleagues in 1931 and the contributions of Fernando de Azevedo (The physical education: what it is, what has been and what should be, "first published in 1920, but in 1960 reissue). Both had their concerns more geared to the historical aspects of gymnastics as a form of "physical education", with emphasis on approaches and understandings of global character. Thus the characterization of the first phase was due to a descriptive-factual history.

The second phase, according to Mello (1997) is marked by a concern with historical studies and greater literary production. In this period the works of Inezil Penna Marinho (History of Physical Education and Sports in Brazil; Physical Education - statistics; Subsidies for the History of Capoeira in Brazil; contribution to the history of soccer in Brazil) performed, not by breaking with standards of documentary-factual history of the previous period, but the greatest theoretical depth historiographical approach and for its central concern with the history of Physical Education and Sports in Brazil, hitherto rarely addressed in studies that preferred a broader global approach.

The third phase (MELLO, 1997) of historical studies related to Physical Education, part of the criticism of the works of Marxist ideals Marino lit by highlighting studies Lino Castellani Son (Physical Education in Brazil: a story that does not count), precisely by emphasizing the unveiling of the ideological aspects that were behind such development and course of physical education and sports.

Other scholars besides Castelhani Son were also highlighted as important at this stage: Cantarino Mário Filho (Physical Education in the New State: History and doctrine), Junior Paulo Ghiraldelli (Progressive Physical Education), Carmen Lúcia Soares (Thought physician-hygienist and physical education in Brazil - 1850/1930) and Silvana Vilodre Goellner (the French method and physical Education: the barracks to school). However, Mello (1997, p.20) notes that this stage also presents conservatives signs against previous stages.

The timeline continues to undergo outside the specific object, and referend an impression of continuity and linearity, as always present in all previous stages; history is understood as responsible for linearly explain this, compounded by the fact that an understanding of the present with hypotheses drawn already basically confirmed what pretty much makes forge past the elements necessary to prove the initial hypothesis; the exasperation of the critique of documentary-factual character of the earlier works often ended by the dispensing of dates, facts and names, so important in any historiographical study.

The History of Physical Education in its wake behind traces of a Traditional Story that as Brito (2004, p.114) "[...] limits the field of knowledge, while the new story broadens their knowledge to all human activities and encourages the History and other Humanities to be interdisciplinary. "The traditional view can be found, above all, by observing the development of the historical context in which the historiographical literature production studies depart from isolated initiatives that demonstrate difficulties in achieving interdisciplinary dimension I most studies require (Brito, 2004).

b) Legal adjustments to the curriculum of the courses Base:

After approval of the Law of Guidelines and Bases of Education in 1996, the National Education Council (CNE) has

stimulated systematic adjustments in the curricula of undergraduate courses in Brazil. In this sense, the CNE, through opinions and resolutions, indicates the guidelines in order to give a new training qualification for higher education.

The CNE / CP 09/2001 and Resolutions CNE / CP 01 and 02/2002 bring in their content proposals for the Undergraduate courses be restructured because considering that the changes occurring in the socio-political and economic context, in decades of 1980 and 1990, pointing to restructuring the role of the state and education. Thus educational policies were implemented and carried out reforms in order to 'fit' the industry demands of the working world, where directions and priorities have been identified for the training of teachers, imposing curricular restructuring teacher education programs.

c) Organization of the PPP undergraduate Education

The Political Education Programme of the undergraduate Physical Education investigated here is in effect about 10 years and his conception of curriculum consistent with the thought Moreira e Silva (1995) that the curriculum is not the vehicle of something transmitted and passively absorbed, but the land on which actively create and produce culture. The curriculum is thus a field of production and cultural policy, in which existing materials work as raw material of creation, recreation, and especially of contestation and transgression. The course runs for 04 years and works in the semester credit system. Is structured with 48 subjects divided into 08 periods, a total of 3000 hours, 210 hours more scientific / cultural activities, totaling 200 credits relating to courses and 14 credits relating to the scientific cultural activities. The curriculum is presented with 05 cores: Core Training General (Portuguese Language, Society, Culture and Education, Philosophy and Theology, Center of Pedagogical Knowledge (Theories of Education, Educational Psychology, Education, Communication and Media, Public Policy Curriculum , Management and organization of pedagogical work; Fund of Physical Education. Methodological Foundations of Leisure and Recreation; Methodological Foundations of Dance, Physical Education for Diversity, Center of Knowledge area Identifiers (human Anatomy I, Anatomy II, human Physiology, Kinesiology and Biomechanics, Motor Learning and Development, Nutrition, Biology; Methodological Foundations of Athletics, Methodological Foundations of Basketball;. Methodological Foundations of Dance; Methodological Foundations of Gymnastics; Methodological Foundations of Artistic Gymnastics; Methodological Foundations of Handball; Methodological Foundations Soccer and Futsal , Methodological Foundations of Swimming; Methodological Foundations of Volleyball; Events in Physical Education / Sports; Research Methodology in Physical Education / Sports; Methodological Bases of Athletic Training; Physical Education for the 3rd Age; Methodological Foundations of Fights; Methodological Foundations of Yoga and Methodological Foundations of Bodybuilding. Center of Applied Knowledge (Monograph I, II Monograph; Supervised Internship I, II, III, IV, V, VI and Center of Scientific / Cultural Activities.

d) Required for the future Professor of Physical Education Profile:

As the document analyzed the IES intends to contribute to the formation of a graduate professional with content able to meet the demands of contemporary life, with competence, criticality and creativity. Be professional with pedagogical and scientific view, mastering tools, methods and techniques to develop their profession, responding to concrete situations of reality. Being professional who is able to understand the needs existing in society today and be empowered to develop a better quality of life for citizens.

e) Courses identified with historiographical content:

We did a study in the curriculum and in the disciplines offered at ementário undergraduate degree in Physical Education researched here in the identification of specific and direct references on contents of a historical nature. Among the courses offered observe that thirteen (13) disciplines cite the menus or topics of the syllabus subjects for study of historical character, as follows: 1st Period: Methodological Foundations of Dance (Dance of origin), Methodological Foundations of Gymnastics (history gymnastics), Methodological Foundations of Athletics (Athletics history). 2nd Period: Foundations of Physical Education (History of Physical Education), Methodological Foundations of Handball (Handball history), Methodological Foundations of Swimming (history of swimming). 3rd Period: Methodological Foundations of Volleyball (volleyball history), Motor Learning and Development (evolutionary process of man). 4th Period: Educational Policy (chronology and evolution of the Laws), Methodological Foundations of basketball (basketball history), Methodological Foundations of Leisure and Recreation (history of Leisure). 5th Period: Methodological Foundations Soccer / Futsal (Soccer history). 7th Period: Methodological Foundations of Fights (history of fights).

f) Analysis of the context investigated

In the context analysis investigated the case found that thirteen (13) subjects highlighted by presenting on their menus or topics of the syllabus, study objects of historic character are developed by teachers who lack training in history. Historians are not considered from an academic visa. Considering the complexity of actions that comprise a historiographical study, especially encouraging critical and reflective view of contexts, it would, in this case, an investigation to determine how much has been explored the potential involved in deepening the historiographical context of academic training. For as quoted Mello (1997), the contents related to history in the training courses of physical education teachers typically do not focus on one discipline, nor in nuclei, but diluted within the disciplines, which sometimes runs the risk of not be properly worked, or the specificity of matter and / or (a) teacher (a) in relation to their academic training. The author comments that:

> "[...] The teaching of history courses in physical education, although there are laudable exceptions, still has summarized the presentation of so-called 'classic content'. It presents a series of names and facts elected as relevant, framed within established periods traditionally imported and General History (Ancient Greece, Rome, Middle Ages etc.) from a missing, confusing or not conscious historiographical understanding (MELLO, 1997, p. 20th).

We observed that the development of vocational training in Brazilian Physical Education has a tradition of emphasizing the practice, though there are serious reflections and movements counter. So it is not surprising that the approaches on the history of Physical Education and Sports does not express the significance of this interdisciplinary area of knowledge.

The faculties of physical education is the central concern with the professional profile of egress. We can deduce from this case study, the fields required in the formation of a professional physical education transcend the technical perspective of the area and affect the social, political, cultural dimensions, ideological, pedagogical etc., which allows us to say that it is imperative to need for a dynamic academic curriculum that contextualize the reality of today's world and that position inexorably from the analysis and the historical evolution of facts. BURKE (1992, p. 11) says that "everything has a history, that is, everything has a past that can in principle be reconstructed and related to the rest of the past." Therefore, in this study we assume that the educational process, particularly within an educational institution can not happen fragmented larger historical and cultural context to which is the genesis of all wisdom. As Mr Brito (2004, p. 119) "[...] Every reflection which involves the relationship

between history, culture and education based on the idea that what fundamentally justifies the educational issue is the responsibility of having to transmit and perpetuate human experience considered as culture. "Thus, the analysis provided here, part, especially the importance of history in the construction, transformation and growth of a society and its possible contribution to the training of physical education teachers.

g) Considerations

The characterization of history as a field of scientific knowledge within the course subjects undergraduate degree in Physical Education investigated leads to some questions and considerations. Does the means used in training courses of physical education teachers through the processes, methods and educational content would be justifying their purposes in vocational training? Does history while medium is sufficiently exploited?

The fact that no historian in the formative development and treatment of the fragmented content process lead us to be historicized the following considerations: a) the course ceases to gain in quality global education of the individual in that it points to a more specific training area and to the detriment of a more fruitful interdisciplinary practice with history; b) Given the professional profile of the IES intends to form and the possibilities of integration of history in Physical Education course that the legislation itself allows, there is a 'gap' to be explored especially in view of the critical human development; c) Resizing the view of Physical Education in relation to history may represent a step forward in consolidating Physical Education as an area of systematized knowledge precisely the appreciation of culture for humanity developed socially. Finally, as emphasized by Brito (2004, p 120). "[...] In the contemporary pedagogical thinking you can not dodge a deep reflection on the question of culture and different types of educational choices, failing to fall into superficiality of speech purely instrumentalist.".

REFERENCES

BLOCH, M. Introdução a História. Lisboa. Publicações Europa-América, 1965.

____. Apologia da História ou ofício de historiador. Rio de Janeiro: Jorge Zahar, 2001.

BRITO, M. H. de O. História Oral, Cultura e Educação. Educativa – v.7, n.1, jan./jun. Dep. Educação da UCG, 2004.

BURKE, P. Abertura: a nova história, seu passado e seu futuro. In: BURKE, P. (Org.). A escrita da história: novas perspectivas. Tradução de Magda Lopes. São Paulo: Edunesp. 1992.

____. Um Novo Paradigma? IN:BURKE, Peter. O Que é História Cultural? Rio de Janeiro: Jorge Zahar Ed., 2008.

GOELLNER, S. V. & MELO, V. A. de. Educação física e História: a literatura e a imagem como fontes, in: CARVALHO, Yara Maria de & RÚBIO, Kátia, organizadoras. Educação física e ciências humanas. São Paulo: Hucitec, 2001.

LE GOFF, Jacques. História. In: LE GOFF, Jacques. História e Memória. 5ª. Campinas, SP: UNICAMP, 2003.

MELLO, V. A. de. História da Educação Física e do Esporte no Brasil – Panorama, perspectivas e problemas. Revista Eletrônica de História do Brasil. Juiz de Fora: UFJF, Vol. 1, nº1, p. 12-34, maio, 1997.

MOREIRA, A. F. B.; SILVA, T. T. Sociologia e Teoria Crítica do Currículo: uma introdução. São Paulo: Cortez, 1995.

TRIVIÑOS, A. N. S. Introdução à Pesquisa em Ciências Sociais. São Paulo: Atlas, 1987.

VIGOTSKI, L. S. A formação social da mente. Trad. José Cipolla Neto, Luís Silveira Menna Barreto, Solange Castro Afeche. – 7ª ed. – São Paulo: Martins Fontes, 2007.

Rua 1024, quadra 62, lotes 6/7, número 76, Edifício Centurion, apartamento 803,
Setor Pedro Ludovico, Goiânia-Go, CEP 74823040.

THE INTEGRATION OF HISTORY IN THE CURRICULUM OF UNDERGRADUATE COURSES IN PHYSICAL EDUCATION

ABSTRACT

This research investigated the insertion of history in the curriculum of undergraduate courses in Physical Education. The premise that guided this study is the idea (VIGOTISKI, 1988) that a historical study, one of the last development phase is used for an investigation of the current phenomenon. The problem did answer about what is the characterization of history as a field of scientific knowledge within the curriculum of undergraduate courses in Physical Education. The research objective was to identify the menus, curriculum subjects, teaching projects and the establishment of staff of the Higher Education Institutions (HEIs) the assumptions characterizing the mode of development of history, contemplated in the proposal for teacher education. This is a descriptive research through documentary and bibliographic analysis. Our analysis was based on documents obtained from a training institution of physical education teachers in the city of Goiânia GO / BR. There was a historian in the absence of formative development and treatment of the fragmented content to be historicized process. Considerations: a) the course ceases to gain quality in the overall training of the individual in that it points to a more specific area of training and at the expense of a more fruitful interdisciplinary practice with history; b) Given the professional profile of the IES intends to form and the possibilities of integration of history in Physical Education course that the legislation itself allows, there is a 'gap' to be explored especially in view of the critical human development; c) Resizing the view of Physical Education in relation to history may represent a step forward in consolidating Physical Education as an area of systematized knowledge precisely the appreciation of culture for humanity developed socially.

KEYWORDS: Keywords: History; curriculum; Physical education.

L'INTÉGRATION DE L'HISTOIRE DANS LE PROGRAMME DES COURS DE PREMIER CYCLE EN ÉDUCATION PHYSIQUE

RÉSUMÉ

Cette recherche a étudié l'insertion de l'histoire dans les programmes de cours de éducation physique. Le principe qui a guidé cette étude est l'idée (VIGOTISKI, 1988) qu'une étude historique, un de la dernière phase de développement est utilisé pour une enquête sur le phénomène actuel. Le problème a fait réponse au sujet de ce qui est la caractérisation de l'histoire comme un domaine de la connaissance scientifique dans le programme des cours de premier cycle en éducation physique. L'objectif de la recherche était d'identifier les menus, les matières du programme, les projets d'enseignement et la mise en place du personnel des établissements d'enseignement supérieur (EES) acte des hypothèses qui caractérisent le mode de développement de l'histoire, envisagée dans la proposition de la formation des enseignants. Il s'agit d'une recherche descriptive par le documentaire et l'analyse bibliographique. Notre analyse est fondée sur des documents provenant d'une institution de formation des enseignants d'éducation physique dans la ville de Goiânia GO / BR. Il était un historien en l'absence de développement et le traitement du contenu fragmenté formative processus à historisée. Remarques: a) le cours cesse d'avoir la qualité dans la formation globale de l'individu en ce qu'il pointe vers un domaine plus spécifique de la formation et à la perte d'une

pratique interdisciplinaire plus fructueux de l'histoire; b) Compte tenu du profil professionnel de l'IES a l'intention de former et les possibilités d'intégration de l'histoire dans le cours de l'éducation physique que la loi elle-même permet, il ya un «écart» à explorer compte tenu en particulier de la critique du développement humain; c) Le redimensionnement de la vue de l'éducation physique par rapport à l'histoire peut représenter un pas en avant dans la consolidation de l'éducation physique comme un domaine de connaissance systématisée précisément l'appréciation de la culture pour l'humanité socialement développé.

MOTS-CLÉS: Histoire; curriculum; L'éducation physique.

LA INTEGRACIÓN DE LA HISTORIA EN EL PLAN DE ESTUDIOS DE CURSOS DE GRADO EN EDUCACIÓN FÍSICA

RESUMEN

Se investigó la inserción de la historia en el currículo de los cursos de licenciatura en Educación Física. La premisa que guió este estudio es la idea (VIGOTISKI, 1988) que un estudio histórico, uno de la última fase de desarrollo se utiliza para la investigación del fenómeno actual. El problema hizo respuesta acerca de lo que es la caracterización de la historia como un campo de conocimiento científico dentro del plan de estudios de los cursos de licenciatura en Educación Física. El objetivo de la investigación fue identificar los menús, las materias del currículo, proyectos de enseñanza y la creación del Estado Mayor de las Instituciones de Educación Superior (IES) de los supuestos que caracterizan el modo de desarrollo de la historia, se contempla en la propuesta de la formación del profesorado. Se trata de una investigación descriptiva mediante análisis documental y bibliográfico. Nuestro análisis se basa en documentos obtenidos de una institución de formación de profesores de educación física en la ciudad de Goiânia GO / BR. Hubo un historiador en ausencia de desarrollo y tratamiento del contenido fragmentada formativa para ser historizados proceso. Consideraciones: a) el curso deja de ganar calidad en la formación integral de la persona, ya que apunta a un área más específica de formación y, a expensas de una práctica interdisciplinaria más fructífero con la historia; b) Teniendo en cuenta el perfil profesional del IES tiene la intención de formar y las posibilidades de integración de la historia en curso de Educación Física que la propia legislación lo permite, hay una "brecha" para ser explorado sobre todo en vista del desarrollo humano fundamental; c) Cambiar el tamaño de la vista de la educación física en relación con la historia puede representar un paso adelante en la consolidación de la Educación Física como un área de conocimiento sistematizado, precisamente, la apreciación de la cultura para la humanidad desarrollado socialmente.

PALABRAS CLAVE: Historia; Currículo; Educación Física.

A INSERÇÃO DA HISTÓRIA NOS CURRÍCULOS DOS CURSOS DE GRADUAÇÃO EM EDUCAÇÃO FÍSICA

RESUMO

Esta pesquisa investigou sobre a inserção da História nos currículos dos cursos de graduação em Educação Física. A premissa que orientou este estudo parte da ideia (VIGOTISKI, 1988) de que num estudo histórico, uma fase do desenvolvimento passada é usada para uma investigação do fenômeno atual. O problema quis responder sobre qual é a caracterização da história, enquanto área de conhecimento científico, dentro das disciplinas curriculares dos cursos de graduação em Educação Física. O objetivo da pesquisa foi identificar nas ementas, disciplinas curriculares, projetos pedagógicos e quadro de docentes das Instituições de Ensino Superior (IES) os pressupostos caracterizantes do modo de desenvolvimento da História, contemplados na proposta de formação de professores. Trata-se de uma pesquisa descritiva através da análise documental e bibliográfica. A análise que fizemos tomou como base os documentos obtidos de uma instituição formadora de professores de Educação Física situada na cidade de Goiânia- GO/BR. Verificou-se a ausência de historiador no processo de desenvolvimento formativo e o tratamento fragmentado dos conteúdos a serem historicizados. Considerações: a) O curso deixa de ganhar qualidade na formação global do indivíduo na medida em que aponta para uma formação mais específica de área e em detrimento de uma prática interdisciplinar mais profícua com a História; b) Diante do perfil de profissional que a IES pretende formar e das possibilidades de inserção da História no curso de Educação Física que a própria legislação permite, há uma 'abertura' a ser explorada especialmente na perspectiva do desenvolvimento crítico humano; c) O redimensionamento da visão da Educação Física em relação à História pode representar um avanço na consolidação da Educação Física enquanto área de conhecimento sistematizado justamente pela valorização da cultura desenvolvida socialmente pela humanidade.

PALAVRAS-CHAVE: História; Currículo; Educação Física.