07 - PROGRAMS GRADUATE IN STRICTLY PUBLIC UNIVERSITIES OF SOUTH REGION: RESEARCH IN PHYSICAL EDUCATION

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INTRODUCTION

This study will be based on the production of scientific knowledge in Physical Education, and as a source of research, the epistemological analysis performed by Gamboa at the University of Brasilia (1982), the State University of Campinas (Unicamp, 1997) and Pontifical Catholic University of Campinas (1996), as well as the work of Silva (1997), who analyzed the production in the area of physical education in masters and doctoral degrees from 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 Epistemological research seeks to capture the changes that have occurred, advancements, and weaknesses in a particular area of knowledge.

This part of research studies on the production of knowledge in the area of Physical Education, and its history of research on the epistemological analysis of research conducted in other programs of Education and Physical Education in Brazil and in other regions, particularly in the south, southeast and northeast. In this investigation, the subject is focused on analysis of scientific production in Physical Education in Public Universities in Southern Brazil, and hopefully, this complementary way earlier studies, aiming at a balance of national production.

The "curiosity and inquisitive restlessness, as tilting the unveiling of something like question:" (Freire, 1997, p.35). Formulate the question this study as follows: "What the methodological and epistemological approaches directed the theses of Graduate in Physical Education Public Universities in Southern Brazil programs during the period from 2000 to 2010"?

The characteristics and key trends in this form of production over the last few years have been mapped. This investigation is characterized by a search of the literature type, using as sources the programs advocated in these versions.

This study is justified by the lack of research to uncover the Epistemological fundamentals in the Graduate Programs in Physical Education in the southern states of Brazil in this decade and the need to refresh 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 move into new research and investments in this region and in 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: Paradigmatic Scheme, as it is called to build the instrument, supposes the concept of paradigm, understanding this as a reconstituted or logical way to organize the various resources used in the act of knowledge production. (Gamboa, 2007, p. 68).

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

Science acts paradigm in the paradigm, standing inside a paradigm science is called 'normal' science or 'traditional'. Every time there is a change of paradigms in science is a special science activity until the new paradigm heliocentrism is established, in our example. With the definition of the new paradigm, the science back into normal science.

Positivism certainly plays a key role in status that conquered science in recent times. Made clear that its excesses, wanting to give him a whole aura of religion, falling into dogmatism that both challenged, but undoubtedly achieved the goal of giving the science a chair of honor. The definition of science currently considered the most accurate and most widely accepted was forged in this movement. Popper (1996), one of the most respected philosophers of science nowadays 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 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 schools 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 manner 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 basic settings: namely, knowledge of certain things which make the conduct of life or of business; body of knowledge acquired by study or practice and prioritization, organization and synthesis of knowledge from 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 was for some time regarded as the theory of knowledge.

But epistemology refers to a specific knowledge, which differentiates it from the generally known theory. Long time philosophy was concerned with all aspects of human conduct. The philosophy of not separating science, theology, psychology, etc., there was a clear distinction of disciplines or departments. Plato and Aristotle may observe a "trial" of epistemology although the term and the current structure of the discipline are later. During, but mostly after the medieval, modernist currents sought this break, declaring the independence of science and later on the superiority of 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 his 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 began just be glimpsed with Aristotle and Kant to materialize. The division was instrumental in the development of science and philosophy of it. The separation between ontology, theory of knowledge and logic was the result of the advance of the natural sciences that has enabled the development of a theory and method of knowledge, without requiring the ontology that deals with essences, general laws of being, etc., thus breaking with the metaphysical thought prevailing at the time. But from there, the philosophy of science distances itself, insofar as empiricism and positivism are defined as scientific methods and how philosophical positions.

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

Would be more appropriate to identify epistemology as a theory of scientific knowledge, identifying who is born highly linked to the positivist tradition, albeit with caveats, which will be covered should you need to quote them to achieve the objectives of this work. In addition, reducing the epistemology theory of knowledge as many times wanted logical neopositivists which only accept scientific knowledge, is not a prudent move, given that fully eliminates other possible forms of knowledge.

But although there is this theoretical distinction between epistemology and theory of knowledge, in practice it often is not observed, especially when reductionist attitudes occur. 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 such 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 precise sense and Piaget, genetic epistemology, which sees knowledge not as a state but as a "structural genetic process."

According to Piaget (1973), Epistemology is the transition from stage to stage less knowledge 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 relations 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 really 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 area of epistemology.

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

But Sanchez Gamboa, identifies three epistemological trends in education research, are the empirical analytical, critical and dialectical hermeneutic phenomenological. It is noteworthy that such tendencies are not somehow 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 imposing a model graduate, who favored the implementation of dominant paradigms in the countries of origin. This is explained in part by reduced availability of national research output, standing problem in the level of criticality that making 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 a set of logical activities that are required for each approach. This relationship can be placed as follows:

-Tendência: Empirical-analytic; Interest: Technical Control; Logical conjunction: labor / technical / information.

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

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

Epistemological Research in Physical Education requires a first step in addressing 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, evolution and current trends

Physical Education in Brazil does not have tradition, especially the reflection on the scientific literature, as well as other areas are in a setting Epistemological. According Bedin sports science is characterized by:

Attempt to create a space able to gather any scientific discipline that somehow it's related themes here would esporte- the Sport Science; b) Attempts to construct an interdisciplinary field from the sport sciences. In this case, Gaya (1994) claims a sport science in the singular or desportologia focused on the needs of the sport. (2008, p.66)

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

Continuing Bracht (1995) states that [...] the sciences have no identity of Sport [...] itself: there is no theoretical and scientific autonomy of Sports Sciences. To Santin (1995) "there is no science specifies sport that can be identified or named Sports Science".

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

The 1980s represented a phase 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 in the field of physical education in which one perceives an academic maturity, which led to a focused critical analysis to its interior. This shift meant that the intellectual spell out their theoretical differences and thus emerged 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 bodily movement activities, conceived as a field of social dynamics, where it gives confrontation and dispute practice models and act in which different social forces (including the academic-professional community of EF. A practical social conceived is almost synonymous with the concept of "physical culture movement.

"The pedagogical relationship is (should be) a relationship between subjects; must be a creative and creative relationship [...] theory does not replace the practice and vice versa; each has his logic those who need to fertilize each other for a theory and practice for a theorized practice. "(BRACHT, 2007, p.147)

FINAL THOUGHTS

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; UFPEL in 32 dissertations; in the state of Santa Catarina in UFSC-, 245 dissertations and theses and five UDESC, 232 dissertations; the State of Paraná in UFPR-, 176 dissertations; the UEL / UEM, 46 dissertations in the period 2000-2010.

Programs Graduate 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 the reaccreditation of UFSM program, located in the municipality of Santa Maria occurred.

In the state of Santa Catarina, there are only two Master's and Doctoral 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 expand the number of lines of research for the humanities and for network research and work [...] "and the collective meaning that he 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 Hermeneutic-phenomenological research, 8.4% are the Post-Studies modern and 2.8% are research-dialectical critic. In the analyzes, it was evident the predominance of Empirical-Analytical trends in knowledge production in all programs surveyed.

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

Accordingly, the changes may mean new direction of the lines of research, with interests turned to social movements and to intensify research in networking and Basic Education, [...], "defending the public school and deepening studies will ensure that all children and youth have access to the intellectual means of producing culture. "(TAFFAREL, 2009, p.165).

There is potential in the ascendency in knowledge production in the South - the Postmodern Studies that attempt to introduce change, in which everything is planned according to the dictatorship of the market and the ethics of profit. The objective Postmodernity form a consumer society in which everything is bought and sold, even family, emotional and civic values; bodies are auctioned, it creates structures that preclude the development of critical thinking, citizenship and the possibility of 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 the use of technological resources [...] creating a single individual and of society itself atomized." (Goncalves, 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 National Plans Graduate that prioritize individualism, productivism and serve the interests of the labor market . Anyway, we hope that research which I conducted, stimulate future research and serve as input for further studies to 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.

Man must fight 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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PROGRAMS GRADUATE IN strictly PUBLIC UNIVERSITIES OF SOUTH REGION: RESEARCH IN PHYSICAL EDUCATION

ABSTRACT

The research project will be based on the production of scientific knowledge in Physical Education, and as a source of research, the epistemological analysis performed by Gamboa at the University of Brasilia (1982), the State University of Campinas (Unicamp, 1997) and Pontifical Catholic University of Campinas (1996), as well as the work of Silva (1997). As a result in the production of knowledge in the South, we identified the presence of four theoretical and methodological approaches: Empirical-Analytical, Phenomenological-Hermeneutics Research, Postmodern and Critical-Dialectic approach. Was evident in analyzes hegemony of Analytic-Empirical trends in all programs surveyed. Anyway, we hope that this research will stimulate future, further studies to deepen the controversies, identify constraints and stimulate epistemological vigilance in other regions, that were not mentioned here, strengthening, thus, the production of knowledge in other regions of Brazil.

KEYWORDS: Epistemology; Physical education; research; Postgraduate; Southern Brazil; scientific production.

PROGRAMMES SUPÉRIEURES DANSLES UNIVERSITÉS STRICTEMENT PUBLIQUES DE LA RÉGION DU SUD : LA RECHERCHE EN ÉDUCATION PHYSIQUE

RÉSUMÉ

Le projet de recherches era basé esurla production de connaissan cesscientifique senéducation physique, et comme une source de larecherche , l'analyseépistémologiqueeffectué par Gamboa à l'Université de Brasilia (1982) , l'Université d'Etat de Campinas (Unicamp , 1997) et Université catholiqu pontificale de Campinas (1996) , ainsi que letravail de Silva (1997) . Enconséquence dans la production de connaissances dans le Sud ,nousavon sidentifiéla présence de quatre approches théoriques et méthodologiques : empirique - analytique , herméne utiquephé noménologique de recherche , approche post moderne et critique - dialectique . Étaitévident danslesanalyses de l'hégémonie destendances Analytique- empiriquesdan stousles programmes étudiés .Quoiqu'ilensoit ,nousespérons que cetterecher chestimulerafuturs , d'autresétudes pourapprofondi rles controverses , identifierles contraintes et stimuler lavigilance épistémologi que dans d'autresrégions , qui ne sontpas mentionnésici , lerenforcement , par conséquent, laproduction de connaissancesdans d'autresrégionsBrésil .

MOTS-CLÉS :épistémologie ; L'éducation physique ; la recherche; Postgraduate ; Sud du Brésil ; production scientifique .

PROGRAMAS DE POSGRADO EN UNIVERSIDADES PÚBLICAS DE LA REGIÓN ESTRICTAMENTE SUR: INVESTIGACIÓN EN EDUCACIÓN FÍSICA

RESUMEN

El proyecto de investigación se basa en la producción de conocimiento científico en Educación Física, y como una fuente de la investigación, el análisis epistemológico realizado por Gamboa en la Universidad de Brasilia (1982), la Universidad Estatal de Campinas (Unicamp, 1997) y Pontificia Universidad Católica de Campinas (1996), así como el trabajo de Silva (1997). Como resultado, en la producción de conocimiento en el Sur, hemos identificado la presencia de cuatro enfoques teóricos y metodológicos: Empírico-Analítica, fenomenológicos-Hermenéutica Investigación, enfoque postmoderno y crítico-dialéctica. Fue evidente en los análisis de la hegemonía de las tendencias Analítico-empíricos en todos los programas estudiados. De todos modos, esperamos que esta investigación va a estimular futuros estudios posteriores, para profundizar las controversias, identificar las limitaciones y estimular la vigilancia epistemológica en otras regiones, que no se menciona aquí, fortaleciendo, por lo tanto, la producción de conocimiento en otras regiones Brasil.

PALABRAS CLAVE: Epistemología; Educación Física; Investigación; Postgrado; Brasil Meridional; producción científica.

OS PROGRAMAS DE PÓS-GRADUAÇÃO STRICTO SENSU NAS UNIVERSIDADES PÚBLICAS DA REGIÃO SUL: A PESQUISA EM EDUCAÇÃO FÍSICA

RESUMO

A pesquisa 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). Como resultado na produção do conhecimento na região Sul, identificamos a presença de quatro abordagens teórico-metodológicas: Empírico-Analítica, Pesquisa Fenomenológico-Hermenêutica, Pós-Moderna e abordagem Crítico-Dialética. Ficou evidenciada nas análises realizadas a hegemonia das tendências Empírico-Analíticas em todos os programas pesquisados. Enfim, esperamos que a presente investigação estimule, futuramente, outros estudos, para aprofundar as polêmicas, identificar as limitações e estimular a vigilância epistemológica nas demais regiões, que não foram aqui citadas, fortalecendo, dessa forma, a produção de conhecimento nas demais regiões do Brasil.

PALAVRAS-CHAVE: Epistemologia; Educação Física; Pesquisa; Pós-Graduação; Região Sul do Brasil; produção científica.