

DIDÁTICA OF PHYSICAL EDUCATION INDUSTRY: AN UNDERSTANDING OF SCIENTIFIC

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Abstract

The objective of this paper is to understand the treatment and the role it has assumed a didactic teaching practices of physical education, and whether it followed the proposed methodological criticism. Was used as a method for analysis of three papers to be read unveiled conceptual frameworks that elucidate the theoretical and methodological-didactic. It was concluded after the interpretation of scientific articles that physical education must go beyond the reductionism of the technical-instrumental teaching and reassess the role of that approaching the pedagogical and epistemological.

Keywords: Curriculum, physical education, knowledge production

Introduction

The Brazilian Physical Education in the late 70's and during the 80's was marked, among other issues, by the discussion about the identity of Physical Education, its field of knowledge and its articulating epistemological object of pedagogical practices.

To Kunz (2003), it is undeniable that the Brazilian Physical Education in the last two decades has achieved an extraordinary development in the scientific production. On the other hand, he admits that it did not ensure effective changes in teaching practices in Physical Education. The author stresses that the scientific production of physical education and empirical research, especially in school, almost did not continue, referring to propositions such as intervening

surpassing-critical, emancipatory-critical and open classes.

Given this context, we consider important to understand the place and role that Didactics has been taking in teaching practices of Physical Education, or by consider the Didactics as a central element in the relation between theoretical and pedagogical practices, and both wonder if the concept of Didactics followed the theoretical and methodological criticisms propositions.

The field of Didactics allows various approaches from different theoretical and often contradictory bases, our intention is to analyze how this concept appears in the texts to understand the characteristics of contrasts and contradictions reflecting the movement of transformation by which the Didactic field has experienced, also reflecting a debate on critical approaches to education and emancipatory superdoris propositions.

To develop this study, we used as a method of literature review of three scientific papers, published in two of them, from the analysis of the concept of "Physical Education Didactics": "Time and A Place of Physical Education Didactics," by Francisco Eduardo Caparroz and Valter Bracht (2007), " Por Uma Didática da Possibilidade: Implicações da Fenomenologia de Merleau-Ponty para a Educação Física" by Mauro Betti, Elenor Kunz, Lísia C. Gonçalves de Araújo and Eliane Gomes da Silva (2007) and " Didática da Educação Física Escolar e o processo lógico de apreensão do saber", Maristela de Souza da Silva (2007).

This movement in physical education on the existence of a problem of methodology involved several researchers, we chose three items for their distinct theoretical critical field. We found that although critical, they have different nuances that are highlighted from the conceptual structures emerged in articles that have guided this work: a) Definition of didactics, b) Designing Didactics, c) the educational constraints, d) Culture and Didactics e) Didactics and pedagogical intervention.

a. Definition of Object Didactics

The text of Caparroz and Bracht (2007) chose as its central objective the concern for academic research and training courses for physical education teachers in the "hypertrophy" of educational

discussions and "atrophy" of discussions of Physical Education Didactics. The authors analyzed in training courses for physical education teachers, the lack of deeper structural elements of the Didactics, which ensure that future teachers and pedagogical expertise that assists the pedagogical practices and the development of educational plans.

The authors identified from a survey of the Physical Education community on Orkut, the difficulties that the teachers have to define pedagogical issues of Physical Education, such as "what to teach", "why to teach", "when to teach", "how to teach", among others. That is why Caparroz and Bracht (2007) present a challenge to examine to what extent the scientific production and training of physical education teachers have spoken to the relation between pedagogy, didactics and methodology in the teaching of Physical Education.

Betti et al. (2007) have implications for the phenomenology of Merleau-Ponty for the Physical Education Didactics and elected the concepts of "own body", "intention", "significance", "gesture", "intersubjectivity" and "expression" for the purpose to understand how these concepts relate to a situation of teaching and learning in the perspective of "If human-move.

The authors point out that one problem in dealing with the Physical Education Didactics reductionism is directed exclusively to the technical-instrumental approach, moving away from a discussion of the structuring assumptions of the teaching method, the multidimensional nature of the teaching-learning process and the different approaches to teaching practice. To overcome this reductionist view of Didactic, they propose a significant possibility of Didactics for teaching practices of physical education, which is based on theoretical phenomenology of Merleau-Ponty.

The work of Spencer (2007) was to be located in the school context, the knowledge that is the scope of Physical Education Didactics, showing its relation to the formal logic of absorbing knowledge. When the author refers to the formal logic, he is signaling that, in the teaching-learning process, Physical Education Didactics did not approach nor has it made a more critical reading of the knowledge dealt with in the world of Physical Education. It also highlights, that the treatment of such knowledge is detached from an historical, cultural, social, political and economic. To overcome this situation, the author presents a dialectical logic based on historical

materialism, which is to arrest the know for school organization and development of bodily practices.

b. Didactics Design

The criticism that Caparroz and Bracht (2007) make about the progressive movement of the 70s, 80s and 90s refers to the removal of the specificity of Physical Education on behalf of political issues more generally. The authors stress the need for the Physical Education to invest in terms of a settlement with the Didactics, or rather a shift of key aspects of the Didactics for the educational center of the debate, promoting a (re) signification of Physical Education Didactics in what we must inquire as to what pedagogical and didactic theory will mediate the practice.

Betti et al. (2007) believe that the challenge of Physical Education Didactics is focused on overcoming the logical, psychological and technical formalism, such as reductionism, i.e. understand and acknowledge that the Didactics that has guided the teaching practices of Physical Education was based on the technical-instrumental rationality. This realization led to a reductionism didactics of the teaching and learning, in turn, should seek a more extended and critical assumptions about the structuring teaching (content, context and learning subjects), the different approaches in teaching, and its implications concrete pedagogical dynamics.

The above authors argue that the Physical Education Didactics must go beyond the guidance of content and methods, and direct interaction of education, focusing on the social relations and human communication. For this to become effective, proposed that the Physical Education Didactics should incorporate an ontology and epistemology, finally approaching a philosophical foundation for the authors who bet on phenomenology, and here more specifically, recommends a "Didactics of the possibility significant "that takes into account the meanings and intentions of the subjects' experiences of their" If-move.

Souza (2007) considers that there is no way to unlink the Didactics issues of social and economic order of society. The author is a theoretical option that supports the need for understanding that Didactics cannot be taken off the real world, while production of

scientific knowledge and science. Beyond discussing specifically the instrumental dimension of didactics, the author offers two reasons for thinking the Physical Education Didactics and, in a way, explains a new concept of didactics. The first reason is the body in culture and content, the idea being to know it as a social construction, and the second reason is to recognize the importance of this relation between Physical Education Didactics and science, namely the teaching and learning process, as well as teaching aspects, is expressed by the scientific choices.

c. Limiting Didactic Elements

The authors of the three texts refer to the existence of a series of interpretations of the problems of Physical Education Didactics, which makes it difficult to think of a Didactics to meet the challenges of the practices of Physical Education.

Caparroz and Bracht (2007) show that one of these problems is the relation between theory and practice. They explain that theories need to be modified by the practice itself, i.e. the function of theory is to think about the practice of seeking to reflect on it and new possibilities for designing interventions. If the theory worked, it would be a mere application and merit would be the leading theory and practice. But what actually happens in the daily teaching and learning process of Physical Education is not so well, and the authors confirm that it is interesting that theory is different in practice, because it proposes that the school teacher is the author of their practice and not merely the player who was thought by others.

To overcome this understanding of pedagogical theory, Bracht and Caparroz (2007) highlight the role of the teacher, saying they should not put the theory to practice, but (re) construct (reinvent) their practice with reference to actions and experiences and reflections/theories. For authors, it is essential that the appropriation of theories contribute independently and critically, that the teacher should be recognized as an actor in the production of school knowledge.

As for Betti et al. (2007), the problem of theory and practice is related to the limiting factors to think up Didactics from the perspective of a phenomenological approach and understanding of

some fundamental concepts that guide this approach. One of these concepts defined by the authors is the difference between the meaning of "objective body" and "own" or "phenomenal" body. The "objective body" is the body considered a world object, like any other. In the objective thinking, the relationship with the body does not value the experience, the body arises only as an idea, an impoverished image. The "own" or "phenomenal" body, however, is the body resulting from the experience, it is the function of the living body, the body as it is lived.

What gives meaning to that "own body" is the movement, from the dimensions of temporality and transcendence. In this sense, body and movement, for phenomenology, are inextricably linked, there is no body without movement and no movement without a body. Moving is the very transcendence, whose perception associated with an intent leads to the creation and to the expression.

Therefore, to the authors above, one factor limiting the Physical Education Didactics in the teaching and learning is to disregard the intentions of the "Self-movement" of the subject involved in an experiment.

Souza (2007) points out that the main limiting factor to think a Didactics for Physical Education is the challenge for teachers to understand that a relation exists between production of scientific knowledge and the macro social issues, i.e. this process is crossed by world views and ideologies and conflicting and contradictory and that will go some way to generate movements of different values. Within this context, Physical Education interprets the different scientific paradigms, guiding its didactics in the treatment of the contents of teaching. A paradigm that guides the teaching practices of Physical Education has been a practice of competitive edge. In making this choice, the author believes that the contents included in this reinforce the gear logic of capitalist social relations and to overcome it shows that the teacher must make a critical reading of the dialectical relation established between Science, Society and School Education.

d. Culture and Didactics

The culture has been a contemporary concern that has sought to understand the many paths that led to the evolution, the changes in

societies. In this paper, we consider important to analyze this concept because of its relevance in current research of Physical Education.

To Caparroz and Bracht (2007), the concept of culture can be understood in that discussion of effecting a didactic-pedagogical critical to mediate the teaching practices of Physical Education. So they consider essential to understand the fact that may not be based on teaching practices exclusively in ideal models, in universal suggestions, in “absolute” truths, but recognize that knowledge treated in the field of Physical Education is a human and historical-cultural construction. This understanding helps in reflection of the pedagogical action. In this sense, in our analysis, there is a critical perspective to this recovery as a result of the production story created and recreated as the standard of culture.

For the authors, the educational intervention goes beyond the paradigm of instrumental rationality, which generates a reductionism of reality. According to them, the pedagogical practice requires an ideal human being in the ethical and political dimensions, meaning that the production of knowledge in training cannot be disassociated from the historical and cultural dimensions.

Betti et al (2007), by choosing an expressive Didactics, mediated by the phenomenological approach, linking the concept of culture to understand the "Self-Move", which is the dialogue between man and world. The dialogue between man and the world by the "Self-move" may lead to understanding-the-world-by-acting, since the process of teaching practices is not limited to the imitation of movement patterns of pre-determined and signal to the search for meaning learned as a possibility of creation. The text emphasizes the distinction between moving gesture and moved gesture, in which the first is constituted as an "Self-move" stock that does exist primarily for ourselves and for others, the busiest gesture, however, which is secondary because is already booked, it is capable of learning by imitation of the form, at the expense of creation. However, this view shows, for the authors, an ambiguous character in relation to learning, for example, sporting gestures, because, if we experience a sporting practice, it would be unprecedented in terms of perception, but we are not necessarily in terms of culture, which we can repeat. Then, the phenomenology will not move in relation to the concept of culture in the field of Physical Education with a view to

understanding how the authors supported by Merleau-Ponty, the culture acquisition, in which, for the guy who first learns a sport, gestures and perception are new and loaded with senses/meanings, but they are not for the sporting culture of high performance, which involves activities of repetitions for the improvement.

The concept of culture, in the article by Souza (2007), appears as the author points to the need to understand the relation between the Physical Education Didactics and science, understanding that, in the teaching and learning process, didactic aspects are expressed by the scientific choices and the way they are established in the relationship between knowledge and reality. Physical education must go beyond formal logic of science and contextualize the ideological, political, economic and cultural principles.

The criticism of Souza (2007) refers to the practice of teaching Physical Education guided by competitive bias, reinforcing the formal logic of science in which the teaching and learning process is disseminated devoid of critical reflection and treated like "natural" construction and not human construction. The concern of the author concentrates on the meaning that this type of practice focused on formal logic is very present in the Physical Education, which has historically subject promoting passive assets in their social practices and silenced in the process of knowledge construction that stems from a developed culture.

This dialectic analysis between society and Physical Education Didactics is better defined when defining the concept of working culture by the author. In this sense, the term culture as a historical process that has the ability to narrate the tensions of real human beings who produce and reproduce the social relations which are distinguished by the nature and differ from each other in different social classes.

e. Didactics and Pedagogical Intervention

Caparroz and Bracht (2007) point out some challenges for intervention in practice/Physical Education Didactics: 1 - Recognize that theories of Didactic pedagogical action involves elements that go beyond the scope of the technique called instrumental rationality, that the universe is filled with pedagogical practice ambiguities and that

the model of technical rationality is insufficient to understand the complexity of pedagogical practice. By focusing on teaching based on a Didactics art, it leaves a more extended discussion and context of knowledge production and, instead, it installs and spreads what Caparroz and Bracht (2007) call an "epistemology of practice"; 2 - Leveraging the teachers in schools to recognize themselves as able to think and theorize their practices with a view to promoting a permanent move to (re) value their contributions, this means rescuing the authority of the teacher, the ontological and epistemological perspective; 3 - Understand the permanent tension between "dimension of reality" and "size of what is idealized" in a process of education. The fact that the express practice should feed Didactics through reflection in a continuous exercise of reflection-practice and practice.

The production of Betti et al. (2007) advocates a "Didactics of expressive possibility" for physical education guided in phenomenology, in which the pedagogical practices in school physical education classes may be constituted by the "Self-move", pointing to a theoretical framework to achieve this condition.

Initially, the authors highlight the need to increase the understanding of the concept of "Self-move", because through it, one can lead Men to understanding-the-world-by-actions, since the teaching and learning process is not confined to the imitation of movement patterns already set and search for seized transcendence, which opens the possibility of inventive or creative encounter with the world of motion, which changes the pedagogical relationship between teachers and students, providing a creative environment by moving.

The teaching method of physical education with phenomenological inspiration proposes to enable, to all those starting a practice body, incorporating the experience of "Self-move" as a "moving" gesture and not as a "moved gesture", which is secondary because it was acquired, tending to lead to learning by imitation of the form, rather than the action of bodily practices. It is noteworthy that an action in the world of sports presents an ambiguity, being able to run a motor gesture that may be unprecedented in terms of perception, but it is not on culture. I.e. the phenomenological Didactics should not become a "discourse" about the culture of body

movement, but an "Educational Action", as the Physical Education Didactics should not separate teaching practices of conceptual meanings, the meanings existential or vice versa.

Souza (2007) proposed to overcome the formal logic that permeates the content knowledge and pedagogical practices of physical education, from a dialectical logic, which mediates the Physical Education Didactics from an understanding of science in perspective history and culture. When she signals the dialectical logic, the author sets the culture by the approaches of historical and dialectical materialism to the Physical Education Didactics as a foundation and methodology in the organization of educational work. The author suggests that the Physical Education Didactics, in conversation of knowledge must include the reality beyond the classroom, the court or the school walls, a critical perspective and following the changes historical reality.

Thinking of a Physical Education Didactics in the perspective of dialectical logic, to the author, requires physical education professionals in school to recognize three fundamental aspects. The first is to understand the knowledge in the field of culture related to body development, which requires the understanding of historical and dialectical relationship which is the body culture movement. The second aspect means that dialectically understanding the physical education area of knowledge that deals with the body culture involves understanding the science as part of the historical construction of human beings. From this perspective, the pedagogical practice in the context of Physical Education Didactics is committed to treat the content of physical education as cultural objectifications of expressions of bodily products, the relationship of knowledge drawn from all scientific fields that support the practical field of application of social physical education. This means, for the author, that the Physical Education Didactics requires ownership of the different areas of scientific knowledge (Sport Sciences) that support (physiology, biomechanics, psychology, sociology, ...), in a pedagogical theorizing dialectically built. And the third aspect to consider is to increase the technical and evaluative practices in injury to the understanding of cultural production.

Temporary Conclusions

This study explains the complexity and plurality of approaches regarding the Didactics in Physical Education, among authors of critical approaches of Physical Education. One indicator of this analysis is the possibility of different understandings from the same object: in this case the Didactics. In this sense, we identified some common points of discussion in the text and some others, different in their approach and perspective of epistemological conception, but that ensure the place of didactics as foundational to develop a critical pedagogical practice.

With regard to epistemological proximities, texts argue that a discussion of Physical Education Didactics requires going beyond the traditional/technical/instrumental dimension of science and education without disregarding their importance in organizing and planning a teaching and learning process. However, it is essential to recognize that the Didactics based on the principles of natural science of a functionalist character do not realize the complexity the Human Being is.

Another important aspect refers to the educational function of body culture as the content of Physical Education, as the appropriation of the world, and should not be taken off of a know-how, which is the motor experience, i.e. the practice, but a practice (re) signified by the theory. Accordingly, the teacher at school should achieve its intellectual autonomy as regards the production of knowledge, to have socio-cultural reality as a reference, they must be a person "open" to the world, investing in continuing education.

With regard to the epistemological aspects of three different texts, identified initially, their theoretical option that walked their discussions and notes. You could say that the three texts are located on critical and interventionist prospect/approach, but from theoretical assumptions or different theoretical matrices. Caparroz and Bracht (2007) are opting for a historical/social approach. Betti et al. (2007) opt for a philosophical approach, more precisely the phenomenology of Merleau-Ponty, pointing to an approximation of this approach with the Physical Education Didactics, mediated by the "human Self-move". Souza (2007), in proposing the knowledge of Physical Education Didactics, demonstrating its relationship with the formal logic of apprehension of knowledge, does the "theory of historical materialism and dialectical.

Before this tour, the papers in question allow the following understanding of Didactics for Physical Education: For Caparroz and Bracht (2007), the Didactics can not be seen merely as a technical instrument, and, yes, from the perspective of teacher Physical Education as a researcher of their teaching, as well as the return to the Didactics for the educational center of the debate. For this it is necessary to develop a Didactics for the guided practice-theory-practice and in which the teacher should always write their pedagogical practice to (re) meaning it. For Betti et al. (2007), the Didactics is to elucidate the function of teaching practices from a discussion of the assumptions and must seek to overcome formalism and reductionism of their structural elements of the Didactics, arguing that the task of Didactics requires an ontology and an epistemology, in short, a philosophical foundation, phenomenology. Therefore, a significant bet on the Didactics, in which the subjects of learning, being challenged to experiences that promote understanding of transcendence-of-the-world act, and "Self-move", is a possible correlation between perceptual and motor opportunities. And finally, to Souza (2007), Physical Education Didactics should be scaled from the organization of educational work, enhancing the body culture as viscerally immersed in the social-historical relations, as a social practice and as a human construction. This requires that physical education does not ignore the role of science and its implications for the relationship of reality and knowledge that involve guidelines for Didactic teaching practices.

The analysis compared the differences arising from the definition of the goal of Physical Education and its relation to the definition of Didactics for the authors analyzed. In all texts, it is noticeable a critical position in relation to the structure of modern society and the role of physical education in the process of human and social formation. However, in this same aspect, there are some differences between them. In the case of the texts by Betti et al (2007) and Bracht and Caparroz (2007), there is the proposition to change the problems/limitations of school reality. In the case of the text by Souza (2007), the possibility of overcoming the Didactics is related to changes in teaching logic, based on historical and dialectical materialism which relates to the Didactics and structure of capitalist society. So, for her, it is essential to have a political pedagogical project that aims to overcome the social organization. One action is

not unrelated to each other. In Betti et al (2007), for example, the concept of empowerment is important for the Didactics, as it is a proposition that goes beyond teaching or training that promotes the empowerment which contributes to human freedom to act, think and feel in the world, giving him opportunities to create and recreate new conditions of movement, not implying a need to overcome the social reality. For the text of Caparroz and Bracht (2007), the condition of doing the physical education classes and the concept is directly associated with incorporating a physical education that is critical of the current model of Didactics and build learning environments, reflection among its players.

This seems to be one of the differences between the works studied, it is possible to notice that, from this political position, Didactic concepts, practices and proposals are also differentiated for the pedagogical process. Differentiate them from each other provides a theoretical clarity about what each approach offers impacting on a pedagogical practice organized from a Didactics with themes, content, objectives, assessments and consistent bibliographies, reflecting a conscious attitude of taking a position.

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