Sociology is a science that studies the human behavior in function of the way and the processes that establish connection the individuals in associations. Differently of the psychology that studies the individual separately, sociology works with the phenomena that join the individuals in a group, forming bows of dependence between them (Elías, 1997). We are the relation enters the way which we are inserted, social environment e, as human beings relegated to the passions, interests composing our socio genes fears, in this way not being capable to support great periods of isolation (Kowalski, 2007). Transferring this thematic one to the Physical Education, these bows occur most of the time for intermediary of the intervention, that also constitutes an interdependence relation enters the individuals that practice it and/or attend, that is, spectators and activists. The physical activity constitutes an important vehicle of socialization, it is capable to congregate people of different social classrooms, of religions and religiousities and, above all, it are capable to transform differences into bows of union between these people.

Already in the case of the sport the opinions are divergent, many affirm that always it was one politics for few. Others according to tell that the lines of Brazilian sportive politics, destined to the most varied classrooms, only legitimized the practical sportive when its interests could promote the nation, sold it marketing principles. Thus, a conception was constructed of that the sport politics would have according to be massive interests of promotion to the amateur and/or Olympic sport. The sport educates through the cooperation, solidarity, notion of set, organization, quarrel of rules, socialization and interests in subjects of the corporal culture. The Physical Education wording all these thematic ones, but currently comes playing the reproductive role of the social behavior, not elaborating social actions, or running separately in some directions with programs that can with its failure to transform social problems into solutions for the society. For the Physical Education the enabling great place of modifying social behaviors is reserved, either in the school, academy, in social projects, as instrument of social transformation, working in the information and forming conscientious people of its acts. However, in recent years it comes being associated strict to the half sportive and of the beauty, leaving of side it's informative and socialization character. Such fact can be observed in the abandonment that come suffering in the pertaining to school system. The pertaining to school Physical Education already was confused with the sport in make a mistake way enters the decades of 60 and 70 taking care of to the interests politicians whom they aimed at to benefit itself of this condition. In such a way, the sport was developed in the pertaining to school scope in techniques way been applied since the first applied it basic education (Kunz, 2001). With the despotized of the Physical Education in the school, this reality favored the competitive process entering into an alliance it the sport spectacle spread out for the media. Consequently the side partner-integrator was left in second plain, since the projects elaborated for and for the Physical Education with the objective of the improvement of quality of the life of the population are few.

Sociology has between its main authors Marx, who evidence the influence of the social classrooms in the transformation of the individual while to be integral of the society. Inside of this context and, to leave of the moment that the Physical Education collaborates with the techniques position, it starts to reproduce the interest of the ruling classes, abandoning its pedagogical philosophy that aims at the integration and the education of the individuals. Taking in consideration the ideological apparatus of the media, the corporal culture of movement was widened, the denomination “sport” started to assign a diversity of practical, which does not completely take care of to ace necessities of the society (Betti, 1998), such as, the access the culture, information, education and health. Becoming clearly the class representative interests for backwards of the methodologies that are applied in diverse social segments which the Physical Education she is on. In this way, we have that the concept of social representation was born in sociology and the anthropology, in the workmanships of Durkheim and Lévi-Bruhl. These representations correspond to the bows created by the individuals and the posterior formation of groups that half the same ideals and use them in the attempt to modify some norms and behaviors in the society. In the Physical Education, these representations if give through pertaining to school programs, social projects, by means of the corporal culture, all inserted ones pedagogically. This last one, the pedagogy, has suffered with the changes from thought from the society, valuing the corporal culture giving to priority to the sport spectacle and the aesthetic one, minimizing the pedagogical relevance of the physical education in the school. Throughout history the man always searched to elaborate trends that lead the society to the meeting of an identity that possessed a common behavior to be followed in search of the civility. The concept of “civilization” mentions a great variety to it of facts: to the technology level, to the type of ways, the development them scientific knowledge, ace religious ideas and to the customs and, above all, of the vision of world that if constructs for the nationalistic character (Elías, 1968). The society is made of symboical, and these constitute the ways to represent the yearnings of the diverse classrooms in “the popular” thought, that is, the Physical Education are seen as redemptory in the reproduction of the Pertaining to school Education when they would have, both, to transform the desires into social actions. It follows the trends imposed ideologically for the media, not differing very from the world of the aesthetic one, where the culture of the Body-building nails the perfect body, dictating to the trends inside of the society that cultic the primrose body. Half socialization the Physical Education as has an important paper in the transformation and the improvement of the behavior of the individuals. To act in the combat the social exclusion, transforming people the edge of the society into integrant and participative beings is one of more the notables contributions, which in set with other areas can offer the population. To be sociable is a natural disposal of the human beings, that is, to live in permanent association with others. The socialization occurs in the social classrooms, but since that this association inside respects the right of growth of the individuals of the social environment of which is part. The sped up development brought benefits, and with these benefits they had also come the conflicts of interests, and the crises. These transformations had made with that the sprouting of valves that helped to minimize these conflicts, from there if of the a was necessary importance of the leisure inside of the society, improving the quality of life and reducing focus of tension in the society.

**Physical education: what It is established in the School?**

In century XIX, with the development of the industry, great agricultural contingents, they had been century attracted for the cities, which start to have a million of inhabitants more than; this fact, ally to the lack of urban planning, causes other changes, as for example: the phenomenon of the social segregation, that is, in urban terms, outlying areas , generally with
problems of infrastructure, security, marginality and a distinct difference in terms of quality of life in relation to the quarters of supplied classrooms more. The economic power passes to the great companies and banks, and the great industry reaches the urban limits. The exhausting workers of the arduous work searched a way to alleviate stress of the day-day, then they start to carry through games and tricks in the intervals of the work, minimizing, exactly that for some few minutes, its fatigue. These changes of habits to the few they had given new a sensible one to these practical that more lately if they would become constituent activities of the free time of the work.

Initially the term was not used "leisure". Differently of the practical ones carried through in the century XIX, currently the leisure is if dedicated to the commercialism. Following this reasoning the Physical Education to the purely economic to satisfy the interests of some elites if a virtuous ace times of its social paper. I do not disrespect this branch of performance that would not survive without the commercial apparatus; therefore this is of basic importance for the survival of the professionals whom they act in this area, only desire to remember the social responsibility for which the Physical Education in the school would not have been left to lead this bias as a capitalist society, without considering the possibility of financial return, but we must have conscience that other people with little resources and chances also need us. A society never will leave of to be class representative, since many of the institutions would appear they together with, such as the working church, universities, political parties and associations etc. The physical education is of basic importance in the acquisition of autonomy on the part of the students. When the pupil knows the importance of the physical activity, its benefits and the changes that occur in the human being, them start to acquire a great conceptual dimension of different subjects argued in its day-day. The school can provide the bases that go to collaborate for the acquisition of the necessary knowledge for experience of the pupil in the society, being supplied information and teaching the importance of the work in group through practical pedagogical, sportive and of the leisure. The contents offered in the schools last inside open space for the creativity and experimentation of the institutions as placed for Lovisolo in conference in the Federal University of Viçosa in the year of 2007. Freire (1989) raises the importance of the physical education in the school independently to consider the knowledge that the child already possesses, of the formal situation of education. It is necessary that the school and, the physical education if adapter the creativity and imagination of its pupils supplying pillars that make possible the development of all they. Leaving this philosophy of deep of yard, it is possible to conciliate different classrooms with politics that make possible the access of the population the information, health, education and culture and, the Physical Education can contribute, to a large extent, in these actions integrators, making possible the improvement of the community that the community work is not isolated. The objective of this work is inserted. The objective of this work to display the fragilities that really exist in the proposals of the Physical Education in the school. This essay was elaborated with intention to clarify the vision subjectively that I have on the society with regard to the Physical Education in the School and, this must very be faced beyond our personal interests, or of groups or entities which we are part. This study it will only recommend the continuity of this research contributing to visionary the pertaining paper to the Physical Education in the School, therefore we accept that without it in the pertaining to school institution, it will not have future for the sport, the permanent activity physical and very less for the practical one of the leisure, things that demand great material apparatus, to know and professionals physical educators.

Education, physical Education: similarities between neighbors (Brazil & Argentina)

The similarities in the model to discipline of the education in Brazil and Argentina are enormous, since, traditionally, the problem faced for the two countries happens of the lack of incentives politicians, social and economic, which this last one, become related summon and directly with the first one. The pertaining to school physical education in both the countries faces great problems in its pedagogical organization, and the elaboration of politics for one better organization of the practical interventionists. Historically in Argentina, it dominated scientific or interventionist the strategy, where a significant democratization of the education system emerged, whereas in Brazil, an academics strategy of low democratization of education in generality was elaborated (LOVISILO, 2000). It can add these ranks, the influence of the standards of participation of the society, and its omission, that in the case of the Brazilian society, if of the one for the acceptance of more passive form and in submisive of this reality not so democratic of the education. To raise this question of the similarities in the elaboration of educational proposals, and of the difficulties faced in such a way for Brazil, how much for Argentina, in what it refers to the area of the education, and in particular analysis, the pertaining to school physical education of the two countries, if makes important to search a bigger academic integration between stuidious, and professionals who act in the direct intervention in the institutions of education in both the countries. Education is a natural way of cultural integrator of this world, the cultural integrator of this world, the objective of this work is inserted. The objective of this work to display the fragilities that really exist in the proposals of the Physical Education in the school. This essay was elaborated with intention to clarify the vision subjectively that I have on the society with regard to the Physical Education in the School and, this must very be faced beyond our personal interests, or of groups or entities which we are part. This study it will only recommend the continuity of this research contributing to visionary the pertaining paper to the Physical Education in the School, therefore we accept that without it in the pertaining to school institution, it will not have future for the sport, the permanent activity physical and very less for the practical one of the leisure, things that demand great material apparatus, to know and professionals physical educators.

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Social manifestations and Behaviors the Outsiders in the Pertaining to school Physical Education

The Physical Education in the School is very difficult not to yield the social political pressures that the sport of high income exerts on it, exactly because this was the social function indicated by the Brazilian government per decades and still it is used by some countries in this direction. The Medias of mass act, on the other hand, producing spectacles that need consumers and, for another one it needs that the society guarantees the replacement of athletes who keep this production and is responsibility of the Physical Education in the school to make this. Not being enough the media, we have the State that it uses of the facts of the athletes to construct or to strengthen an idea of winning nation, confusing the public opinion between the sportive facts and the subjects of governable. The speeches of politicians, sportive commentators e are constant, even though athletes and former-athletes, who emphasize the necessity of the school to invest in the sportive initiation as half to guarantee the national ability in national and international sportive events. This everything favors the pupils to arrive at the school with expectations input in the sportive learning.

The physical education always was related directly the social behavior, being always linked to the aspects ideological politicians and who were the society. Elias emphasizes the linking between the changes in the structural organization of the society and the changes in the structures that conduct the rules imposed for it. The physical education acts in the reproduction of the habits and in the affirmation of the interests of the ruling classes, obeying to a powerful ideological circle headed by the media, what it come you strengthen the arguments placed for Betti (1998). The social representations are beyond the way of as the society if organizes, and the way in which it searches to collaborate in the improvement of life of the individuals that of it are part. The physical education acts facilitating to the communication between individuals, either this in academies, clubs, schools or same in social projects, it contributes for the formation of the character of the people, reproducing opinions and teaching values that facilitate the, and that the homosexual is different does not contribute in nothing to modify this situation of social exclusion.

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Beyond the pressures of the social culture, the quarrels in this essay in take them to question the cultural proposals gifts in the physical education. These proposals enhance that the social function of the component is to provide to the pupils conditions to understand and to question the institutional structure of the society and thus to act with autonomy in the exercise of the citizenship. For this, they detach the importance of the magnifying of the roll of manifestations of the corporeal culture in the PCN’s, its historical contextualization, its social relevance, its adequacy to the social and cognitive conditions of the pupils, the valuation of its to know cultural and the respect to the difference among others. We understand that, when emphasizing these speeches, these boarding can be failing in a trap. We saw that, independent of the politics of the difference, the distinction between “high” and the “low one” it dominates the hierarchy of the game of the cultural power. There it is the question. The Physical Education has for a long time been the place of oppositions that emerge in practical it’s, between them new social meanings, under construction oppositions and establishing new social relations. We need to think about as the Physical Education in the school and the extra activity classroom will be able to become a field to know for the construction of competition offers. When preventing the privilege between the participants and when valuing the knowledge differentiated of all; the maintenance of the anti-symmetrical relations of being able between its integrant - professors, pupils, parents and until the number of competitions of fights in relation to the sportive championships, the valuation of some sportive modalities, as the dances specific) the risk of the emphasis is run to be around making. Thus being the cultural domain it will not be contested. The relations of being able will be extended. This socialization, supported in the speech of the respect to the difference with sights to the social equality, very is well used for that they legitimize these differences. That is, to affirm that the woman is different, that the black is different, and that the homosexual is different does not contribute in nothing to modify this situation of social exclusion. The value of the equality feeds the universalistic conception. The right to the equality estimates to be all equal ones. It’s to be equal to whom? If the objective is the exercise of the citizenship can be fallen in the ambush to idealize a citizen from the conceptions of the dominant groups. This wants to say, that the emphasis in the lesson must fall again on the cultural production and not on that it executes in a culturally established way as certain. Another important aspect is the valuation differentiated that the manifestations have in the resume, as for example: the dance as Olympiads event of “opening” of sportive, the reduced number of competitions of fights in relation to the sportive championships, the valuation of some sportive modalities, as the sportive, in turn. In this front there is still distinct valuation between the titular sexes, ages, calls and reserves of the team. All this roll of aspects implicitly contributes for the maintenance of the sportive, masculine and adept hegemony and indicates the constant presence of the “high one” and the “low one”, favoring the maintenance of the anti-symmetrical relations of being able between its integrant - professors, pupils, parents and until the school.

Not to intend to lock up this quarrel here, therefore we believe that for the resume of Physical Education to minimize the relations of being able and to democratize the preferences; the alternative is that the professors construct new meanings for its practical, that is, the Physical Educators can establish that the culture “Physical Education” in the school processes the sport as form of cultural manifestation e, therefore, as field of fight of significances, for example, socialization and integration. This could occur, leaving of the experiences and knowing them cultural of the pupils for the promotion of the dialogue between cultural identities e, later, for the construction of new meanings to these practical. More ahead, these new relations could generate the magnifying of the knowledge and thus the professors could contribute to minimize the opposition between an identity and another one. In relation to the extracurricular activities we assume that all its citizens must participate of the possible external competitions, and also assume that these contemplate regulations where all can play time the same, ahead of rules that favor its knowledge. In this direction still, we also assume that the pertaining to school competitions do not have to lose its character of confronting, itself the emphasis of the playful moment, but in its dynamic, it is extended of impact that the competition offers. When preventing the privilege between the participants and when valuing the knowledge differentiated of all; the Physical Education in the school and the extra activity classroom will be able to become a field to know for the construction of new social meanings, under construction oppositions and establishing new social relations. We need to think about as the Physical Education can contribute for under construction of the binary oppositions that emerge in practical it’s, between them “high” and “the low one” of the motor abilities. In the perspective of the culture as a place of multiple and heterogeneous borders, as field of fight for the significance where different histories, languages, voices and experiences are intercrossed with multiple forms of relations of being able and privileges, vallely to stand out that the involved cultural aspects are basic. Therefore it is to leave of them that we have conditions to interpret the politics of identity construction that act in the daily pertaining to school.

Moreover, we understand that the problematic one of the differences (either in the school or ampler social spheres) implies to recognize that the subjectivities and identities are constructed by diverse ways, contentions, ambivalent and contradictory.
THE NORTBERT ELIAS THEORY AND SCHOOL PHYSICAL EDUCATION

Abstract

These essay objectives to review the paper integrator of the Physical Education in the school. Preliminarily we elaborate the revision of some affirmations on norms, relish and utilities, reflecting directly in the methodology applied for the Physical Education and the performance of the professionals of the area making reference the Hugo Lovisolo regarding the subjective interests in the actions inside school with regard to Society (Physical Education: the art of the mediation and Popular Education: Majority and Conciliation). In followed, correlating it with the ideas on the forms of Education (Redemptory, Transforming Reproductive and) of Cipriano Luckesi and, finally, as deep cloth of the theories of Norbert Elias - Establishment & Outsiders, contextualizing how much the Physical Education is established or distanced of the theoretical conceptions, practical and the ideological ones in the school. We also search, to correlate the education, and specifically the pertaining to school physical education of Argentina, of Brazil, pointing and detaching some of its similarities while neighboring nations and sisters.

Key Words  Physical Education, Lovisolo, Luckesi e Norbert Elias

THEORYS DES NORBERT ELIAS EL ÉDUCATION PHYSIQUE L’ÉCOLE

Resumen


Moës Less  Éducation Physique, Lovisolo, Luckesi e Norbert Elias

EL TEOERIA DE NORBERT ELIAS Y EDUCACIÓN FÍSICA IN LA ESCULA

Resumen

Este análisis objetivo para seleccionar el socio-integrador de papel del referente a la educación física de la escuela. Elaboramos preliminar la revisión de algunas afirmaciones en las normas, gustos y utilidades, reflejando directamente en la metodología solicitada la educación física y el funcionamiento de los profesionales del área que hace referencia al Hugo Lovisolo con respecto a los intereses subjetivos en las acciones dentro de la escuela con respecto a la sociedad (educación física: el arte de la mediación y de la educación popular: Mayoría y conciliación). En seguido, correlacionándolo con las ideas en las formas de educación (Redentora, el transformar reproductivo y) de Cipriano Luckesi y, finalmente, como pano profundo de las teorías de Norbert Elias - Establecidos y Outsiders, contextualizando cuánto la educación física se establece o distanciada de los conceptos teóricos, prácticos y los ideológicos en la escuela. También buscamos, para correlacionar la educación, y específicamente referente a la educación física de la escuela de la Argentina, del Brasil, señalando y separando algunas de sus semejanzas mientras que las naciones vecinas y las hermanas.

Palabras Clave  Educación Física, Lovisolo, Luckesi e Norbert Elias

A THEORIA DE NORBERT ELIAS E EDUCAÇÃO FÍSICA ESCOLAR

Resumo

Este ensaio objetiva apurar o papel sócio-integrador da Educação Física Escolar. Preliminarmente elaboramos a revisão de algumas afirmações sobre normas, gostos e utilidades, refletindo diretamente na metodologia aplicada para a Educação Física e a atuação dos profissionais da área fazendo referência a Hugo Lovisolo a respeito dos interesses subjetivos nas ações dentro escola com relação a Sociedade (Educação Física: a arte da mediação e Educação Popular: Maioridade e Conciliação). Em seguida, correlacionando-o com as ideias sobre as formas de Educação (Redentora, Reprodutora e Transformadora) de Cipriano Luckesi e, por fim, como pano de fundo as teorias de Norbert Elias - Estabelecidos & Outsiders, contextualizando o quanto a Educação Física está estabelecida ou distanciada das concepções teóricas, práticas e ideológicas na escola. Buscamos também, correlacionar à educação, e especificamente à educação física escolar da Argentina, à do Brasil, apontando e destacando algumas de suas semelhanças enquanto nações vizinhas e irmãs.

Palavras Chave: Educação Física, Lovisolo, Luckesi e Norbert Elias