INTRODUCTION

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

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

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

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

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

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

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

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

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

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

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

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

SOME NOTES ON COOPERATION VERSUS COMPETITION

Amoral (2004, p. 24), since we were born, it seems that only offer us a choice: compete, win one, win something. Thus, the author tells us that we live in a world first, the illusion of victory, “where who benefits from the smiles, the applause, the satisfied
looks, faces approval, of exaltation and praise cries is only one person*. Thus, “Encourage cooperative games means offering people options of participation” (AMARAL, 2004, p. 24). We advocate in this article, the Cooperative Games constitute a viable and feasible alternative to the sport that has been widely practiced in the classes of Physical Education, with the victory of the “most skilled” on the “less skilled”, leaving many students marked by strong stigmas to present successive experiences of failure, there are rare cases where some students feel motivated to play and even give up to do so, as “Physical Education develops a school whose culture enables exclusion of those who do not meet the expected standards.” (RODRIGUES, 2003, p. 71). Also according to the above author, this possibility of exclusion is not negligible, and Physical Education, of course, influenced by this school culture, follows and participates in this exclusion, so that sporting and competitive, the dominant culture in the context of the federal sports competitions; conscious or not, the prospect envisioned the school as a mere transmitter of cultural values of the society in which it operates. (STIGGER, 2005, pp. 106-107).

Many of the proposed activities in P/E are made on the basis of competitive, serial and meritocratic culture. The sport itself - particularly from a pedagogical perspective - is an activity that does not favor extended cooperation, does not value the difference and also creates feelings of satisfaction and frustration (RODRIGUES, 2003, p. 71).

According to Brotto (2001, p. 33), Deutsch (cited Olrich, 1989) obtained, as a result, in one of his research, an indication that cooperation and not competition within a group leads to greater coordination of efforts, greater diversity in the amount of member contributions, greater attention to teammates, increased productivity per unit of time, better quality of results, greater friendship and the evaluation more favor of the group and its results to the most intense feeling of appreciation of the companions. We believe in this view, according to Correia (2006a), that physical education has advanced and struggled theoretically to overcome competitive and dominant technicist models. In contrast, the author indicates that “we can not fail to note that in the course of daily school life, still very reproduces the myth of competition and sportivization processes in Physical Education.” (p. 105). However, he said, the proposed cooperative game has been revealed as the newest and most appropriate trend or design of physical education in the search for noncompetitive educational projects.

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

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

We agree with Bertrand (2001 CORREIA cited, 2006a) to say that today’s students will be the main agents, drivers and prosumers of paradigmatic and ethical transformations currently claimed, which means in turn, that these children and young people will need a education and training with other values than the competition and segregation. In this way, Physical Education, which was born since the 1960s, intentions to change its overly sporty and competitive vision, supported by references of cooperative games, can and must therefore make this commitment, becoming the proposal most appropriate to effect this change of perspective (CORREIA, 2006a).}

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

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

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

La educación física, teniendo en cuenta los estudios actuales de la zona, en teoría avanzó a superar la competitivista paradigma y los aspectos técnicos, pero dejó de lado la competitividad del deporte formal. Así, nuestros métodos de enseñanza, que dependen de la necesidad de ser más eficientes y eficaces en la formación del profesional, deben ser revaluados.

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Resumen

La educación física, teniendo en cuenta los estudios actuales de la zona, en teoría avanzó a superar la competitividad del deporte formal. Así, nuestros métodos de enseñanza, que dependen de la necesidad de ser más eficientes y eficaces en la formación del profesional, deben ser revaluados.

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