

A Produtividade da Educação Física Improdutiva¹ *The Productivity of Unproductive Physical Education*

Giovanni Frizzo*

Resumo: Este artigo tem origem nas pesquisas desenvolvidas pelo Grupo de Estudos Qualitativos Formação de Professores e Prática Pedagógica em Educação Física e Ciências do Esporte (F3P-EFICE) da Universidade Federal do Rio Grande do Sul (UFRGS). Para este texto, problematizamos a formação e a prática pedagógica de professores de educação física, partindo do conhecimento produzido por este grupo. Buscamos identificar, portanto, as contribuições que estas produções trouxeram para o campo acadêmico acerca da temática da formação de professores e da prática pedagógica em educação física e de que forma esta se articula com a realidade educacional brasileira inserida no seio do modo de produção capitalista.

Palavras Chave: Educação Física Escolar. Formação de Professores. Prática Pedagógica.

1 INTRODUCTION

This study was originated in the researches developed by the Group of Qualitative Studies for Teacher Formation and Pedagogical Practice in Physical Education and Sport Science (F3P-EFICE) at the School of Physical Education (ESEF), Universidade Federal do Rio Grande do Sul (UFRGS). The general purpose of this study is to identify and understand the relations and effects on the professional formation and pedagogical practice of physical education teachers from the municipal public schools in Porto Alegre through social and professional changes that schools and teachers are submitted to. Based on the work and experiences of this group of teachers, we intend to provide the scientific community, teacher formation programs and public authorities with new knowledge on how these actors organize their professional world and which cultural instruments they utilize to comply with the requirements that the public administration and school communities impose on them.

Through the knowledge produced by F3P-EFICE², the specific objectives of this study are: identify contributions that the productions have brought to the academic field concerning the teacher formation and understand how the pedagogical work is materialized in physical education in the capitalist production system. The contribution of Frigotto (1999) is a theoretical reference about the nature of the relation between education and

¹ This title is a reference to the book by Gaudêncio Frigotto. **A produtividade da escola improdutiva**. São Paulo: Cortez, 1999.

* Attending Master's degree program of the Postgraduate Program in Human Movement Sciences, School of Physical Education, UFRGS, in the area of Human Movement, Culture and Education. Porto Alegre, RS, Brazil. E-mail: gfrizzo2@ig.com.br

² There were many publications on this theme: theses, dissertations, articles in national and international periodicals, presentations in Congresses, etc.

production process. This author states that, when apprehending the existence of this link, one notices that such link is not immediate and direct, but mediate and indirect.

The pedagogical work conception that we utilized in this study makes a reference to an expanded idea of the work produced by the teacher at school and its possibilities of articulation between the sociopolitical macrostructure and the teachers' routine in the school environments. In this study, we understand the conception of the teachers' work, pedagogical practices or academic practices is not enough to provide the universe of understandings that the pedagogical work enables in the concreteness of its development and materiality of its praxis. The school, for instance, when fragmenting the teachers' work, seems to produce not only the separation of these concepts, but also a surreal distance between one another, frustrating the work of teachers and students who want and/or need to emancipate their pedagogical work. Reflections on these questions can cause the revision of concepts that are pillars of the pedagogical work.

As we understand and even reduce the meaning of the work developed at schools to a practice - pedagogical practice, teachers' practice-, we change the mechanism of the pedagogical work problematization, as an intellectual human activity understood as human praxis, where theory-practice relation is dissociated into a protocol of bureaucratic activities and that can be performed by individuals 'trained' for that during graduation or along a group of academic disciplines referred to as training practices, teachers' training program, teaching practices, etc., in which the most important point is the teachers' practice: observing how to make it, learning how to make it and making it. The activities for teacher formation have prioritized in curriculums a certain professionalization and professional qualification to develop the teachers' capability and qualify for such purpose (BEZERRA; PAZ, 2006).

An important trend of the current studies in education is the emphasis on the description and analysis of the pedagogical work at schools. It appeared especially in the 1980s and not only presented important methodological innovations, but created a group of information that enables to understand the current dynamic of school. In this sense, however, it is important to distinguish between practice and knowledge, as practice determines knowledge, but it is not knowledge itself.

In agreement with Freitas (1989), we believe it is important to question the trends defending that the pedagogical theory can be generated, *in the school practice*, instead of appearing *from the practice*. Such differentiation means that possessing practice is not

enough to state that it holds an alternative pedagogical theory. As explained by Kopnin (1978), the theory, as a moment of thought, starts on practice and returns to it (as a veracity criterion), but not before engaging the concrete-sensorial path towards the concrete way, via abstract forms.

This conception of pedagogical work is modeled on a perspective of extended science as a historical social product, a phenomenon in continuous evolution, included in the movement of social formations and determined by social interests and conflicts where it is produced. The scientificity criterion is materialized in the historical practice, the object explanation and comprehension are obtained as we recover its genesis and development, and associated phenomena are due to their own history. The relation between subject and object is defined as concreteness built from a synthesis of the subject-object relation.

In this perspective, man is conceived as a social and historical being that, although determined by economic, political and cultural contexts, is man's creator and reality transforming agent. The reality knowledge and the adequacy of elements that enable a deeper analysis of the context and social dynamic and the men transforming action are directed to obtaining higher levels of freedom, autonomy and 'de-alienation' acquired through permanent struggles and by overcoming social contradictions. This man, a concrete historical totality, that is distinguished from the other animals and the nature, built on social relations of work (production) established with other men, under the capitalist production system, is reduced and changed into an abstract individual, whose essential characteristics are selfishness and rationality.

Literature about the pedagogical work in physical education has not offered precise approaches to analyze the most recent processes of change, which justifies the need for investigations addressing the difficult articulation between the macro reality of educational systems and school routine. We believe that it is necessary to understand the way of production and how society works and critically analyze education considering the most general crisis of the capitalist production system in order to problematize the teacher formation and the pedagogical work. In this crisis, a project of education mundialization impregnated with a private bias of employability is increasingly defined. We are considering a tradition of Marxist thought, based on the triad: world view, analysis method and historical project, convinced that this reference is the most adequate instrument to address today's significant problems, allowing to dialectically articulate analysis and proposals in the form of political-pedagogical propositions, besides providing more

advanced analyses regarding the way of production and reproduction of life. We point out that this tradition subordinates the reality movements to the group of concrete relations men establish between one another for the production of their material and social existence. This way, modeled on these assumptions, the study modeled on this theoretical-methodological reference basically addresses criticisms to a static view of the reality assumed by other lines of thought.

This option requires closeness/adequacy of concepts and categories of historical-dialectical materialistic epistemology, especially of the critical analysis process according to Marx: the Marxist criticism is build as opposition to the capitalist social organization, conducted upon the real world, at a certain concrete moment and inserted in a historical and social totality; it explains the relation between the bourgeois values and the material conditions subjacent to them and contributes to the destruction of such bases; based on the economic analysis itself, locating the production and reproduction process of capital and value, and searches for the solution to existing real antitheses (ENGUITA, 1993). We opted for a method that is modeled on the concrete reality, i.e., the material base, which allows to analyze by parts or the whole. Founded on the assumption that science is not there to address the desires of a group of intellectuals and researchers, but to build transforming proposals that address significant, necessary and vital problems of the society by studying and understanding the reality.

This way, this study, for its critical content, is intended to understand contradictions of the real world, expressed in the conflict of interpretations and interests, and then propose forms to overcome, i.e., change this reality and rescue its historical dimension. The epistemological concepts are in the internal logic of the process and in methodological decisions that address the dynamic and contradictions of the phenomena, as well as the man/nature, reflection/action and theory/practice relations.

Then, science is understood as the result of human production, involved in the dynamic of the subject-object relation (man and nature constituted as historical-concrete category), and according to GAMBOA (1989, p. 103),

It is built on the object-subject synthesis that occurs in the action of knowing. Concrete is built as an end point of a process with an empirical-objective start, goes through the abstract of subjective characteristics and then constitutes a synthesis, validated in the same action of knowing, when the known (concrete in thought) is confronted with its start point through practice.

We should discuss the philosophical concepts that rule the theoretical models of employment to identify questionings about the pedagogical work reality. We can say that, for classical economists – David Ricardo, Adam Smith - the relation between the worker and the work object was a relation of object transformation by the subject, who was not changed by work. However, Marx showed that the work process dialectically transforms not only the object, but also the worker, as well as his work conditions. Therefore, work is not simply transforming an object into something else (another object), but involving oneself in a praxis where the worker also transforms as a result of his work.

[...] work is a process in which man and nature participate, the process in which the human being, with his own action, boosts, regulates and controls his material interchange with nature as one of his powers. [...]this way acting on the external nature and, by changing it, he/she changes his own nature at the same time (MARX, 1980, p. 202).

The professional participation in education involves the need to know the various elements associated with pedagogical work, understand it as completely as possible. However, it is impossible to do it without a path that enables to understand education in a philosophical and scientific manner. And, if the formal logic, as it is dual from the subject-object separation, was getting insufficient for this task, it seems to be possible to search for this path using the historical-dialectical materialistic method. Unlike the formal logic, the dialectical logic cannot do without a concrete content, although it is necessary, to understand it and place the discussions of Hegel upside down, for its idealistic characteristic. The historical-dialectical materialistic method is known as the dialectical method from abstract to concrete, the start point is a clear distinction between the empirical and the “thought”, as the first exists independently of the second. This distinction is not so obvious, as dialectic can be taken, inadvertently or intentionally, without its materialistic (philosophical) base. In this process, the dialectical movement has a dual purpose: on one side, address the abstract determinations and relate them with one another, in such way the opposites are mutually defined; on the other side, constitute with them a new totality with multiple determinations, in which what appeared before as opposites now forms a unity that covers and explains them (FREITAS, 1995). In this sense, it moves on from the simple (determinations) to the complex (totality), or better yet, from the abstract to the thought

concrete³.

The contradiction principle in this logic suggests that it is possible to accept the contradiction, walk through it and learn its essential points to think about the reality. On this logical path, moving the thought means reflecting on the reality starting from the empirical (reality given, apparent reality, object as it is presented at first sight) and through abstractions (thought elaborations, reflections, theory), getting to concrete: more elaborated understanding of the essential points of the object, object as synthesis of multiple determinations, thought concrete. This way, the difference between the empirical (apparent reality) and the concrete (thought reality) are the abstractions (reflections) of the thought that make the observed reality more complete. Here, we notice that the dialectical logic of the method does not discard the formal logic, but reserves it as an instrument of construction and reflection for the elaboration of full, concrete thought. This way, the formal logic is a moment of dialectical logic; using it without exhausting the interpretation of reality *in it* and *through it* is what really matters.

2 ANALYSIS OF THE SCENARIO

The production restructuring, or the work universe reorganization, which is consolidated on the transformation of the Fordist/Taylorist model into the age of flexible accumulation, that has a strong destructive character, has caused a high unemployment rate, debilitation of work conditions and increasing degradation in man-nature relation, driven by the logic of society especially directed to the production of goods, which destroys the environment at a global scale (ANTUNES, 2000). The present moment of changes and restructuring the social sectors in Brazil - mainly the education sector - are going through cause the confront of different historical projects. There is a neoliberal project of society and education that is consolidated in specific manners, as a hegemonic project in Brazil, Latin America and world, as an element of a Capital Mundialization process (MELO, 2004), changing our lives and interfering in the planning and execution of our policies. This project is historically determined by the relations of production, employment and development of nationally and internationally production forces.

³ However, it should be noted that the point of view on which the Marxist dialectics is addressed here is education and the point of view on which education is addressed here is the Marxist thought. Therefore, the analyses of Marxist ideas as paradigms of reality interpretation presented in this study are *of and for educators*.

Liberalism or neoliberalism, a reference of the conservative powers, rearticulated the model, restoring its energy and attacking through smoother ways than the physical violence of dictatorships in almost all Latin American countries. First, the working classes and public services were victims of this model. The methods efficiently employed were privatizations and utilization of cutting-edge technologies. While they reduced salaries, they caused a mass unemployment at factories. The foreign capital took the national public assets and the governments were subject to the emperor, which made States more violent and less considerate. At a more or less intensity degree, the employment relations all over the world have caused transformations that benefit mainly the speculative and financial capital to the detriment of human and worker's capital.

In order to ensure the neoliberal politics to education, as well as this new attempt of human exploitation and alienation, we realize today capitalism should have a new model of worker. The work reconfiguration, caused by the introduction of new operating technologies, changes the technical base of production and requires, unlike the Taylorist/Fordist worker⁴ (KUENZER, 1986) of repetitive and segmented tasks, the formation for competitiveness: a flexible, abstract and polyvalent formation.

[...] the relation of struggles between workers and flexible capitalism has appeared as an interesting field of investigation, given the molding of workers upon the complexified work universe and production restructuring, in terms of loss of historical claims of an emancipated society from abstract work and that produces goods. For an insight into these questions in physical education, analyses are necessary, in another instance, of the reality of the work performed by the teachers, mediated by the present reconfiguration of the work universe, and these analyses are not enough in our literature (NOZAKI, 2004, p 05).

According to Tardif and Lessard (2005), we can say that school and education have been invaded by models of management and work execution directly from the industrial context and other predominating economic organizations. The introduction of new technologies in school (internet, multimedia, computers, etc.) goes in general towards the same direction: education is similar to a process of "information treatment" that has

⁴ The Taylorist/Fordist model is characterized by the mass production with time and worker movement control, segmentation of the functions developed by the worker, separation of intellectual articulators and work executors and the vertical organization of factories, i.e., with a supervisor (Antunes, *op.cit.*, Kuenzer, *op.cit.*). We notice here the classical Marxian formulation of work division, resulting from the product alienation, in terms of its materiality, and the process alienation, in terms of work organization.

rationalization models taken directly from the technological work, without questioning their validation and evaluating their impact on school knowledge, education and students' learning process. The same happens to the new work approaches (flexibility, competences, responsibility, effectiveness, need for results, etc.) implemented at schools, and which mostly come from the industrial context and in a broader sphere, from economic and business organizations.

We live today in contact with unprecedented mass of information available and an apparently unsurpassable inability to interpret phenomena. We live what some people call "new illiteracy" – because we are able to explain, but not understand –, a typical characteristic of economic speeches. The difference between explaining and understanding can be correlated to the difference between accumulation of knowledge and understanding of the world. Explaining is reproducing the media discourse, understanding is setting free, decoding the product mystery in first place, going beyond the capital (SADER, 2005). Those who struggle against exploitation, oppression, domination and alienation – i.e., against the domain of capital – have the educational task of implementing the emancipating social transformation. As pointed out by Mészáros (2005), we should consider society taking human being as parameter, dominating the dehumanizing capital logic, which is founded on individualism, profit and competition.

This author defends the education practices that enable teachers and students to prepare the changes required for the construction of a society in which capital does not exploit the leisure time anymore, considering that the dominating classes impose education for alienated work, with the purpose of keeping the man dominated. On the other hand, freeing education would have the function of changing the worker into a political agent who thinks, acts and uses the words as instrument to change the reality. Education is always a political practice, as it is inserted in a project of transformation or conservation of the orders in effect. That is, nurturing the ethical indignation upon situations of human injustice and indignity, not losing the sensitivity upon the logic of violence, exclusion, impunity, which is imposed by the current society model, and drive this feeling of indignity towards changes in the society and inside each of us.

According to Freitas (1995), the organization of the pedagogical work and knowledge handling at school and university tends to reproduce the social organization and adequacy of knowledge developed along the material life production. Considering that the pedagogical work organization and knowledge handling are dimensions that consolidate te

curriculum, it is important to determine how such dimensions have been consolidated in the curriculum dynamic of the teacher's formation programs, mainly upon the determinations imposed by the current education policy.

The physical education teacher, besides the domain of general and specific knowledge for his professional action, needs to understand and face the questions related to the pedagogical work, its character and organization. It involves understanding and acting on the dual character that work assumes: an ontological character of human being formation and the character of alienated work according to the capitalist production. In this perspective, the criticism based on technical and technological aspects of the work developed by physical education teachers and the construction of new scientific bases for work organization, that is, emancipating, solidary, group work, with autonomy and self-organization, should be attempted for making decisions and being responsible for the options made.

3 FORMATION OF TEACHERS, PEDAGOGICAL PRACTICE AND THE TEACHERS' WORK – PRODUCTION OF F3P-EFICE GROUP

We start this discussion with a contextualization of the formation of physical education teachers, in which, when analyzing the current curriculum of ESEF at UFRGS, Molina Neto (1997) points out that the professional program organization is exactly focused on the academic-encyclopedic aspects, combined with the technical perspective. The changes seem to favor market interests and waves, more than a more qualified preparation for the Physical Education program at public schools. It should be noted that in the abovementioned study, the teachers' formation appears as one among the various elements that configure the culture of Physical Education teachers (GÜNTHER; MOLINA NETO, 2000). The academic formation of Physical Education teachers has been characterized by a predominantly instrumental knowledge of functional character, which favors the teacher's technical skill, restricting the pedagogical work to the selection and application of instrument-based procedures that enable maximum effectiveness in the results. It contributes to the future teacher's actions less concerned about the pedagogical character of his practice. As the teacher was deprived of analyses and reflections on the knowledge acquired during the graduate program, the result is the absence of reflection extended to his profession exercise.

The requirements for teachers' formation fulfill configurations originated by

changes in the work universe and social relations and configurations from the different positions assumed in relation to the projects presented by the dominating group, based on a certain correlation of forces. Therefore, it is intended to explain that the idea of human formation necessarily goes through social interactions built by people in their everyday life, by means of practices and institutions related to the ways the social and material and non-material production relations articulate in the different social formations.

For a better comprehension, we should understand that the Marxist *work universe* is a result of the ontological man-work-nature relation, related to the fundamental and natural human activity of production; men should ensure survival for their existence and to make history, so their first action was to create means to fulfill such needs; this way, the object of work is the objectivation of man's general life.

The discussion on teacher' formation is not recent. However, these discussions are invigorated not only by new elements, but also new significant problems involved mainly due to the Capital Mundialization Project (MELO, 2004), currently defined by international relations established in commercial agreements that require the formation of a new type of worker that fulfills the capital mundialization needs.

For instance, we can notice a new organization in the professional field of Physical Education that appeared in late 1990s with the profession regulation, a new direction of the work universe, from formal work of wages at school to non-formal work of products and services, according to Law 9696/98, which regulates the physical education profession in non-formal areas, since in the formal areas of education it is regulated by the Department of Education. In this sense, the market reserve through profession regulation is a thesis for the neoliberal context, since it does not ensure rights in the work field under the State responsibility, placing the workers in collision. The logic assumed is perfectly adjusted to the individualist context of the contemporaneous capitalism, dominated by the thesis of exclusion. This way, not everyone will be safe under this model, causing a rush for individual protection (NOZAKI, 2004). The regulation of physical education profession is supported on professional corporate assumptions that attack other workers, instead of centralizing the struggle against those who hold production means, in this case, the largest owners in the universe of physical activities.

For Günther and Molina Neto (2000), the curriculum changes that appeared in late 1970s and early 1980s (incorporated in Resolution N° 03/87), although supported on a power discourse, brought few considerable alterations, with the absence still persisting of a

more significant articulation involving specific knowledge and contents related to methodology and pedagogical practices, resulting in an accumulation of fragmented knowledge that makes insignificant contribution to a reflective and critical pedagogical practice of future teachers.

Other studies suggest that a radical transformation is needed in the curriculums of physical education programs, for example two master's degree dissertations - Colavolpe (2005) and Domingues (2005), and one doctor's degree thesis, by Santos Jr. (2004), which presented contradictions found in the curriculum such as, dichotomy of theory and practice, decontextualization of contents, loss of knowledge historicity, knowledge dilution and superficiality, formulation problems of generations and concepts, absence of logical structuring of scientific disciplines and lack of applicability in concrete situations of the knowledge addressed.

The curriculum is a political direction of the human formation process; therefore, it has a certain historical project. This way, the anachronous curriculum organization (i.e., not linked and incompatible with the present historical moment) in physical education schools excessively affects perception, reflection and strategies of actions that enable an assessment and radical contraposition to the capital system, which, at this moment of structural and situational adjustments, constitutes a reality marked by the world population miserableness⁵.

In the particular case of Physical Education, with the institution of *Diretrizes Curriculares Nacionais* (DCNs) (National Curriculum Guidelines) for the Bachelor's Degree of Physical Education, which divide the area of knowledge into two separated courses - Teaching Licensure and Bachelor's Degree – the teacher formation is based on competences that emphasize the market logic and an inverted symmetry: develop skills the market requires during the academic formation. Taffarel (2007) says that defending the bachelor's degree means fragmenting knowledge and disqualifying the worker in the academic formation process, and that DCNs consider the “human movement” as the object of physical education, limiting the understanding based on the theoretical development

⁵ According to the UNO, the number of poor people tripled in 50 years and reached 1.3 billion people, a little more than the population of China, and corresponds to 22.8% of the total world population (5.7 billion people). In 1947, the total number of poor people corresponded to around 17.4% of the world population and in the same period the world richness grew seven times and the number of rich people doubled, increasing social inequality. The 20% of the poorest people in the world have only 1.1% of the richness and undernourishment affects 840 million people. 1.3 billion people (22.8% of the world population) survive with less than US\$ 1 a day.

perspective and do not consider the definition of a global policy of human formation.

In the Report 776/97 of the National Education Council that addressed the institution of DCNs for Graduate Programs, when mentioning the changes in society, labor market and professional practice conditions, in fact refers to the production restructuring, crisis and abstract debilitation of work conditions, i.e., the formation of a new type of worker to manage the capital crisis. For this reason, a flexible curriculum should be emphasized, with various types of formation and qualifications.

Based on an assumption of scientific neutrality and principles of rationality, efficiency and productivity, this conception of physical education defends the reorganization of the education process in such way to make it objective and operational (NOZAKI, 2004). The objectivation of the pedagogical work is intended, similarly to what happened to the factory work. In fact, if the craftwork was subjective, i.e., work instruments were arranged according to the worker function and the worker used them according to their intention, in the factory production this relation is inverted. The worker is adapted to the work process, as it was objectivated and organized in separated portions. Under these conditions, the worker occupies one place in the assembly line and performs a certain portion of the work required to produce certain objects. Then, the product is a result of the way the process is organized. This way, the simultaneous actions of different persons produce a result with which no one identifies and otherwise seems strange to these people.

All these elements in the initial formation of physical education teachers – contradiction, curriculum fragmentation, non-articulation of theory and practice, knowledge expropriation, etc. – are the base of teachers who, when start working at a school, face a completely *different* reality from that presented during their initial formation. This *estrangement*⁶ is characteristic of the historical process in which capital, as social relation, increasingly seeks to become free from the limits and resistance imposed by the worker and is designed as a process to deprive the worker of the concrete means of such resistance – his knowledge and qualification. The separation of worker from his instrument determines a separation of worker from knowledge, of worker from science.

The worker disqualification in this perspective of teachers' formation fulfills important mediations of capital needs in its technical-professional and political-cultural

⁶ This 'estrangement' is understood, according to Lukács (1960), as the existence of social obstacles to the development of individuality towards human unilateralism and emancipated individuality. Contemporaneous capital, as empowering human capabilities by means of technology and information progress, expands the social phenomenon of *estrangement*.

aspects. The school, where the pedagogical work is developed, is a place occupied by more and more people – for a *forced* unproductive work - and that, although not producing surplus value, is extremely necessary for the capitalist system to create surplus value, and, in this sense, it is a productive work.

Wittizorecki (2005), when studying the daily intervention of teachers from the municipal public schools in Porto Alegre and listening to their declarations, states that the pedagogical work includes a complex process where its actions transcend the teaching action, with expectations to address fields other than school education. Such demand occurs due to the community profile the teachers work with, whose needs are not limited to education issues, basically including the urgency of more adequate and human social conditions of life. This commitment reflects the way the teachers conceive the teaching practice and their own expectations in relation to their work. While suggesting a redefinition of their roles and attributions, they assume such attributions, which emphasize the teaching work they develop. Dilemmas and inquietudes the teachers routinely face at schools, resulting from the characteristics of the social scenario they are inserted in, contingencies related to the educational action and the dynamic and changing character of working with other people, constitute the base required for these workers to build daily a number of strategies (such as operations of cooperation and alliance) and knowledge (such as the “capability to read” the reality and tolerance to adversities) to handle the demands and needs these conditions impose (WITTIZORECKI, 2005). Hernandez (2004) says that teachers have a “functional perspective” (what we learn should be used for something) in their professional formation. It makes most knowledge the teachers handle in their formation programs, even not academically well legitimated, when neither produced nor legitimated by the teachers’ practice, have insignificant relevance in their learning process. However, teachers cannot ensure the functionality of what they teach, cannot answer what’s its use to their students, given the changing conditions of life circumstances in the contemporaneous society.

That is, it is not possible to understand school separated from the reality it is inserted in, where the start point should be the articulation of the pedagogical work with the fundamental social practice – the existence production. On the other hand, a social practice that consolidates in the capitalist society – separated in classes – is a contradictory practice that generates antagonistic interests.

Historically, the school organization has been conceived, in both forms and

contents, as strictly related to the organizational models of productive work and the regulation of behaviors and attitudes that support the rationalization of modern societies by the State. This education conception according to the capitalist production is based on the assumption that social inequalities, antagonisms of classes and the capital-work conflict are overcome through a meritocratic process. The organic character of capital accumulation, concentration and centralization and the class struggles are masked, as the work capability of the individuals are “empowered” with education or training to physical capital, i.e., the work force is presented as a product. The establishment of new orientations to the education process is driven by the market. One of the consequences of this process is pedagogy of competences that direct the professional formation is market-oriented and the school is an institution mediating the production process.

One of the ethnographical studies of F3P-EFICE developed by Santini & Molina Neto (2005) determined that, in a broader context, where the teachers have assumed the role of performing technicians, trying to make them build a transforming practice is like “going against the tide” and, even in the context of changes that have happened in the system⁷, it should be noted that the question of autonomy of schools and teachers is still not clearly solved and will require the solution of many contradictions before it can progress. The perspective of how the teacher conceives and perceives the teacher/student relation in his routine makes the teacher many times change the attitude of how he/she conducts the classes in order to practice the disciplinary control over the students. The teacher builds a way to abandon the work, although he/she continues at the work place. A clear example of that is the “ball teacher”, i.e., that teacher how reduces his pedagogical practice, leaving a ball for the students to play any type of sport.

Then, this teachers’ discomfort causes several work consequences to the teacher. One of them is the confrontation of the teacher’s reality and the school’s reality. During the initial formation process, most teachers acquire and develop a model adjusted to idealistic assumptions not contrasted with the routine reality of the schools. This way, facing this reality makes teachers reflect on the value of their work. They feel fear, anxiety and insecurity in the work environment, which can lead teachers to serious problems, such as depression, affecting their educational function (SANTINI; MOLINA NETO, 2005). This study also identified in most interviewed teachers problems of emotional stress, depersonalization and lack of personal satisfaction at work, characteristics that are directly

⁷ Referring to the municipal public schools in Porto Alegre.

associated with the Professional Exhaustion. Syndrome.

The changes in work relations and employment have been characterized today by the threat of a phenomenon considered by many people as a debilitation of work relations. However, such movement is not limited to the work relations inherent to the work process, but mainly includes job relations, presenting an attempt of flexibilization and even deregulation of labor legislation. Flexibilization appears in the work organization at companies as required for the new forms of production driven by the market. Unlike the Fordist model of serial production directed to mass consumption and demanding large stocks, the present moment suggest more flexible forms of work organization and management. The rigid division of tasks, a strong characteristics of Fordism, has been replaced with more horizontal and autonomous forms of work organization, allowing enhanced adaptability of workers to new situations and enabling the intensified work exploitation. We have observed in our studies that teachers feel obliged to react to new pedagogical and administrative requirements, but they express insecurity and helplessness in an objective perspective - they do not have proper work conditions - and in a subjective perspective.

In this sense, the purpose of the pedagogical work, articulated with the capitalist work process, is the creation of disciplines for the social and production life, according to the specificities that the production processes assume as a result of the development of production forces (KUENZER, 2002). The pedagogical work is subordinate to the production sphere, where the teacher is inserted in the assembly line and his primary function is to prepare the children of workers to the labor market. The learning time does not have any value alone; it is simply a preparation for the “true life”, i.e., the productive work, but comparatively, school education is expensive, unproductive or maybe a little reproductive (TARDIF; LESSARD, 2005, p. 17).

Within the sphere of this Toyotist pedagogy, the capabilities change and are now referred to as competences, instead of psychophysical skills, people talk of the development of complex cognitive competences, but always aiming at fulfilling the requirements of the capital appreciation process. Regarding this pedagogical model of competences, we notice a dichotomy in which, while education is considered as a factor of social mobility and individual economic development - the productive school -, the worsened conditions of the school reality do not allow individuals to have the access to the knowledge that enables any type of social ascension or economic development – the

unproductive school. Such dichotomy, according to Frigotto (1999), becomes functional to capital as the unproductive school acts as mediator to generate the capital crisis, and this way, becomes unproductive. Productive and unproductive work, although of distinct nature, are parts of the same total movement: value production, circulation and execution.

Two critical segments nurture controversy in the relations involving the school's education practice and the economic-social structure in the current capitalism (FRIGOTTO, 1999):

- a) the segment of those who see education as work empowerment and, therefore, a generator of productivity, which does not represent increased income to workers, but a mechanism of increased exploitation and extraction of relative surplus value through capital;
- b) the segment that says both theoreticians on human capital and their "critics" are wrong, as school is marginal to the capitalist production system, whose only vehicle is the ideological one.

The insertion of (school and non-school) education in the global capital movement, occurs in our view by means of a process of different mediations. The link is not direct due to the education practice nature and specificity, and does not constitute an essential social practice, but a practice that mediates this movement.

3 FINAL CONSIDERATIONS

Based on the theoretical production of F3P-EFICE, we attempted to progress in the discussion on teachers' formation and the pedagogical work in Physical Education to understand how the pedagogical work occurs in the social practice in the today's Brazilian education, inserted in the capitalist production system. We are sure the discussion does not end here, but we suggest some elements that will enable to expand such debate.

These determinations obtained from exhausting field studies, observations, interviews, journals, etc, make us understand the physical education reality at school is characterized by poor qualification of teachers, decontextualization and debilitated pedagogical work. Such determinations characterize the current transformations of the production forces in the capitalist production system. Characterized by the migration from the Taylorist/Fordist model to a productive restructuring of flexible accumulation, where the flexible methods of work organization and management not only require new competences, but also invade the school with these new principles.

As seen above, the unproductive physical education at school that is consolidated in the teachers' formation and the articulation with the pedagogical work, in the capitalist production system for life organization, becomes productive to generate capital crises and make school an instrument to mediate such crises. The capital needs to change this working class to available labor force, unqualified, debilitated and alienated, i.e., produce a large group for functional reserve. It is intended to prepare individuals for the conditions of unemployment, impairment, single mother, etc.

We are sure education alone is not able to change the way to produce and reproduce life under the current conditions, and we understand that work can act as the emancipation/humanization process by means of revolutionary pedagogy.

This contradictory humanization/alienation movement is very interesting to education. This question seems to be essential for the education process organization. Education will be, in its several dimensions, "for" humanization or alienation? This question has to be answered by the teacher as a guide of pedagogical practice, it is impossible to build a pedagogical action without considering this question. Knowledge as a particular instrument of the education process, can be addressed in such way to contribute to or deny the humanization process. For education to be a humanization process instrument, work should appear as education principle. It means education cannot be directed to work that fulfills adaptive, functional, training and domestication needs, required at different degrees by the work universe of modern society, but it can consider work in its broadest form as its fundamental concern.

The Productivity of Unproductive Physical Education

Abstract: This article was originated in the researches developed by the Group of Qualitative Studies for Teacher Formation and Pedagogical Practice in Physical Education and Sport Science (F3P-EFICE) of UFRGS. In this text, we problematized the pedagogical formation and practice of physical education teachers, based on the knowledge produced by this group. Therefore, we tried to identify the contributions that these productions have brought to the academic field concerning the theme of teacher formation and pedagogical practice in physical education; and how it articulates with the Brazilian educational reality inserted in the capitalist production system.

Keywords: School Physical Education. Teacher Formation. Pedagogical Practice.

La Productividad de la Educación Física Improductiva

Resumen: Este artículo tiene su origen en las investigaciones desarrolladas en el marco del Grupo de Estudios Cualitativos Formación de Profesores y Práctica Pedagógica en Educación Física y Ciencias del Deporte (F3P-EFICE). Hicimos un análisis crítico de la formación y de la práctica pedagógica en Educación Física, empezando del conocimiento ya producido por este grupo. Además, intentamos identificar las contribuciones que ellas han aportado para el campo académico sobre ese tema y como se articulan con la realidad educativa inserida en el modo de producción

capitalista

Palabras-clave: Educación Física Escolar. Formación de Profesores. Práctica Pedagógica.

REFERENCES

ANTUNES, R.. O trabalho, a produção destrutiva e a des-realização da Liberdade. *In:* CARRION, R.; VIZENTINI, P.; **A Crise do Capitalismo na Virada do Milênio**. Porto Alegre, Ed. UFRGS, Cedesp. 2000. p. 112-120.

BEZERRA, C.; PAZ, S. R. Profissionalização e Formação Docente: Dimensões e Diferenciações Epistemológicas entre Prática Pedagógica e Trabalho Pedagógico. ENCONTRO INTERNACIONAL TRABALHO E PERSPECTIVAS DE FORMAÇÃO DOS TRABALHADORES, 1. 2006. Fortaleza: **Anais ...Fortaleza: LABOR/UFC**, 2006. p. 2-14.

COLAVOLPE; Carlos Roberto. **O Esporte como conteúdo nos cursos de formação de professores: realidade e possibilidades**. 235 f. Dissertação (Mestrado) 2005- Universidade Federal da Bahia. Faculdade de Educação, Salvador, 2005.

DOMINGUES, Soraya Correa. **Cultura Corporal e meio-ambiente na formação de professores**. 289 f. Dissertação (Mestrado). 2005. Universidade Federal da Bahia – Faculdade de Educação, 2005.

ENGUIITA, Mariano F. **A face oculta da escola**. Porto Alegre: Artes Médicas, 1993.

FREITAS, Luiz Carlos de. **Crítica da Organização do trabalho pedagógico e da Didática**. Campinas, SP: Papyrus, 1995.

_____. A Organização do Trabalho Pedagógico: Elementos para a Pesquisa de Novas Formas de Organização. *In:* ENCONTRO NACIONAL DE DIDÁTICA E PRÁTICA DE ENSINO, 5. 1989. **ANAIS...** Belo Horizonte: *s.ed.*, 1989.

FRIGOTTO, G. **A produtividade da escola improdutiva**. São Paulo: Cortez, 1999.

GAMBOA, S. A. S. A dialética na pesquisa em educação: elementos de contexto. *In:* FAZENDA, I. (Org.) **Metodologia da pesquisa educacional**. São Paulo: Cortez, 1989.

GÜNTHER, Maria C.; MOLINA NETO, V.; **Formação Permanente de Professores de Educação Física na Rede Municipal de Ensino de Porto Alegre: uma Abordagem Etnográfica**; Rev. Paulista de Educação Física, São Paulo, **14(1):85-91**, jan./jun. 2000.

HERNANDÉZ, F.; **A Formação do Professorado e a Investigação Sobre a Aprendizagem dos Docentes**; *in* MOLINA NETO, V.; TRIVIÑOS, A.; A Pesquisa Qualitativa na Educação Física; 2 ed., Porto Alegre, ed. UFRGS; 2004.

KOPNIN, P. V. **A Dialética como Lógica e Teoria do Conhecimento**. Rio de Janeiro-RJ: Ed. Civilização Brasileira, 1978.

KUENZER, A. Z.; **Exclusão Incluyente e Inclusão Excludente**; *in* LOMBARDI, J.;

SAVIANI, D.; SANFELICE, J.; **Capitalismo, Trabalho e Educação**; ed. Autores Associados; Campinas,SP; 2002.

KUENZER, A. Z.. **Pedagogia da fábrica: as relações de produção e a educação do trabalhador**. São Paulo: Cortez, Autores Associados, 1986.

LUKÁCS, G. **História e Consciência de Classe**. São Paulo-SP: Ed. PCUS. 1960.

MARX, K.; **O Capital**; ed. Civilização Brasileira; Livro 1; vol.1; Rio de Janeiro-RJ; 1980.

MELO, A. S.; **A mundialização da educação. Consolidação do projeto neoliberal na América Latina: Brasil e Venezuela**. 1. ed. Maceió: Editora da Universidade Federal de Alagoas, 2004.

MOLINA NETO, V. **A formação profissional em educação física e esportes**. **Revista Brasileira de Ciências do Esporte**, v. 19, n. 1, p. 31- 44, Revista Movimento, Porto Alegre; ed. UFRGS; 1997.

MOLINA NETO, V.; **Etnografia: Uma Opção Metodológica para Alguns Problemas de Investigação no Âmbito da Educação Física**; MOLINA NETO, V.; TRIVIÑOS, A.; **A Pesquisa Qualitativa na Educação Física**; 2 ed., Porto Alegre, ed. UFRGS; 2004.

NOZAKI, Hajime Takeuchi. **Educação Física e reordenamento no mundo do trabalho: mediações da regulamentação da profissão**. 2004. Tese (Doutorado em Educação) – Faculdade de Educação, Universidade Federal Fluminense, Niterói, 2004.

SADER, E. Prefácio *in* MESZÁROS, Istvan; **Educação Para Além do Capital**; ed. Boitempo; São Paulo – SP; 2005.

SANTINI, Joarez; MOLINA NETO, Vicente; **A síndrome do esgotamento profissional em professores de educação física: um estudo da rede municipal de ensino de Porto Alegre**; *Rev. Bras. Educ. Fís. Esp.*, São Paulo, v.19, n.3, p.209-22, jul./set. 2005.

SANTOS Jr., Cláudio de Lira. **A formação de professores em educação física: a mediação dos parâmetros teórico-metodológicos**. Tese – Doutorado. UFBA. 2005.

TAFFAREL, Celi N. Z.; **Formação de Professores: Estratégia e Tática**. Available at: <http://www.faced.ufba.br/rascunho_digital/>. Access on March 17, 2007.

TARDIF, M.; LESSARD, C.; **O Trabalho Docente – Elementos para uma teoria da docência como profissão das interações humanas**; Ed. Vozes; Petrópolis-RJ; 2005.

Submitted on November 20, 2007

Approved on March 17, 2008