

Maps of Physical Education

Gabriel Armando Cachorro *

Abstract: This text pretends relocate the linguistic construction Physical Education considering the body and culture transformations at the beginning of XXI century. The processes of change of this society force us to establish a cartographic update of the conflictive elements in the Physical Education and to identify the emergent tension in its professional field, in the scheme of corporeal culture. This task tries to establish a change from the Physical Education to the Corporeal Education notion, where more complex aspects are contemplated in the actual body and cultural scheme. In this proposal, it is expected to inaugurate another point of view of appreciating to new methods to understand this discipline and with the aim to an installation of this matrix of thought, to diagram a diary of priorities to describe it, making a map with the following references: 1. The Speeches, 2. The Stages, 3. The Views, Practices and Knowledge, 4. The Actors, 5. The Bodies.

Keywords: Physical Education. Knowledge and practices. Actors. Body

* Physical Education Teacher. Masers in Educatinal Development UPN México. Studying for Doctorate in Social Communication, FPCS. Universidad Nacional de La Plata. La Plata , AR.
Email: gcachorro@yahoo.com Place abbreviations in full. City, province, country.

Physical Education has been considered from different theoretical perspectives. According to the ways of assuming, we could identify sports physical, psychomotricist and corporal expression angles, according to Benilde Vázquez Gómez (1989: 76), Ricardo Crisorio (1995: 175). While the nuances may be distinctive that suggest proposals linked to the pedagogical practices Valter Bracht (1995), speculations by Cagigal, the motor semiotics of Pierre Parlebas (1993: 129). And even from the subjective perceptions of Physical Education actors, can be labeled as hygienist, military, training, leisure and free time proposals, of expressed movement and body language according to the treatment received by the discipline.

Regarding this concept, Furlán (1993, 41) anticipated the meaning of Physical Education, showing the contradiction or the tension that this linguistic construction contained, opposing 'education' (social construction of man) and "physics" (linked to the forces of nature).

This indication is important because it allows us to reflect on the different ways of considering a profession. This way of valuing Physical Education acts as a generating matrix of social and corporal practices in daily life. They are structured in ways to make social, however around a specific code of language emerged from the particular conditions of realization, guiding the actions of the subjects and producing social feelings with projection into the future.

Physical Education as a profession is configured in the day-to-day sustained by these theoretical matrices. The scenes set up by the players of this profession are constructed with explicit theories when the actors openly declare their theoretical and ideological positions that support and argue their ways of working and can induce as changed theories, when the players from the professional field solve the urgencies of their teaching practices, without stopping to think about their conceptions of Physical Education.

In school classes, the sessions of physical rehabilitation, participation in camping activities, layout of the training of motor capacities, are possible daily lives deployed in the scopes of Physical Education can translate these theories that consciously underlie or suggest activities through routine and stereotype actions. The actors are in the midst of theories that propagate these practices.

1. The discourses Face-to-face confrontational situations for subjects who live in an area of the professional field of Physical Education generate a silent clash of cultures. When two people are engaged in dialogue, the life stories that constitute them collide. These meetings among actors include discourses on culture expressed through codes of language, clothing, looks, motor and corporal vocations. After this cultural confrontation, we expect the possibility of opening of a dialogic communicative reason.

This scene is configured from the forces that operate at the back of the subjects. The forces are the discourses assimilated by the subjects, in the biographical journeys. The field of Physical Education makes finding in daily life theories of training provided with different lines of physical exercise experts, traditional and innovative perspectives of the curriculum in sports institutions, teaching formation models used as principles to structure the classes, current medical, philosophical, psychological to elaborate Physical Education projects, alternative ideological treatments of the body.

The discourses are obtained from cultural matrices of formation, this meaning that the subjects are subjected to discourses that constituted them as such, through institutions that face different and contradictory values. The subject is invested by discursive marks of a language supplied by the school, family, religion, health, sports and sexuality. Each one of these institutions is materialized respectively in symbolic objects: the blackboard, communications notebook, the chapel, the first aid kit, the gym, bathrooms. The set of institutions are present in the subjectivity of the actors, in what Leonardo Schvarstein calls “institutional crossing” and obliges a personal elaboration of these converging discourses in the school, producing tensions and trying to prevail in the inner world of each player.

After observing this process where the discourses model the contours of the subjects, we could refer to the perspective of María del Carmen De la Peza (1999: 103) who claims the existence of a language subject, and supports the importance of this plurality of voices, led by the echoes of institutional mandates, because we are spoken by others.

2. The scenarios The geographic sites where the subjects set themselves up to find positions, constitute scenarios of professional participation. These places exceed the material and objective dimension of their infrastructure. The scenarios, social constructions subject to constant struggles for power. Sports clubs, teacher training institutions, unions, churches, multimedia, gyms, streets, prisons, vacation colonies, nursing homes, private companies are clear examples of where these struggles for recognition and granting of a tangible and symbolic material space according to the social representations that the subjects attribute them to certain places of an establishment.

The list of possible places where the actors of corporal culture are set up could be extended further and shows us the mobility of the professional field of Physical Education generated by the search for better positions in the field, by the actors involved in this profession. The Physical Education curriculum designed from a plan of studies only offers a possible path toward teaching formation. It is only a probably direction that attempts a closer integration of the context of future graduates. The social, economic, political and cultural changes as a whole

promote explorations and searches for places to set oneself up to appeal to cleverness and repertoire of ideas to obtain a job.

The promotion of subjects in teaching institutions to enter the various scopes of Physical Education originates complex processes of adaptation to new socio-cultural frames. It is a moment of crisis due to the change, it is a situation of change that is often accompanied by passages ritualized with the respective ceremonies and delivery of diplomas. The territories existing can offer free spaces, vacant places, virgin lands to be inaugurated and areas totally occupied by other colleagues. The sectors can express displacements, expansions, of the field and actors. These incessant movements configure areas of adscription not registered in the Physical Education curriculum, the absence of free spaces generates sites unlikely to widen if only to be in marginal scenarios of Physical Education.

The admission of Physical Education actors in new scenarios before, during and after the training trajectory establish certain predictable itineraries, like anticipated biographies. The conditioning of a gym, access to works in various soccer clubs, self-managed invention of leisure and free time, engage the relationship of dependence on beauty companies, the possibility of being a sports columnist in a TV program, among so many possible stories make clear the active role of the subjects as producers of culture, where there can also be abandonment of the field with professional migration to another field with another “illusion”.

Each one of these options are not random, have reasons based on the social expectations of the subjects, cultural and material capitals acquired from a starting point that Bourdieu (1979) calls “dispositional ethos”. The social origin, social networks that offer contacts to facilitate access to the job markets, are clear examples of the social conditions generated from the starting point of each individual story.

3. The Actors The scenarios produce frames in time and space to assume roles and positions pertinent to the social drama. The rituals of interaction so well described by Goffman (1989) through the “frames” acted in the scenes of daily life are modeled by the social conventions generated in a past that becomes the updated present. The actors express their social competence by adequately interpreting the explicit and implicit social norms expected from each box of social life. The actors assume different identifies according to the particular site where they are located. They are teachers, students, sportsmen, managers, directors, politicians, academics, referees, according to the circumstances of the social event. The unfolding of roles requires a remarkable versatility to adequately deal with the passage of each sector to another if one gets disoriented. The phenomenon often expresses difficulties due to the conditioning of the sports wear, incompatible among scenarios in logics of specific and own functioning. The polyfunctional subjects are produced with sports wear, work wear, party wear and in this

constant change of wear, conflicts may arise with regard to the appropriateness of the wear in this scenario where they are located.

The journey through these different scenarios, the unfolding of roles, functions and positions within each scenario can produce social subjects and particular subjectivities that vary in richness according to the ability to open and decode the players, their openness to another, the possibility of building social relationship networks. The identification of these multiple possibilities of acting is an element to consider in the strategic election of a type of action. This entire process of social participation draws professional trajectories toward likely destinations. The Physical Education actor is constructed socially in a composition that combines determinant elements of his possibilities of choice and random components of the reality that prepares the destination.

There are trajectories that are being directed or channeled toward formation and strengthening of a project or a line of formation and job placement. There are also fragmented, disordered incursions in social settings with action projects that are transient, ephemeral, without purpose and commitment to an object outlined in advance. In subjects unable to define their belonging to a field and participate simultaneously in different scenarios. For example, those who work in clubs, give classes in schools and in Teacher Training Institutes.

The result of these ways of living in a field in transition, the passing or migration without definitive stay produces a way of being a player in constant instability, generating other types of social skills, of the subjects used to living in change from one place to another, without an anchor and definitive depth in organizations. In turn, specialization in a branch of Physical Education and concentration of one's efforts in a professional sector assures loyalty and total dedication to a field that expresses the passion of this field of action. For example, a Physical Education teacher dedicated exclusively to physical exercise and sports training.

4. The feelings, practices and knowledge. These categories are sustained on a structure that models their forms of developing in reality. According to Bourdieu, we refer to a habitus characterized by the author as a dispositional element, a “structured structure predisposed to function as structuring structure”. This structure in the field of Corporal Education constitute an organization of the feelings, practices and knowledge used by subjects in the field of body and culture.

Analysis of these concepts was possible through historical, archeological, genealogical sections, among others. They are treatments possible to understand the internal logic of a field, obtaining the meanings, actions, interactions and acts set at stake in the daily lives.

The feelings refer to the ways of assuming the relationship with a certain part of the corporal culture field. These feelings are subjective constructions that rely on the corporal

capitals made by the Physical Education players and their contours as well as their peculiar modes of interpretation. The players establish projections of the future from the subjective appropriations of certain corporal assets obtained in their biographical trajectories that have space and time coordinates.

The body of experiences sedimented in the internal world, of the actors of culture, described by Alfred Schütz (1973), for the actors of Physical Education, refer to corporal and motor collections available, have a place of valuation in respect of a certain part of corporal reality, where the actors are set up. There are various ways of understanding the relation of meaning between significance and significant. The players linked to the elements of corporal culture generate, according to Berger & Luckmann's "communities of meaning", a work using as tool the body, in one of its many facets of movement.

The social practices are produced by the players in a creative and open composition. Those players from the field of corporal culture constitute are put into scenes of social actions with others, joined by an internal artisan logic of social interactions. These logics express a wide range of configurations in human relations. Physical Education is assumed and treated by its interlocutors from the most heterogeneous positions. The practices are pure fiction, acting on the reality. The body practices are spread through subjective movements and soon become collective proposals. They contain an agglutinating element that summons its adherents to the meeting. The party on a Saturday, the sports event, the shared routine of physical exercises, the religious celebration constitute social events organized in various fields of social life. In this meeting places, one sets the body with a practical direction that goes beyond isolated and stereotyped conducts. In these social phenomena, there is a symbolic communion that integrates everybody in what Maffesoli regards as "the time of the tribes".

Knowledge is a product generated by the players in the different scopes of social performance, according to Schütz (1974), there are "multiple realities" able to generate due to their particular frame peculiar knowledge, able to differ from other places of production of knowledge. The participants in the field of Physical Education acquire specific corporal knowledge, reaching complex networks structured by other pioneers. The newcomers go out in search of the reality to interpret, elaborate and appropriate it. This social process is what Berger & Luckman call the social construction of reality. In this social game of beginners there are pacts, ceremonies, passages ritualized according to the social circle in which the social player is located. One can compare the graduation in the martial arts mediated by receiving of a belt that replaces another, with a color of an ascending hierarchy or one can identify the repetition or passing from one grade to another in the traditional school reinforced in the symbolic plane, with the receiving of diplomas and titles to prove knowledge.

The criteria for valuation of knowledge vary from culture to culture, , although one can comment on the importance of the elder, the leader, the man who has developed a broad experience of life and has formed in the tribe years of social practices from which they could obtain this knowledge.

5. The Problems. The players from the field of corporal culture display trajectories, establish social positions in close relation with their vocational expectations and class conditions. The possible positions have subjective reasons that lead the players to management practices, teaching practices, training practices, leisure and free time practices, alternative corporal practices, among other choices.

The identity of the subjects is arbitrary, relational and subjective. It is confectioned and organized from variables that destination in a certain way predictable, with certain margins of deviation from the biographical routes. Unpredictability and uncertainty, the fortuitous accidents take part in the history of life with certain probabilities, however, there is a mold, a matrix with equiprobable movements of the agents of the corporal field.

Thus, the problems that each player will face is will live up to their challenges and life expectations. The problems do not have the same dimensions and proportions. The problems of conduction faced by the Director of the Physical Education Department and his various decisions made are qualitatively different from those that a teacher decides in the urgency of his teaching practices in the class.

The relevant problems in the field of Corporal Education are located in the civil responsibility always latently present, whenever one starts the conducting the Physical Education classes. It involves the problem of professional identity subject to the challenges of a context in which new corporalities, subjectivities and socialities surface; in this brutal eruption we questioned the contents of the agencies in charge of transmitting knowledge of corporal culture. The polarizations of the academics from the field in their epistemological deliberations. The operative and instrumental situations that should solve a class of technical, didactic, social or cohabitation, methodological, evaluation terms. Reconsidering the disciplinary boundaries through objects of share study, the problem of legitimacy of corporal and motor practices.

6. The Bodies. In the current conditions of multicultural realization, Renato Ortiz alerts us of a complex process where the players become familiar with near and remote territories of the events emerging in a globalized society. The material support of all these global-scale processes is the social body. In the body, social senses converge elaborated by the culture of human beings. The collective corporal manifestations of the 21st century offer us a superb range of unquiet and active bodies. The advent of the *piquetero* movement, *murguera* organizations, feminist groups, union teaching body in its marches, processions of religious bodies, caravans

of soccer fans, eternal presentations of mothers from the May Square in search of missing bodies, the hyperrealism of audiovisual images of flayed bodies in the war in the East, among other conglomerates of collective bodies, place the society in the body, transmitting an incarnated message, highlighting aspects relevant to social life.

The body according to Michelle Foucault (1992) is a material surface where all events are recorded. This idea is very fertile ground to understand the many cultures from a global perspective. This possibility of affecting bodies becomes social constructions of different configurations of corporal movement, rooted in time and space, because there is the capacity to elaborate the mega processes and the result of this reflexivity becomes practices of corporal resignation different according to cultural specificities. The choir of these bodies is framed by globalization, bioterrorism, ecology, biopolitics. They are cultural mega processes that operate as a context of realization impossible to elude, deny or avoid. The subjects constitute a dialectic relationship with the world and with the others mediated by these multicultural processes structured from corporal and motor practices. This is how “socialities” are produced with new world heritages.

REFERENCES

- BERGER, P. y LUCKMAN T. La construcción social de la realidad, Buenos Aires Amorrortu, 1997
- BOURDIEU P. La distinción: Criterios y bases sociales del gusto. Madrid: Taurus. 1988.
- BOURDIEU P. La reproducción. Buenos Aires: Fontamara, 1979.
- BRACHT, V. Epistemología de la Educación Física. In: CONGRESO DE EDUCACIÓN FÍSICA Y CIENCIA. DEPTO DE EDUCACIÓN FÍSICA DE LA FHCE, UNLP, 2. 1995. Conferencia dictada.
- CAGIGAL, J. Cultura intelectual y cultura Física. Buenos Aires: Kapelusz, 1979
- CRISORIO, R. Enfoques para el abordaje de los CBC desde la Educación Física. La Plata: UNLP/ FHCE, 1995. (Serie Pedagógica , n. 2)
- DE LA PEZA, C. Algunas consideraciones sobre el sujeto y el lenguaje. In: JAIDAR, Isabel (comp. Caleidoscopio de subjetividades. México: Cuadernos del TIPI/ UAM-X, 1999.
- FOUCAULT, M. Microfísica del poder. Buenos Aires, La piqueta, 1992
- FURLÁN, A ¿un cuerpo políglota? In: CONGRESO DE EDUCACIÓN FÍSICA Y CIENCIA. DEPTO DE EDUCACIÓN FÍSICA DE LA FHCE, UNLP, 2, 1993
- GOFFMAN, E. La presentación de la persona en la vida cotidiana. Buenos Aires: Amorrortu, 1989
- PARLEBAS, P. Educación Física Moderna y Ciencia de la acción motriz. In: CONGRESO DE EDUCACIÓN FÍSICA Y CIENCIA. DEPTO DE EDUCACIÓN FÍSICA DE LA FHCE, UNLP, 2. Actas.....La Plata: UNLP,1993

ORTIZ, R. Otro territorio. Santa Fe Bogotá: Convenio Andrés Bello, 1998

SCHÜTZ, A. El forastero. Ensayo de psicología social. In: Estudios sobre teoría social. Buenos Aires: Amorrortu, 1974

SCHÜTZ, A; LUCKMANN, T. Las estructuras del mundo de la vida. Buenos Aires: Amorrortu, 1973

SCHVARSTEIN, L. Psicología social de las organizaciones: nuevos aportes. Buenos Aires: Paidós, 1992

VÁZQUEZ GÓMEZ, B. La Educación Física en la Educación Básica., Madrid: Gymnos 1989.

Received on: 12/19/2007

Approved on: 06/23/2008

Survey financed by: Agências Departamento de Educación Física. UNPL