

PHYSICAL EDUCATION STUDENTS' HISTORICAL AWARENESS: AN ANALYSIS BASED ON JÖRN RÜSEN'S HISTORICAL LEARNING THEORY

*CONSCIÊNCIA HISTÓRICA DE ESTUDANTES DE EDUCAÇÃO FÍSICA:
UMA ANÁLISE A PARTIR DA TEORIA DA APRENDIZAGEM HISTÓRICA
DE JÖRN RÜSEN* 

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UN ANÁLISIS DE LA TEORÍA DE APRENDIZAJE HISTÓRICO DE JÖRN
RÜSEN* 

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Abstract: This investigation aimed at identifying Physical Education students' types of Historical Awareness and orientation skills produced in the Massive Open Online Course on the topic "History of Women's Football in Brazil". The qualitative and exploratory study produced data during the course's evaluation activity. Answers were provided to the question of a young woman named Cristina and her doubts about trying to become a professional player. The students created ten Historical Narratives according to Jörn Rüsen's concept. Eight of them manifested Historical Genetic Awareness and two had the Critical type. Guiding competences included: engagement with football; building an alternative in case professionalization did not work; the perspective of a career abroad. The study provides a theoretical framework to the field that can help improve teaching of Physical Education History.

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1 INTRODUCTION

The teaching of the “History of Physical Education” (HPE) and of its contents has motivated different discussions in the last decades. Melo (1999) and Goellner (2012) told about the importance of historical knowledge in the training of Physical Education (PE) teachers, warning of the need to break with the methodical tradition that hegemonized production in the field throughout the 20th century. Gancz (2006) investigated the view of teachers and students about their relevance for professional performance, noticing that, between the training on the subject and the demands of the world of work, there was a gap to be filled. Oliveira (2010), in a survey about the historiographical production of PE in conferences and journals, noticed a repetition of subjects, isolated facts and little appropriation of more current references.

In the scope of Basic Education (Educação Básica - EB), Soares *et al.* (1992) proposed that the historicity of body culture contents be studied along the teaching-learning process. Pereira and Impolcetto (2018) identified that the prescription for the teaching of the theme in middle School (final years) is present in almost all state curricula, in the National Curriculum Parameters (Parâmetros Curriculares Nacionais - PCN) and the National Common Curricular Base (Base Nacional Comum Curricular - BNCC). However, they also concluded that the indications do not specify the subjects to be treated, nor under which theoretical-methodological references, making it difficult to implement them in the school context.

Matthiesen and Ginciene (2009), Freitas (2009), Matthiesen, Ginciene and Freitas (2012), Matthiesen and Ginciene (2013) and Matthiesen and Freitas (2017) developed proposals for teaching the history of athletics events, aimed at students of the BE. Nunes (2017) reported experiences with the history of sports events in undergraduate PE classes. All have advanced in the pedagogical treatment of themes. However, none of the productions established a dialogue with authors of history teaching, refraining from dialoguing with concepts that could collaborate for a better appropriation of historical knowledge. The movement focused on this article seeks to fill this gap, promoting a contact with concepts coined by the German Jörn Rüsen (2001; 2007a; 2007b). The author has dedicated himself to the dialogue between the production of knowledge and the teaching of History, re-elaborating concepts such as Didactics of History (DH), Historical Narrative (NH) and Historical Consciousness (CH), among others. This last one is composed of competencies: experience, interpretation of experience over time and guidance for practical life.

The concepts were used in a Massive Open Online Course (MOOC)¹ on the “history of football played by women in Brazil”, attended by PE students from different Brazilian states. The MOOC has historically dealt with the legal issues for the practice of football by women, the trajectory of the Brazilian national team, as well as the organization of championships at national level. This way, the objective of this work was to analyze the CH of the concluding students and, specifically, the competence

1 MOOCs are a free distance learning modality, available to a significant number of people; it is not necessary to fulfill the program sequentially; certification is not mandatory; most of them are free courses, with a shorter duration than specializations. To encourage interaction with available content, web resources are used, such as videos, discussion forums, audiovisual production, etc. The courses are inspired by an open education model based on license-free resources, as long as the origin of the material used is mentioned.

of orientation for the practical life explained by them. The research challenge was to implement Rüsen's theoretical framework in a pedagogical process of PE, seeking to contribute to a better effectiveness of the teaching of historical contents in the area.

2 THEORETICAL BASES

The German historian Jörn Rüsen (1938 -) has been investing since the 1980s in a theory attempting to establish connections between the production of knowledge and the teaching of history. In the 2000s, the Publishing House of the University of Brasília translated a trilogy of the author² that condenses its elaboration. Since then, he has influenced research groups at several universities, especially the Federal University of Paraná (UFPR), State University of Ponta Grossa (UEPG), University of Brasília (UnB), Federal University of Rio Grande do Norte (UFRN), University of Campinas (UNICAMP), State University of Londrina (UEL), among others (BAROM, 2014).

Rüsen disagrees with the definition of Didactics as an area of knowledge that discusses teaching methods and techniques. For him, DH:

[...] analyzes all forms and functions of reasoning and historical knowledge in everyday, practical life. This includes the role of history in public opinion and the representations in the mass media; it considers the possibilities and limits of visual historical representations in museums and explores several fields where historians equipped with this vision can work (RÜSEN, 2006, p. 12).

Therefore, besides the school, historical education is promoted by different means of communication and through different linguistic forms. In PE, the Memory Centers and the Football Museums, next to Pacaembu and Mineirão Stadiums, are examples of spaces that promote it. Through their exhibitions and collections, the Historical Consciousness (CH) of the subjects is mobilized, conceptualized as the "sum of mental operations with which men interpret their experience of evolution in the time of their world and of themselves, in such a way that can intentionally guide their practical life of the time". CH fulfills two functions: to place people in the flow of time (identity construction) and to guide actions in practical life. Through it, individuals establish relationships between the past and actions in the present and in the future, making them explicit in the form of a Historical Narrative (NH).

The historical learning process takes place through NHs in which the competencies that make up CH can be mobilized. NH is an "(...) intellectual result through which and in which CH is formed and, therefore, is decisively the basis of all historical thought and all scientific historical knowledge". It retrieves souvenirs, but only expresses CH when it correlates the past with the present, in a perspective of continuity and orientation of practical life. Some components of CH are the competences of experience, of the interpretation of experience over time and of guidance for the real life.

Through the competence of experience, CH operations become learning processes by increasing the knowledge about what happened in the past and promoting

2 Historical Reason (2001); Reconstruction of the past (2007) and Theory of History (2007). The trilogy was translated by UnB professor Estevão de Rezende Martins.

the perception that the conditions of the past are different from the present ones. Through the competence of interpretation, experience and knowledge are expanded, causing a productive change in the pattern of interpretation, in order to signify the historical facts. The arguments taken into account for decision making at the time of the occurrences are known and understood. With the orientation competence, the subjects are concerned with the use of historical knowledge aimed at the organization of practical life in the processes, which transform people and their world.

The CHs can be of four types:

- 1) Traditional Historical Consciousness (THC): when reality is explained from the perspective of permanence, of tradition. Explanations of the present and perspectives of future are summarized in the phrase “things have always been like this and always will be”. Time is eternalized as meaning.
- 2) Exemplary Historical Consciousness (EHC): explanations of the present include historical examples, selectively recovered. History is seen as an establishment of timeless rules and standards of action, guiding the performance of acting in the present, in certain situations and conditions. People attribute to themselves the reference of the correct action, seeing the historical version as something universal and in a supratemporal way. Recurring phrase: “experience teaches that...”
- 3) Critical Historical Consciousness (CHC): breaks with current, consecrated explanations, with the idea of continuity of history. It reconstructs the narratives, questioning the plausibility of the previous explanations. A phrase that illustrates such a form of CH would be: “Was it really that way?”
- 4) Genetic Historical Consciousness (GHC): history is seen as a process of changes in which times alter the ways of reading reality, since they include different elements from previous periods. It works with the idea of development, otherness and utopia. A possible illustrative sentence would be: “At that time it worked like that, today the parameters have changed”.

Observing how people understand historical processes from this theoretical framework can contribute to the improvement of the teaching offered at any level of education, expanding its possibilities for intervention in the reality where they are inserted. In this way, Rüsen’s elaborations were applied based on an outstanding theme in recent history, soccer played by women in Brazil.

3 METHODOLOGICAL DECISIONS

It is a qualitative research, aimed at trying to understand the processes by which people build meanings of their experiences, that is, to understand the meaning or representations that people build based on their experiences. Regarding the objectives, it is exploratory, since it seeks more familiarity with a problem.

The data analysis sought to interpret the students’ answers about the problem question related to the young woman Cristina, identifying the adequacy of the answers to the concepts elaborated by Jörn Rüsen, specifically of CH components:

interpretation of the experience in time and orientation competence. The constitution of the question was inspired by the examples applied by Rösen (2010a), Alves (2011) and Balestra (2015) and can be seen in Chart 1:

Chart 1 – Problem Question

Problem question resolution.

Read carefully the statement below and in the end, answer the question.

Cristina, a 15 year-old student, passionate about football and a great player, seeks you out for guidance. She reports that she wants to become a professional soccer player, but is unsure of trying her career for several reasons. Her family has a frustrating history in the sport. Her father always played amateur football; he had a 10-year career in professional football that was not prosperous: he was deceived by businessmen, he did not receive salaries correctly in the clubs where he played and ended up unable to continue playing, after a serious knee injury. She was too young, she does not remember much about her father as a player, just about the stories he tells.

The trajectory of her sister, 6 years older, Cristina was able to follow more closely. Despite everything that had happened to her father, she tried a career as a soccer player between the ages of 16 and 20, inspired by the success of the player Marta and the generation that was successful in the 2000s.

However, she was unable to establish herself: low salaries, poor working conditions and short contracts were recurrent despite her efforts over the years. Therefore, she stopped playing professionally, going back to school to take PE at the federal college located in the small town where they live.

She remembers the end of her sister's career, her frustrations and the difficult decision to stop playing. Nonetheless, she is inclined to try; her family did not give an opinion, leaving it up to herself to go ahead or not.

Cristina argues that things are getting better for soccer, that some of her sister's acquaintances are playing abroad, with good contracts, and she wants to take a chance as a player. She has followed some feminist movements on social media, and claims the right to pursue her goal of trying the career. The family is poor, since the father was not able to have a fixed career after being a soccer player; and the mother had her schooling impaired due to the many trips and little time living in the same city. In addition, she had taken care of two young daughters, so that only now she is going to college, at night, while working during the day.

Considering the historical elements worked throughout this course and your perception of the current reality of the sport practiced by women, what guidance would you give to Cristina?

Justify your answer with every type of argument you can mobilize.

Source: MOOC. Prepared by the author (2019).

The text explored a section of the historical trajectory of soccer practiced by women in Brazil, worked at MOOC and embodied in the figures of the character Cristina's relatives. Souvenirs from a past of frustration would be present in her daily life, influencing her choices; on the other hand, hope for a better future, although under the risk of repeating the family history, completed the argumentative framework under which students would have to position themselves. These two items were analyzed:

- 1) The type of CH, exposing the elements that confirmed the characterization performed (competence in interpreting the experience over time);
- 2) The competence of orientation.

The MOOC took place in eight class sessions, in which the "history of soccer played by women in Brazil" was discussed. Video classes, support texts and evaluative activities were used. It was disseminated through a social network and an institutional website; the contents were on the *TIM Tec* platform between February 26 and May 20, 2019. 12 PE students completed the course, out of 126. Everyone filled out the

Free and Informed Consent Form (FICF), being identified as A1 to A12; the genders were self-declared and expressed under the initials M (male) and F (female). The research was approved by the Committee for Ethics in Research with Human Beings of the UNESP Biosciences Institute - Rio Claro campus.

Among those who finished the course, six were male and six were female. As for graduation, ten were studying PE at IFSULDEMINAS, being four of them studying for a bachelor's degree, four at undergraduate level for a teaching license and two did not indicate the modality. Two others were taking PE in other courses: one at the State University of Feira de Santana (UEFS); and another one in Belo Horizonte (the institution was not mentioned). The ages ranged between 18 and 26 years, with four students under 20 and four above that. The others did not indicate their age. Five students had some relationship with soccer, whether as an athlete, a former athlete or participant in some project related to the modality, in City halls or Higher Education Institution.

4 ANALYSIS AND DISCUSSION

NH makes the past present, so that the present appears as its continuation in the future. Thus, the expectation of the future is directly linked to the experience of the past. This intimate interdependence between past, present and future is conceived as a representation of continuity and serves to guide practical human life today (RÜSEN, 2001, p. 64)

Among the 12 graduating students, 10 produced responses that fit the author's concept of NH. Only the texts of A5 and A10 did not include the expected characteristics, being excluded from the analysis.

Students A1, A2, A4, A6, A7, A9, A11 and A12 expressed a GHC. According to Alves (2011, p. 71):

[...] the genetic constitution of meaning considers all the previous models to promote its proposals. Change is the concept to be observed. History is seen in itself, that is, as a process in which all human beings enter and act so as to place themselves in its dynamics of duration.

In A1, a diagnosis of the transformations in the practice of soccer by women in the country was observed:

[...] women's soccer has undergone several changes over time. Initially, it was not widespread, since women had other roles in society, but it gradually evolved, until the moment when it was respected and admired by the spectators. But that still has a lot to improve, since men's soccer is much more present in our society (...), women's soccer does not have game schedules throughout the year, that is, unfortunately a woman might not depend only on soccer for her survival.

The diagnosis was accompanied by a vision of Cristina's insertion in history due to her personal attributes (competence of orientation):

But it is extremely important that she hears what her heart says, and if the dream of becoming a soccer player is real, she will have to fight and strive every day of her life to do her best and become a recognized player, just like it was with the process of women's soccer until it was recognized, women needed to be very tough, daring, persistent and devoted.

The exaltation of these attributes evidenced a mostly individual perception of historical making, disregarding the social conditions that influence the processes, such as the economic factors. There is, however, a procedural look that considers the past acting in the present and influencing Cristina's future, reserving an outstanding role for her. This consideration of the past in dialogue with the intentions of the future, influences actions in the present. The message is for the young woman to move forward in her dream, but not to disregard the possibility of facing a difficult scenario.

As in A1, A2, A4, A7, A9, A11 and A12 also show a reading of history as a process and in motion. They considered that times are changing and that Cristina should be part of this journey and show her full potential. However, there is a competence with a more diverse orientation than the one expressed by A1: the need for study to open other doors for her if her career as a professional player did not prosper; and engagement, to honor the struggle of those women who came before her.

Nowadays women's soccer is offering better conditions of life for the players than in the past, since there are several teams throughout Brazil, and many more championships than before [...] Cristina is still very young, and with all this struggle that currently happens on the part of the female teams and the respective players, in the future this scenario may be even better, making her have better conditions to show her full potential. However, she must combine her studies with her career, because even if she gets a career in soccer, studies are always important for her to have a critical thinking about things and fight for her ideals. And if the career does not work out, she'll always have a guarantee that she'll get a job more easily than if she hadn't studied. In addition, because she is following this dream of being a player, she will be honoring the legacy of great women of the past, who fought and suffered a lot so that women's soccer had the recognition it has today (A2).

Women's soccer, despite having undergone many transformations over the years, is still moving slowly towards improving its conditions, but nevertheless it continues to walk and evolve day after day [...] However, it is a sport in constant evolution, after many struggles, today the sport has reached a professional level, several prejudices in relation to it have been broken, there is still a lot of struggle to be carried out for improvement, many remaining prejudices must be broken, it will not be easy, but if there is love for the sport, (...) honor all the women who made this choice possible, then fight, go for it, but do not throw yourself completely into it, have a second option, because if in men's soccer the success rate is low, in women's it is even worst. Observe the cases of failure in the sport in your family and try to learn from the mistakes made by them, look for alternatives which they have not tried, show something new, always fighting and never losing focus on your goals. But remember: despite all difficulties, always persist, work hard [...] bring knowledge as a coach, transform your family's frustrations into strength to persist and in the end you will be rewarded (A4).

A9 pointed out that Cristina's choice to continue in the sport (competence of orientation) has a sense similar to the persistence of several women who have remained steadfast in the struggle for the right to practice soccer in the past, which may inspire future generations:

As a teacher I must share with Cristina the maximum knowledge that I have, pointing out the positive and negative aspects of the sport, both in the past and today. However, I would try to encourage her to pursue the career, saying that it would be difficult, due to financial reasons, service conditions, among others, but it is a battle that must be fought so that in the future they have equity in all aspects.

And if it really was her dream, never give up, because if the women who consolidated women's soccer in Brazil had given up, maybe this female modality would not exist today (A9).

The competence of orientation indicated is that she engages in the search for the sports career, keeping in mind that other women have gone through many difficulties so that she could envision acting in the sport.

A7 punctually differs from A1, A2, A4 and A9 when considering that there are institutional actions that can make Cristina's path less painful. As an example, mentioning the requirements for professional teams affiliated to the South American Football Confederation (CONMEBOL) to maintain women's teams as a requirement for participation in continental tournaments:

In view of all these family experiences in relation to soccer that you had, it is worth mentioning that it is not something easy to face, especially in women's soccer. Women soccer players have been fighting and striving to conquer an equal valorization as the male. In the past, women were even forbidden during the dictatorship and in spite of that they continued. Women's soccer has suffered various prejudices even today and not even for this reason should we women give up. Nowadays women's soccer is showing its recognition, step by step. Amateur championships for women have grown, something that did not happen so much, and especially in matters of professionalization Brazil comes with a requirement of an important entity in the sport that, in an initiative to encourage the professionalization of women's soccer, to have a female team in the same conditions as men to participate in one of the most disputed championships in Latin America, also known as Libertadores. [...] Women who in the past "fought" for their recognition and who are providing new possibilities for women in the future (A7).

A11 was in the same direction as A7 in relation to the possibilities opened by the CONMEBOL rules, but added the need for study as a competence of orientation, corroborating with A2:

I would say to Cristina that in spite of the frustrations experienced by her father and sister, the direction of things may be different with her. I would tell her about the fight of women in society, a fight that has been generating empowerment and achievements in various social spheres, and it is not appearing to be different in soccer, even in short steps, women have been conquering their space as athletes and being recognized for their soccer skills [...] and how women are also gaining more space in the media, in the field, in the stands, in arbitration and in the spheres of administration and management of clubs. And Cristina can benefit from these spaces. With the Brazilian clubs' requirement to have teams formed by women, soccer played by women should expand even more and become more popular, gain more visibility, recognition by the responsible entities and may have more financial resources (sponsorships). And in a few years the professionalization of soccer played by women will be achieved. Another factor that can contribute to a successful career for Cristina, is that her sister has contact with athletes abroad, which can result in a soccer career abroad and/or a scholarship at an American university. It is good to remind her that it is essential to continue studying, to enter university, because this will also make her a more competent athlete, and when she reaches the age or due to an injury she needs to stop sports activities, she will have another profession to exercise (A11).

A12 accompanied A1, A2, A4, A7, A9 and A11 in the procedural perspective of history and in the engagement as a competence of orientation. But it added to

the others a contextualized look at gender inequality as a central element to explain the different treatment between soccer played by men and by women. Engaging in soccer, therefore, would be part of the fight for equal rights in other spheres of society.

The guidance I would give to Cristina would be that:

1) There is still a lot to be achieved in Brazilian women's football, but it is through people who love the sport and who want to make it their career that these achievements will come;

2) That it will not be easy, even because the invisibility of women's soccer is basically due to the gender inequality that is still present not only in sports, but in various areas of our society;

3) That to play soccer in Brazil as a woman is more than an act of courage and resistance, it is also a political attitude that crosses issues related to the struggle for equal rights (among them the right to have work recognized, to have visibility, to have decent wages, just like any male player);

4) That she should have courage and no doubt that the occupation of that space is her right as much as any other person's and that her persistence in view of her dream, even in the micro, would contribute significantly to change the way people still see the soccer played by women. It is evident that this soccer needs to acquire meaning for society and this meaning can only be constructed through history, a history in which she would also be a protagonist (A12).

In A12, the horizon of expectations (becoming a soccer player) dialogued with the experience about the modality (invisibility; struggle for gender equality; for working conditions). The way in which the narrative in question positions Cristina as someone who reads this context and, aware of her limitations, goes after her dream, is an example of a GHC. The protagonist in the decision-making was guided by an interpretation of history in which the reading of historical events is not defining the future, but provides relevant information to be considered.

The consideration for the struggle of the players of the past, competence of orientation expressed by A2, A3, A4, A7, A9, A11 and A12, indicates an insertion in the historical process that is guided by the understanding of identity and collective commitment, corroborating the statement of Rüsen (2001, p. 67):

[...] with the historical narrative, representations of the continuity of temporal evolution of men and their world are formulated, instituting identity, by memory, and inserted in the orientation frame of practical human life, as a determination of sense.

Therefore, there is a disagreement with individualistic perspectives of action, manifested in the NHs of A1 and A8 (as we will see ahead).

The A3 and A8 narratives expressed a CHC. According to Alves (2011, p. 70), CHC "bases its argument on the denial of the predominant forms of temporal orientation and creation of meanings that were based on timeless exemplary traditions and models".

A3 referred to Cristina's family history. The family's past is like a "fate" to be denied by the young woman, since a new reality is pointed out for the modality and for women's struggle for rights. A3 indicates that she should follow her quest for professionalization. In this narrative, past temporal orientations (the family path) are not enough to guide the future, demanding a new perspective.

Although you have not closely observed your father's story, but have seen your sister's attempt, you have already realized how much women suffered and still do to be in the soccer world, in addition to the financial difficulties, the media support structures, in short, many barriers. But nowadays this has changed a lot, women are stronger and fighting even more for their rights. Cristina, like you, I have also tried to pursue a career as a professional player, and could not do it, because of the many difficulties generally found until professionalization is achieved. I advise you not to give up trying to build your career as a player, but let us make it clear that it will not be easy, however it is not impossible. Women's soccer is much more valued, with many sponsors and championships to be played in, and in addition, there are several Brazilian players standing out in Europe. And women's soccer education and schools in Brazil have grown a lot due to women's achievements (A3).

The text of A3 corroborates Rösen's statement (2010, p. 78):

The operations of historical consciousness are necessary whenever the temporal past orientation, by tradition, is not enough. This is, right from the start, a factual situation, since the set of experiences of the present always includes experiences of time whose interpretation by tradition does not exist or is not sufficient for someone to act safely (that is: without further reflection and a specific orientation constitution). But it is not only by fact that the previously given traditions are not enough to guide practical life in time. Also by principle, they would not be enough because the intentional surplus characteristic of human action [...] leads to intentions to act that go beyond the time paths traditionally traced for the current practical life.

The competence of orientation is manifested in the indicative of continuing the career, not being influenced by the family difficulties of the past.

A8 also manifests a CHC:

The guidance I would give to Cristina is that she should go after her dreams. If she wants to play soccer, then let she go look for it. However, she has to be aware that in Brazil, it is a risky career with little financial return. But she should not be discouraged by this. The conditions of this practice have already improved a lot over time and tend to improve even more. She has to be willing to train hard to stand out. And try to get out of Brazil, where she will have both professional and financial recognition (A8).

The difficult past of the sport is denied, with the prospect of playing the sport abroad (competence of orientation). The achievement of success, however, is treated as a result of her will, also disregarding social constraints, just as A1 had done.

5 FINAL CONSIDERATIONS

The objectives of this investigation were to understand the CHs and the competences of orientation of PE students about the "History of soccer played by women in Brazil".

Among the 12 people who concluded the MOOC, 10 produced NH according to the concept coined by Rösen (2001), in which the past, present and future are connected in a perspective of continuity. Even among those who produced NH, there was little mobilization of historical arguments, indicating that there is still a lot to be done for people to appropriate this knowledge in the pedagogical processes. This situation reinforces the need to improve the teaching of this curricular component at

all levels of Basic Education, according to the parameters provided for in national and state documents.

Nunes (2012, p. 131) argues that the teaching process should occur in a “pedagogical interaction”. He warns that “if the teacher puts the student in the place of disqualified knowledge, the student also places the teacher as the sole responsible for his learning”. In this way, little progress will be made towards meaningful learning, in which it is perceived that the meanings attributed to historical knowledge are not elements given by an expert in an arbitrary way, but constructed through sources and an assumed theoretical perspective. Building teaching projects from students' memories is a suggested alternative.

The analyzed NHs expressed, in their majority, a GHC: A1, A2, A4, A6, A7, A9, A11 and A12. A3 and A8, a CHC. The data of the present investigation are an encouragement in the sense pointed out by Schmidt and Garcia (2005), in which it is recommended to seek that people can advance from CHs of the Traditional and Exemplary types to Critics and Genetics.

In the case of PE, in which the current challenges are enormous (see the precariousness of the discipline in the BNCC of High School; the scarce budget resources for the area; the emptying by the current federal government of programs aimed at the democratization of corporal practices), the manifestation of GHC and CHC are important for understanding the tasks imposed on the area in the present and in the future.

As a competence of orientation, care with the construction of alternatives was perceived if the career did not take off (A2, A4, A7, A11 and A12); added to this perspective was the need for engagement to consolidate it (A1, A2, A3, A4, A7, A9, A11 and A12). A12 also indicated an understanding that professional practice is part of a larger struggle for women's rights; A7 and A11 saw a more promising perspective for the sport, given the deliberations of the entities, forcing teams to conform to the new rules established by CONMEBOL in relation to the mandatory maintenance of women's teams as a requirement to participate in continental competitions.

Against this contextualized view, A1 and A8 highlighted Cristina's personal attributes as central to the victory of her initiative, showing a lack of connection with the social conditions that influence life in society. For A8, the competence of orientation indicated was a career abroad.

The realization of studies like this collaborates with new theoretical perspectives for the teaching of the history of physical education and sport. We sought to contribute to its consolidation in training courses, as well as to a better use of the contents on which we worked. Jörn Rüsen's concepts for studies in the area add new challenges for all the PE researchers, deserving more investments and experiences.

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Resumo: o objetivo desta investigação foi identificar o tipo de Consciência Histórica e competências de orientação de estudantes de Educação Física produzidas a partir de Curso Online Aberto e Massivo com o tema “história do futebol praticado por mulheres no Brasil”. A pesquisa qualitativa e exploratória produziu dados por meio de atividade avaliativa do curso. Foram confeccionadas respostas à questão problema relacionada à jovem Cristina e suas dúvidas em relação à tentativa de se tornar jogadora profissional. Os concluintes elaboraram dez Narrativas Históricas de acordo com o conceito de Jörn Rüsen. Oito expressaram uma Consciência Histórica Genética e dois do tipo Crítica. Como competência de orientação sinalizaram-se: o engajamento na modalidade; a construção de uma alternativa caso a profissionalização não desse certo; a perspectiva de carreira no exterior. Tal estudo traz ao campo um instrumental teórico que pode contribuir para qualificar o ensino da História da Educação Física.

Palavras chave: História. Educação Física. Capacitação profissional. Educação continuada.

Resumen: el objetivo de esta investigación fue identificar el tipo de Consciencia Histórica y competencias de orientación de estudiantes de Educación Física, producidas a partir de un Curso en Línea Abierto y Masivo con el tema “historia del fútbol practicado por mujeres en Brasil”. La investigación cualitativa y exploratoria produjo datos a través de la actividad evaluativa del curso. Se confeccionaron respuestas a la cuestión-problema relacionada con la joven Cristina y sus dudas sobre el intento de convertirse en una jugadora profesional. Los graduados elaboraron diez narrativas históricas según el concepto de Jörn Rüsen. Ocho expresaron una Consciencia Histórica Genética y dos del tipo Crítica. Como competencia de orientación fueron señalados los siguientes puntos: compromiso con la modalidad deportiva; la construcción de una alternativa si la profesionalización no funciona; perspectiva de carrera en el extranjero. El estudio trae al campo instrumentos teóricos que pueden contribuir para cualificar la enseñanza de la Historia de la Educación Física.

Palabras clave: Palabras clave: Historia. Educación Física. Capacitación profesional. Educación continua.

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CONFLICT OF INTERESTS

The authors have declared that this work involves no conflict of interest.

AUTHORS' CONTRIBUTIONS

Mateus Camargo Pereira: main writer of the article, idealized and implemented the work reported.

Fernanda Moreto Impolcetto: work advisor, article reviewer.

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RESEARCH ETHICS

We declare that this research was approved by the Human Research Ethics Committee of the Biosciences Institute of the Universidade Estadual Paulista Júlio de Mesquita Filho - Rio Claro Campus, under the number 2,375,376.

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