

THE ABANDONMENT OF PEDAGOGICAL WORK IN PHYSICAL EDUCATION IN NOVO ENSINO MÉDIO

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Abstract

From the perspective of the world of work, this article analyses the implications of current educational reforms in the development of pedagogical work in physical education in Novo Ensino Médio [New High School]. Data production was based on a descriptive study of recent educational policies, using dialectical analysis. The analysis is organized in two parts: the understanding of pedagogical work was presented and the pedagogical work in physical education was situated; the abandonment of pedagogical work in physical education in the new curriculum within the scope of the dominant project of society was prospected. It was concluded that pedagogical work in physical education in Novo Ensino Médio is compromised, and its causes are in the restructuring of the world of work with the mediations of educational reforms.

PEDAGOGICAL WORK • EDUCATION REFORM • WORLD OF WORK • PHYSICAL EDUCATION

O ABANDONO DO TRABALHO PEDAGÓGICO NA EDUCAÇÃO FÍSICA DO NOVO ENSINO MÉDIO

Resumo

Sob a perspectiva do mundo do trabalho, são analisadas neste artigo as implicações das atuais reformas educacionais no desenvolvimento do trabalho pedagógico em educação física no Novo Ensino Médio. A produção de dados assentou-se em um estudo descritivo com análise dialética das recentes políticas educacionais. A análise está organizada em dois momentos: apresentou-se o entendimento de trabalho pedagógico e situou-se o trabalho pedagógico na educação física; prospectou-se o abandono do trabalho pedagógico do componente no novo currículo no escopo do projeto dominante de sociedade. Concluiu-se que o trabalho pedagógico na educação física no Novo Ensino Médio encontra-se comprometido, em razão da reestruturação do mundo do trabalho com mediações das reformas educacionais.

TRABALHO PEDAGÓGICO • REFORMA DA EDUCAÇÃO • MUNDO DO TRABALHO • EDUCAÇÃO FÍSICA

EL ABANDONO DEL TRABAJO PEDAGÓGICO EN LA EDUCACIÓN FÍSICA DEL NOVO ENSINO MÉDIO

Resumen

Desde la perspectiva del mundo del trabajo, se analizan las implicaciones de las reformas educativas actuales en el desarrollo del trabajo pedagógico y la educación en el Novo Ensino Médio [Nueva Escuela Secundaria]. La producción de datos se basó en un estudio descriptivo con análisis dialéctico de políticas educativas recientes. El análisis se organiza en dos momentos: se presentó la comprensión del trabajo pedagógico y el trabajo pedagógico se situó en la educación física; se prospectó el abandono del trabajo pedagógico del componente en el nuevo currículo en el marco del proyecto dominante de la sociedad. Se concluyó que el trabajo pedagógico en la educación física y la educación en el Novo Ensino Médio está comprometido, debido a la reestructuración del mundo del trabajo con mediaciones de reformas educativas.

TRABAJO PEDAGÓGICO • REFORMA EDUCATIVA • MUNDO DEL TRABAJO • EDUCACIÓN FÍSICA

L'ABANDON DU TRAVAIL PÉDAGOGIQUE EN ÉDUCATION PHYSIQUE DANS LE NOVO ENSINO MÉDIO

Résumé

Cet article analyse les implications des réformes de l'enseignement secondaire sur le développement du travail pédagogique en éducation physique, sous l'optique du marché de travail. Les données sont ancrées sur une étude descriptive et l'analyse des politiques éducatives récentes. L'analyse est organisée en deux phases: la première présente la conception de travail pédagogique et son statut dans le domaine de l'éducation physique; la seconde se penche sur le fait que ce travail pédagogique, qui ne correspond plus au projet dominant de la société actuelle, a été abandonné par les nouveaux programmes de l'enseignement secondaire. Il a été conclu que le travail pédagogique en éducation physique dans le secondaire se trouve compromis, en raison de la restructuration du monde du travail par l'intermédiation de ces réformes éducatives.

TRAVAIL PÉDAGOGIQUE • RÉFORMES ÉDUCATIVES • MONDE DU TRAVAIL • ÉDUCATION PHYSIQUE

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THE CURRENT TEXT, LOCATED IN THE SCOPE OF RESEARCH IN EDUCATION,¹ LINKED TO A *stricto sensu* graduate course – at the level of PhD in education – and to the academic activities of a given research group,² thematizes the pedagogical work in the physical education of the Novo Ensino Médio [New High School]. For the promotion of the debate and for the dialectical analysis³ movement, we considered the current educational reforms – understood as structural adjustments in education, due to their insertion in the broader set of society (Pereira, 2015) – and changes in the world of work.

On the educational reforms, the following stand out: (1) the Medida Provisória n. 746 (2016), which instituted the Policy to Promote the Implementation of Full-Time High Schools, suppressing the curricular component of physical education in high school, (2) Lei [Law] n. 13.415 (2017), which had on Novo Ensino Médio and necessarily established *studies and practices* of physical education, without however indicating the delimitation of the workload of this curricular component, and (3) Portaria [Ordinance] Seduc/RS n. 350 (2021), which had on the curricular organization of elementary and high school in schools of the state public school system of the state of Rio Grande do Sul, suppressing the curricular component of physical education of the 2nd year and 3rd year of high school, establishing only 1 class hour per week for the 1st year of the said stage of education.

The debate will take place from the perspective of changes in the world of work in the current degree of development of the productive forces⁴ of capital, in its level of restructuring. In particular, this article will emphasize the aspect of the *workforce*, as it is the portion of living work of capitalist production that, based on a bourgeois need for access to literate culture and generalization of the school (Saviani, 2007b), permeates a process of schooling or basic education, whose human formation for the dominant project is mediated by state (neoliberal) reforms in the context of educational policies for high school, according to the demands of the world of work⁵ and the economic formation of society.

Through pedagogical work, we understand the work performed by teachers in school (and outside) who, in possession of an individual pedagogical project, produces knowledge in class (Ferreira, 2017). Inserted in a political-ideological framework and in a certain material basis of production of human existence, pedagogical work tends to produce knowledge and contribute to human formation along the lines of the hegemonic or dominant mode of production, following, at school, the design and orientations of educational policies and curricular reforms. In view of the above, the objective is to analyse, from the perspective of the world of work, the implications of educational reforms in the development of pedagogical work in the physical education of Novo Ensino Médio and the place of pedagogical work in physical education in the process of dominant human formation and economic development.

1 The area of education, conceived as a scientific and research field, highlights its level of scientific maturity, “enabling the systematic, constant and continuous production of research involving the most significant aspects of the educational situation” (Saviani, 2007a, p. 186, own translation). Moreover, the consolidation of the area as a scientific field is found in the broad development of doctoral programs with a strategic character in the task of elevating the educational practices of common sense to the scientific level.

2 Graduate Program in Education of Universidade Federal de Santa Maria [Federal University of Santa Maria] (UFSM). Group of Studies and Research on Work, Education and Public Policies – Kairós, Education Center of UFSM. Details on <https://www.ufsm.br/grupos/kairos/projetos>

3 Dialectical analysis, according to materialistic and historical principles, analyses and understands the object in its concreteness, as a synthesis of multiple determinations, identifying its contradictions and mediations, considering the objectivity of the real, the material forms of existence and the historicity of the object under analysis (Triviños, 1987; Marx, 2008).

4 The productive forces represent the set of means of work, work objects and the workforce (Netto & Braz, 2012, p. 70).

5 The stage of high school is directly linked and guided by changes in the world of work, as highlighted in the documents of Resolução n. 3 (2018), that updates the Diretrizes Curriculares Nacionais para o Ensino Médio [National Curriculum Guidelines for High School] and the Base Nacional Comum Curricular [National Common Curriculum Base] (Ministério da Educação, 2018).

Analysed through the prism of the world of work, the recent educational reforms (Medida Provisória n. 746 (2016), Lei n. 13.415 (2017), Portaria Seduc/RS n. 350, 2021) imply the abandonment⁶ of pedagogical work in physical education of Novo Ensino Médio, since: at school, the pedagogical work process and its object (the knowledge of physical education), understood by the dominant/hegemonic perspective of capital and by the expansion of the service sector⁷ in the world of work, have no centrality or contribution in/to the formation of the new type of worker (labor force) (assumption 1); and in the context of neoliberal state reforms, physical education is a service to be consumed (purchased) in the non-school space, and the pedagogical work of physical education teachers is sold as merchandise in the context of marketing/commercialization of body practices (development of academies, clubs and fitness world), corroborating the logic of entrepreneurship (assumption 2).

That said, the task taken during this article is to bring to the debate the relations of pedagogical work in physical education with the hegemonic mode of production and its mediations with the world of work in the development of productive forces (workforce) of capital and the determinations of educational reforms, especially for high school, evidencing, from the historical and hegemonic point of view, the moments of insertion and initiatives of abandonment of the area (in school) of the dominant project of society and human formation.

Methodology

This research makes use of the contributions and qualitative methods of research in education, since, from this approach, it aims to understand the phenomena or the object of investigation inserted in a given historical and social context, perceived and analysed holistically, that is, considering “all the components of a situation in their interactions and reciprocal influences” (Gatti & André, 2013, p. 30, own translation). In this sense, we analyse the implications of educational reforms in the development of pedagogical work in the physical education of Novo Ensino Médio, situating this analysis in the context and material basis of the world of work and the current degree of development of capitalism, with its mediations and contradictions that reverberate in the formation of the workforce of a new type.

With regard to the types of studies, this research has descriptive basis. According to Triviños (1987), studies of this type describe, with rigor and determined accuracy, the phenomena and facts of a given socio-historical reality or context, as well as the characteristics of a given object considering its multiple determinations and mediations. It is with these precepts that pedagogical work in physical education, throughout its history and, in particular, in high school, will be described and analysed.

Moreover, this is a documentary and bibliographic research producing data from the guidelines and regulations of educational reforms for, specifically, the stage of high school: Lei n. 9.394 (1996), Medida Provisória n. 746 (2016), Lei n. 13.415 (2017) and Portaria Seduc/RS n. 350 (2021). For this research, considering the character of descriptive study, we highlight *what* and *how* the documentary base presents, situates and describes the objectives, purposes and the organization or systematization of aspects related to physical education (gymnastics, sports and physical exercises), in educational contexts or not. Data production was complemented with access and intersection with the specific literature of physical education, especially with the

6 Would “abandonment” suggest a new crisis for the area? A question of this order was the subject of work by Scapin (2021).

7 The services sector is characterized as a tertiary sector of the economy encompassing the activities of services and trade of products, such as tourism, banking services, restaurants, hospitals, among others. Its expansion occurred due to the incorporation of workers from the agriculture and industry sectors who, replaced by technological machinery or the depletion of the flexible industry, were affected by unemployment and informality (Antunes, 2011).

historiographic data of Soares (2012) and Castellani (2008), and the bibliography elaborated on the world of work, identifying the place and function of pedagogical work in physical education.

Dialectical and descriptive analysis had the logical support of methodological categories as universal aspects of research, operating as “criterion of selection and organization of the theory and facts to be investigated, . . . providing you with the principle of systematization that will give you meaning, scientificity, rigor, importance” (Kuenzer, 1998, p. 62, own translation):

- historicity: educational reforms and the insertion of physical education in school – and in the dominant project – throughout the recent history of Brazilian education,
- mediation: the pedagogical work in the physical education of Novo Ensino Médio and the human formation of the new generations – labor force – mediated by the world of work and the current degree of economic development of society,
- contradiction: the dialectic of mandatory, because the more the discourse about it was propagated, the less objective and legal conditions for its development in school, especially in high school, it obtained.

Having outlined the methodological directions, the next sections address, respectively: the understanding of pedagogical work, the pedagogical work in physical education in its modern conception – historically situated with a certain role in the Brazilian economic and social development project –, the presentation of some more recent studies on the subject, the resumption of the supposed listed in the introduction – characterizing the contemporary picture of the area situated in a given material, economic, political and world of work context, in order to finally corroborate our central argument about the abandonment of pedagogical work in the physical education of Novo Ensino Médio.

Pedagogical work and pedagogical work in physical education

Through pedagogical work, we understand the work performed by teachers in the school (and outside it) that, taken over an individual pedagogical project, produces knowledge in class. The term “produce” refers to appropriation: “to appropriate, to come to know what was not known” (Ferreira, 2017, p. 39, own translation). The pedagogical work process is the class, and its object is knowledge in its different areas, which, from interactions and relational teacher-student actions in language environments, “allows socialization, reflection and understanding, contradiction and re-elaboration of knowledge”. Moreover, considering that the pedagogical inserted in the school is the centrality of the teachers’ work, we can say that it is “planned, theoretically sustained, socially elaborated according to intentions and knowledge” (Ferreira, 2010, p. 2, own translation).

Pedagogical work produces and reproduces, therefore, humanity systematized and preserved in the form of knowledge from an intentional and relational activity, fruiting from an object (knowledge) produced and consumed in the same act, socialized with the purpose of forming the new generations in school. However, Ferreira (2010) warns about the ideological character assumed and replicated in the teachers’ work, because “inserting it in the context of capitalist society, inevitably, it is emphasized that it is not a neutral work, it is full of ideological influences and denotes relations of powers” (p. 2). In this perspective, Kuenzer (2005, p. 5) explains that the pedagogical work performed and situated in certain productive and social relations, systematizing a certain human formation, constitutes, in the capitalist historical framework, one of its expressions.

The pedagogical work in physical education, in its modern conception (19th century), comes from Europe, founded almost on demand in the centrality of bourgeois revolutions (French and

English, political and industrial, respectively), to care for and educate the body of the new man for the new society, namely: the capitalist society. Physical education, based on the principles of positivist science and liberal political ideals, was entrusted with the task of physical formation and corporeal fitness (a-historical, naturalized and biologized body) useful to the new process of material production of society on the rise at the time, along the lines of industrial capitalism and the expansion of trades (Bracth, 1999; Soares, 2012). Physical education was, therefore, integrated in the dominant project of society constituted by the hygienist medical discourse, based on the knowledge of biology, anatomy, physiology and medicine. To some extent, it played a certain strategic role in the process of maintaining and recovering the physical and bodily health of factory workers.

From the point of view of pedagogical work, considering the precepts of Ferreira (2010, 2017) and Kuenzer (2005), the control of the process, conception and organization, as well as the verification of the production of knowledge in physical education, was in charge of the hygienist physician, as the knowledge in the area was related to the disciplines of biology, anatomy and physiology. With the legal support of the bourgeois state, hygienist medical thought produced pedagogical work oriented (at school and outside it) to the education of the body, the maintenance of health and the construction of hygienic habits (Castellani, 2008). Thus, as a form of systematization and methodological implication, the gymnastics schools emerged, in their various aspects and purposes, designating pedagogues, instructors (often without training) and the military the task of reproducing and/or applying the knowledge produced in the context of the hygienist medical discourse on physical education in the body form of *gymnastics*.⁸

It is based on these assumptions that Brazilian physical education begins its trajectory in a more significant and hegemonic way, permeating the historical context of the Brazilian Empire and the Brazilian Republic. The material framework at the time was characterized by urbanization processes, migrating from an agro-exporting base to an industrialization movement. Brazilian physical education, in the form of *gymnastics* and *sport*, derived from military and immigration incursions, had functions, still situated within the framework of economic development, modernization of society and training and control of bodies, such as: health care and hygienic habits of elites and popular classes, formation of healthy, strong and robust bodies for the production that had become industrialized, regeneration of race, protection of the homeland and pacification of the masses as an ideological tool, especially in times of civil and military state (Castellani, 2008; Soares, 2012).

Regarding the pedagogical work, the process of ideation and objectification of physical education was also based on hygienist medical discourses, but dismembering space with military discourses. Therefore, the control of pedagogical work in physical education until the 1980s, under a traditional conception and, later, technicist of education, was guided by medical hygienism, discipline and military eugenics. This discourse guided the pedagogical practices and the work of teachers, pedagogues, instructors and military from the perspective of physical fitness.

In the 1980s, this perspective is elevated to criticism, since the insertion of the human and social sciences oxygenate the elaborations about physical education and its social function and its object of knowledge, as well as reflections about its epistemological and pedagogical *status*, raising in what has historically become known as identity crisis. New objects and theoretical-methodological matrices were elaborated with a humanist bias (Coletivo de Autores, 2012). In view of this situation, new studies about pedagogical work were elaborated, taking as reference

⁸ It is timely to highlight the body practices situated in the scope of *sports*, part of the English School. However, the purpose of this practice was oriented to the formation and bodily manifestations of the elites.

the rupture with the alienating forms of sociocultural and pedagogical formation, situating the relationship between the whole and the parties with the insertion of pedagogical work in the broader structural dynamics.

Contributing to the debate on pedagogical work in physical education, Taffarel (2010) highlights the centrality of *work* and its reciprocal relationship with pedagogical work in physical education in the movement of constitution of the social being. For the author, the key to understanding pedagogical work lies in work, in its historical dimension. Therefore, from the point of view of the formation of the social being, in the current degree of development of productive forces, the relationship between work, in its capitalist expression, and physical education, occurs through the particularity of pedagogical work, interfering, in turn, in the transformation of the tendencies proper to the capitalist work process.

Using the work-education relationship, Frizzo et al. (2013, p. 553, own translation) analyse the human formation project produced in the context of the capitalist school, taking as reference the organization of pedagogical work understood as “relationships and processes that are established between the subjects of the school, teachers and students, and the knowledge seized by them during school life”. Once understood as an institutional space of formation in the capital system, the school produces a pedagogical work understood as a social practice “in a way and content, expressing, within its objective possibilities, the dominant political and ideological determinations”, however, as a historical possibility, pedagogical work can fulfill the “overcoming of these determinations” (Frizzo et al., 2013, p. 556, own translation). For the authors, the condition of overcoming or ideological reproduction, in the school context, is situated in the form of organization and presentation of pedagogical work, in the relationships established between the subjects of the school and about how they produce knowledge.

In this sense, from the point of view of pedagogical work in physical education, the relations between teachers and students are considered in the process of production and appropriation of knowledge about body practices located within the scope of body culture. We consider the didactic and methodological aspects that express, in turn, certain political and ideological dimensions, oriented to human formation in the way, or not, of the current mode of production. In addition to the organization and presentation of pedagogical work at school, the possibility of overcoming the dominant determinations is situated in the relationship between the pedagogical project of the subject of this process – the teacher – with the pedagogical project of the school, but, above all, how this relationship addresses, or not, the contradictions and macrostructural limits that reverberate in the school context. In other words, in particular, it is how pedagogical work in physical education, in its process of knowledge production in class, deals with the broader socio-historical determinations that constitute its object of knowledge, thus implying in the project of human formation.

Regarding the implications of educational policies in the development of pedagogical work in physical education, a research by Zimmermann & Ferreira (2014) indicated the need to restructure the work of teachers, since educational policies, highlighted by Lei n. 9.394 (1996) and the Parâmetros Curriculares Nacionais [National Curriculum Parameters] of 1998 (Ministério da Educação, 1998), established a certain precariousness of school physical education. It is about this precarious movement that the central argument of this article was elaborated and, as a task to expand such analysis about current educational policies, the next session updates the degree of precariousness of the area in the school context with emphasis on the abandonment of pedagogical work in Novo Ensino Médio.

Abandonment of pedagogical work in school physical education in Novo Ensino Médio

In this section, considering the argument and the assumptions elaborated in the introduction, the task of characterizing and contextualizing the current degree of development of capitalism and changes in the form of the state was established. This said, the changes in the world of work and the formative demands established from educational policies are presented and, finally, the pedagogical work of physical education is located to corroborate the two supposed ones.

Briefly, in terms of material basis, political structure of state and productive restructuring of capital, from the last quarter of the 20th century and beginning of the 2000s, there is: globalization and global expansion of capitalism, structural crisis of capital, neoliberal state (minimum state) and Toyota system of production and accumulation, from two industrial revolutions (Third Industrial Revolution and Industry 4.0), expansion of the service sector and export of raw materials (commodities).⁹ Moreover, great influence of the bodies and representatives of international capital (World Bank, International Monetary Fund [IMF], Organisation for Economic Co-Operation and Development [OECD]) focusing mainly on state reforms, especially education and labour.

Historically, from the 1970s to 1980s, Brazil has been affected and crossed by a framework of civil and military state, whose ideological bases for maintaining order and progress were aligned with the great capital and, particularly, physical education fulfilled, with a certain protagonism, its role of domestication of bodies and inhibition of any resistance movement (Decreto [Decree] n. 69.450, 1971).

In the international scenario, in a post-World War II framework, the performance of the welfare state in the countries of the capitalist center – which injects and finances private capital with public resources, labor contracts and increasing wages, with minimum employment conditions and social assistance policies, in a model of economic regulation known as Keynesianism – goes into crisis with the accumulation and exhaustion of internal markets, with the inflationary fiscal crisis and the need for financial openness and liberalization, with the new dynamics of financial capital flows expanding worldwide. This scenario, characterized as globalization of capital, configured a new dynamics of accumulation and the rise of the neoliberal state (Filgueiras, 2021; Nozaki, 2015).

Neoliberalism, as the political-ideological expression of contemporary capitalism, combined with the technological advances of/in industry and the hypertrophy of the tertiary sector – the service sector – represents, in general terms, two dimensions of the current dominant framework of society: the attack on any form of regulation of economic activities and the commercialization of all human activities (health, education, leisure, etc.), submitted to the dictates of financial and monopolized capital. In other words, it represents a retreat in the intervention of the state in the forms of regulation, supervision and control of economic and productive relations (especially labor and social policies), as well as the conversion of goods and human production into merchandise, purchased and consumed in the financial/economic market in the form of services. The understanding of society as a large market is intensified, with free and wide competition, in which the subject is solely responsible for his social condition, for access to the goods and services necessary for his existence and social activities/goods such as education, health, leisure, culture, social security, etc. That is, they are services that can be purchased like any other commodity (Netto & Braz, 2012).

It is explicit that the first target of neoliberal ideology is the state that, pressured by the bodies and representatives of international capital (IMF, OECD, World Bank), undergoes a series

9 Chiara, M. (2021, March 17th). Brazil is among the top 5 exporters of around 30 agricultural products. *CNN Brazil*. <https://www.cnnbrasil.com.br/business/brasil-esta-entre-os-5-maiores-exportadores-em-cerca-de-30-produtos-agricolas/>

of reforms, for example in sectors such as education, labor, social security, privatizations, among others. In the capitalist perspective, the state, in the face of changes in the global, technological and productive scenario, is considered anachronistic, and the attack of capital on the state-regulatory form and provider of basic services conceals the attempt to overcome the capitalist crisis and the control of monopolistic countries over peripheral countries (Brazil, for example), triggering a process of transfer of wealth and privatizations (Netto & Braz, 2012).

From the perspective of the world of work, neoliberal state reforms demanded the flexibilization of labor relations within the scope of labor legislation regarding the relationship and links between employer and employee or employer and service provider, establishing outsourced forms of labor relations and, increasingly, without immediate employment ties (Filgueiras, 2021). Likewise, they require an adaptation to the forms of flexible accumulation and management of production relationships, typical of a new mode of management and accumulation of work.

For Antunes (2011), neoliberal ideology finds support for its material base in the productive restructuring of capital and in the (new) world of work in the Toyota Production System (expanding from the 1980s). This logic of production and accumulation surpassed by incorporating, to some extent, the Taylorist-Fordist model in vogue throughout the 20th century. Unlike mass production, in a rigid and specialized way of production, Toyotism is characterized by flexible and horizontal forms of management, prioritizing teamwork and on-demand production. In this sense, it is possible to deplete (lyophilization)¹⁰ the industry, since it allows smaller groups of workers to be assigned different tasks and the operation of different machines at the same time, in addition to diversifying and assigning new tasks to the same multipurpose worker (Antunes & Pinto, 2017).

On the technological advances stand out the Third Industrial Revolution and Industry 4.0, which, respectively, represent: “new information systems, microelectronics and initial robotics, in addition to increased automation In addition to the greater mechanization of production, now also the management of its operation has become automated through computer science” (Filgueiras, 2021, p. 31, own translation); e “the advancement of robotics, artificial intelligence and information and communication tools” (p. 50, own translation). However, it warns about the consequences of the expansion of Industry 4.0 to the world of work, with emphasis to what is of great interest to school physical education: the expansion of dead work, that is, the expansion of digital machinery and, consequently, the reduction of living work (Antunes, 2020).

In the context of the contradictory, despite all technological advances and productive restructuring, the new morphology of work implies increasingly precarious, uberized, overexploited, flexible and informalized processes and labor relations, but, above all, focuses on degrees of unemployment (structural unemployment). It is also about the impossibility of offering work to the reserve industrial army that capital created another ideological aspect known as “entrepreneurship”, thus outsourcing to workers the task of solving a problem that is structural (unemployment), concealing the forms of wage (Filgueiras, 2021; Antunes, 2020).

That said, such restructuring requires, from the point of view of human formation, the formation of a certain type of worker with characteristics and capacities of abstraction, polyvalence and creativity. On this, Pereira (2015, p. 49, own translation) explains that:

With new technologies in the production process, the economic reality is based on the intensive use of knowledge and requires a new workforce, much better qualified. Here is

10 The process of organizational lyophilization, a term coined by Juan José Castillo, is configured “by the reduction of living work and the expansion of dead work, by the increasing replacement of portions of manual workers by technoscientific machinery, by expanding the exploitation of the subjective dimension of work, by its intellectual dimension, within productive plants, in addition to the widespread expansion of new precarious and outsourced workers of the ‘lean company era’” (Antunes, 2005, p. 50, own translation).

affirmed a new educational discourse as abstract and multipurpose formation, focused on flexibility, participation, autonomy and decentralization, so that the worker is more creative, has more capacity for initiative and is able to adapt more easily to permanent changes.

It is implied, to some extent, that the formation of a new type of worker reverberates in the selection and distribution of the knowledge to be instrumentalized, especially in the school space, even indicating a kind of hierarchy between the different curricular components, as well as a movement of insertion of new components in the school curriculum or, on the other hand, the abandonment of certain knowledge which, from the dominant point of view, does not immediately contribute to the formation of the new type of worker. It is on this basis, moreover, that we seek support to corroborate the first assumption about the abandonment of pedagogical work in physical education in Novo Ensino Médio, since the current mode of production advocates “the expropriation of the intellect” (Antunes & Pinto, 2017, p. 74, own translation). According to the dominant conception, physical education, (still) conceived from the technical perspective and with the bias of physical fitness,¹¹ care remains with the disciplined, healthy and physically fit body to perform a productive function that has succumbed or lost its hegemony. However, before the advance in the explicitness of the arguments and assumptions, we describe the movement of retreat or supposed abandonment of physical education in educational policies in view of the process of productive restructuring described.

In this context of neoliberal state, expansion of the service sector and technological advances, with a productive reformulation of flexible, adaptable and multipurpose basis, and with the urgency of new types of workers, school education is the focus of state reforms, also focusing on physical education and the way of devising and objectifying the pedagogical work, especially in high school. Therefore, in order to expand the analysis of hypotheses, we will discuss the educational policies of Lei n. 9.394 (1996), Medida Provisória n. 746 (2016), Lei n. 13.415 (2017) and Portaria Seduc/RS n. 350 (2021).

On the Lei de Diretrizes e Bases da Educação Nacional [Law of Guidelines and Bases of National Education] (LDB) (Lei n. 9.394, 1996, p. 1, own translation), elaborated with the concept of education inspired “in the principles of freedom and in the ideals of human solidarity, it aims at the full development of the student, his preparation for the exercise of citizenship and his qualification for work”, linked “to the world of work and social practice”, the following passage on physical education stands out, with regard to curricular organization, including the drafting of Lei n. 10.793 (2003, own translation): “§ 3º Physical education, integrated into the pedagogical proposal of the school, is a mandatory curricular component of basic education, and its practice is optional” for the students who falls under the terms established by laws n. 9.394 (1996) and n. 10.793 (2003).

In general terms, with regard to physical education,¹² LDB (Lei n. 9.394, 1996), complemented by Lei n. 10.793 (2003), certifies the “mandatory” nature of physical education teaching with *status* as a “curricular component” of basic education, that is, it considers the stages of early childhood education, elementary school and high school. On this, there are two notes: 1) retreat of the offer as mandatory in relation to Decreto n. 69.450 (1971), which established the inclusion of physical education in a regular school activity in all levels of education (from early childhood education to higher education), considering, of course, the historical context at the time and the ideological function assumed by the area (described in the previous section), 2) the possibility of having its

11 It is considered, of course, the other perspectives and conceptions of physical education, especially those coming from the Renovator Movement and, in particular, the critical conceptions and approaches of the area. However, for this analysis, the historically hegemonic conception is considered (Soares, 2012; Castellani, 2008).

12 The curriculum base, at the time, was guided by the National Curriculum Parameters – PCN, 1998 (Ministério da Educação, 1998).

optional practice to students who adapt to the criteria mentioned, resulting in a kind of “mandatory dubious” (Nozaki, 2015, p. 66, own translation), because it makes access to knowledge in the area more flexible, reducing it to a simple practical reproduction of movements. This enables, to some extent, the precariousness of the teacher’s area and pedagogical work in relation to the other curricular components, as it does not make the possibility of access or participation in the other curricular components more flexible.

The Medida Provisória n. 746 (2016) suppresses, in its article 26, § 3º, the teaching of physical education in high school, making it mandatory in early childhood education and elementary school. In turn, Lei n. 13.415 (2017), known as high school reform or Novo Ensino Médio, deals with a series of adjustments and reformulations both in the structure and form – expansion of the workload to 1,800 hours, for example –, as well as the content – integral training focused on the construction of the life project, concentration in the area of knowledge within the Base Nacional Comum Curricular [National Common Curriculum Base] (BNCC), alignment of the diversified part of the curriculum to the context of each education system, curriculum composed of a common basis and formative itineraries, considering the offer of different curricular arrangements, and technical and vocational training.

With regard to physical education, the law states that the BNCC will necessarily “include”¹³ physical education *studies* and *practices*¹⁴ in high school, not establishing, for example, the minimum workload or in which year of high school will be included in the requirement. The opposite fact occurs, for instance, with the curricular components of portuguese and mathematics, which is mandatory in the three years of high school (§ 3º of Lei n. 13.415, 2017), besides the addition, within the scope of the formative itineraries, of knowledge related to professional and technological training, youth protagonism, life project, digital world and entrepreneurship (Ministério da Educação, 2018).

This said, the argument about the hierarchy of knowledge and/or curricular components and the addition of new curricular components in the stage of high school in its new structure¹⁵ is reiterated, made possible by the character of flexibility as a principle of the organization of the curriculum of this teaching stage (Ministério da Educação, 2018), demonstrating that the pedagogical work in physical education of the said stage of education is compromised due to the dispute for a place in the basic formation of new generations.

With a more aggravating picture, when the lights of the year 2021 go out, the Secretaria de Educação do Estado do Rio Grande do Sul [Department of Education of the State of Rio Grande do Sul] (Seduc/RS) publishes Portaria n. 350 (2021, own translation)¹⁶ that, by establishing the “curricular organization of elementary and high school in the scope of public schools in the state school system of the state of Rio Grande do Sul”, removes¹⁷ the physical education of the 2nd and 3rd year of high school from the state schools, maintaining its obligation only for the 1st year and with only one weekly period. It is noteworthy that such suppression is legally supported by Lei n. 13.415 (2017), because, it is reiterated, it does not establish the minimum workload or in which year of high

13 About the “will include” its highlight is timely, because, with Medida Provisória n. 746, de 22 de setembro de 2016, previous, therefore, to the law of reform of high school, physical education was suppressed from the high school curriculum, being mandatory in the stages of early childhood education and elementary school.

14 On the character of studies and practices, Resolução n. 3, de 21 de novembro de 2018, which provides for the curricular reformulation of Novo Ensino Médio, clarifies that: “§ 5º The studies and practices highlighted in paragraphs I to IX of § 4) must be treated in a contextualized and interdisciplinary manner, and can be developed by projects, workshops, laboratories, among other teaching-learning strategies that break with isolated work only in disciplines” (Resolução n. 3, 2018, own translation).

15 Especially with regard to the formative itinerary and technical and professional training.

16 More information at: <https://sul21.com.br/noticias/educacao/2021/12/portaria-implementa-curriculo-do-novo-ensino-medio-para-escolas-estaduais-no-rs/>

17 This fact occurred with other curricular components, not being exclusive to physical education.

school it will be mandatory and, according to the BNCC, its teaching must be developed in at least “one” year of high school (Ministério da Educação, 2018).

The whole movement of knowledge carried out in this section, undertaken with the description and production of the data, has the purpose of substantiating the bases of argument and the assumptions raised here in order to see that, gradually, physical education and the pedagogical work of the teacher, in school, were undergoing changes and restructurings from the reformulations in the context of educational reforms (Lei n. 9.394, 1996; Lei n. 10.793, 2003; Lei n. 13.415, 2017; Medida Provisória n. 746, 2016; Portaria Seduc/RS n. 350, 2021). Such reforms were motivated, in turn, by the productive restructuring of capital and by changes in the world of work that require a new worker profile. In this context, as a form of adequacy, educational policies and curricular arrangements, elaborated within a neoliberal state and representative of the dominant project of society, submit to new productive demands according to the logic and dynamics in force.

Final considerations

As final considerations, the initial assumptions of this article are resumed, but, this time, with the synthetic presentation of the facts that corroborate them, according to the central argument and the movement of knowledge made in order to present and characterize the material basis and the political, economic and world of work conjuncture as the background of the analysis. That said, the pedagogical work in the physical education of Novo Ensino Médio is compromised, as will be shown below:

Assumption 1: in school, physical education does not directly contribute to the formation of the new type of worker recommended by the new morphology of work.

The pedagogical work in the physical education of Novo Ensino Médio encounters difficulties in view of the priority or hierarchy of other curricular components already inserted in the curriculum or in the face of the space dispute with others and new curricular components, such as the components linked to the formation of abstract, creative, adaptable and exalting protagonism skills, the taking of initiative, teamwork and knowledge of the technological equipment, considering progress in the services sector and the technological leaps of the 3rd Industrial Revolution and Industry 4.0. In addition to the urgency of disciplines and knowledge linked to the project of life and entrepreneurship, since, with the movements of replacement of live work by dead work and the demand for flexibility in labor legislation processes, unemployment frameworks increase and, as we know, capital, in line with the minimum state, outsources to the subjects the task of finding or creating “new” forms of work.

The abandonment of physical education, in school, of the dominant project of society and of the process of economic development as a fundamental part for the formation of the workforce was already the agenda of discussions in the late 1990s, as pointed by Castellani: “despite the changes in the social organization of work in our society, motivated – among other reasons – by the process of automation of the workforce that led to the search of the productive body to be secondary” (1998, p. 42, own translation).

Considering that, historically, the legitimacy of physical education was based on its ability to educate “bodies” from the perspective of physical fitness and its purpose was strategically aligned with the development and modernization of an industrial society, which needed social frameworks of workers able, physically, to support working days with exhaustive dynamics and mechanical repetitions, as well as the formation of a racially and morally pure elite, its protagonism was evident and constituted the dominant project of society. In contemporary times, still conceived in the same way by the dominant view, the area loses its centrality in the context of school education, as the

changes in educational policies showed. Nozaki's studies (2015, p. 66, own translation) help to substantiate the argument about the alleged, since "physical education does not seem to act for the formation of competencies, it does not immediately become central in school, as historically it has been", and is therefore "seconded, but only from the immediate point of view, of the dominant pedagogical project that, in turn, has privileged other school disciplines".

It is evaluated, however, that the latest educational and curricular reforms indicate or suggest a more delicate situation than "secondary" or leave in the background in relation to other curricular components. One study argues about the possibility of a new crisis for the area, in the school context: an existential crisis. There would not be, in this way, a secondary *status*, but an exclusion or a flock of the area of time-school space, in the stage of high school (Scapin, 2021), in view of the material table exposed. It is clear that these arguments and supposed ones lack an analysis of the contradictory and the possibility of other justifications.

Assumption 2: in the non-school context, physical education is situated as a service in the market of body practices and physical activities.

To justify the abandonment of pedagogical work in the physical education of Novo Ensino Médio, reference is made to the advance in the service sector, in the economic sphere, on the consumption of body practices as goods, purchased and consumed in gyms, sports clubs, among other private spaces. In this context, physical education and its collection of bodily practices become another service to be consumed in private spaces, without the (direct) mediation of the state.

The state, in its neoliberal political-ideological form, does not care about the health, well-being and leisure of the popular classes. Each subject, in his own way and conditions, must acquire the practices and bodily experiences he wishes as he buys any other product on the market, as another commodity. The most attentive reader of this article should remember that, when the neoliberal state was characterized, the mercantile character assumed when it referred to social goods was emphasized. Body practices are, therefore, services acquired by the consumer and offered by the liberal professional (entrepreneur in the field of body practice services) in private environments.

The development and expansion of private consumption of body practices began in the 1980s with the boom of gyms and fitness clubs and with the advent of the fitness world, opening a field of action for physical education teachers (Nozaki, 2015). The market for services of body practices and physical activities submitted the pedagogical work of the physical education teacher, once committed in the school context, to follow the process of productive restructuring of capital, also being subjected to precarious forms of work and to incorporate the principles of entrepreneurship.

That said, the argument is finalized by highlighting that the pedagogical work in the physical education of Novo Ensino Médio loses, in school, its centrality in the dominant project of society, because it does not directly contribute to the formation of the workforce advocated by the new world of work within the logic of Toyotism, flexible and technological. However, outside the school context, in the quality of service or provision of services to private capital, the pedagogical work of physical education teachers finds a certain place in the economic development project aligned with the retreat of the state, the pragmatics of entrepreneurship and the consumption of body practices and sports brands.

In the context of vilification and the abandonment of pedagogical work in physical education in Novo Ensino Médio, it is necessary to claim another form of understanding and conception of physical education, divergent and antagonistic of the dominant and hegemonic conception. Physical education and its collection of knowledge and body practices situated within the scope of body culture should not be reduced to a controlling, domesticating and alienating discipline that has historically served to form a machine body, submissive to the desires and desires of the intellect.

Therefore, one must overcome the dualist conception of subject and perform a pedagogical work aimed at the formation of the corporeity of the subjects in its entirety, claiming a human formation in a critical-overcoming way.

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