

210 - SUBLIME BODY AND SIN BODY: DEVELOPMENT OF EMBODIMENT IN THE PROFESSIONAL FORMATION IN PHYSICAL EDUCATION

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INTRODUCTION

Realizing the transcendence of the body that is not an end in itself and is held in the other, each other and to the other, surpassing all the concepts that want to shut it down and capture him in order to submit it to outside imperatives, or prohibitions and condemnations that take what is the highest level of being holy which is freedom of the body, labeling it as sinful, it becomes extremely necessary to break the taboo and paradigms from which it has been the victim. (FOUCALT, 1987)

The sublime body and the sin body are not, therefore a literal reading of the term itself, which might suggest the matter of the holy and the profane in man's relationship with his body. Much more than that, it is proposed a meeting among the body with the most current conceptions of embodiment in search of the consecration of the body as a whole, giving its sublimity or desecrating a more academic and plural sense as he is. (BENTO, 2005).

Despite the advances in Physical Education as a field of study that includes the body as a whole, we still found among us, and outdated reductionist analysis that do not give importance to the issue or when it is worse, they do not know it totally. (DESCARTES APUD GALLO in MOREIRA, 2006).

Then, here we try to offer to the future professionals of Physical Education, through the theoretical approach, the most current discussions around of what is the embodiment.

Therefore we have chosen the student community, which although I have often marred by culturally acquired concepts by common sense, which is not always synonymous of truth, are more susceptible to the educational process of awareness and may change the medium or long term of the present scenario in which it is located the Physical Education. (CAGIGAL, 1979 apud TUBINO, 1992 apud RÚBIO 2002).

During practical lessons and experiences in physical education course, it is perceived that many students show a lot of difficulty dealing with his own body and the body of anyone else. These factors have on us some questions about the reasons that created those phenomena.

What is the body? What is its importance? How do we deal with it? How do we see it? Where does it come the fear of touching and being touched? How can I become a physical education teacher if I cannot deal with the embodiment professionally and consciously? This suggests another question also relevant to the solution of the problem, do we have to learn how to deal with the foreign body to be a good physical education professional? (TOJAL, 2004)

METHODOLOGY

The methodology of the research was qualitative and quantitative associated to the field reasearch in the descriptive type. To Bastos (2003) this kind of reasearch favors the direct contact with the phenomenum to be studied and the data collected in the very local. Data were collected through a questionnaire administered to the subjects in order to achieve the objectives pursued by this study: to assess the preparedness of graduates in physical education, to work in the labor market with the embodiment.

The data collected are presented through graphics on the quantitative aspect and on the discourse of the subjects researched referring to qualitative research.

With the result we can make a profile of the graduated students from the Physical Education Course at Faculdade Integrada do Ceará - FIC, showing how they are prepared to begin his professional career to the understanding of Embodiment. The aim was therefore to help to improve the academic-professional Physical Education. It was intended with it collaborate to the improvement of the academic formation of the future Physical Education professionals. It was selected to this reasearch the major of Physical Education of the Faculdade Integrada do Ceará – FIC, group 2008.1, in the period between May and June in the same year. There were 21 interviews with students graduated in FIC from one universe of 73 graduated students in the group 2008.1.

RESULTS AND DISCUSSIONS

After being collected all of the possible surveys, respecting the methodoly previously presented, in order to verify the level of knowledge of the graduated students from FIC about embodiment data were analized and they are here presented in graphics and literal description of the most frequent answers important to the problem question presented in the research.

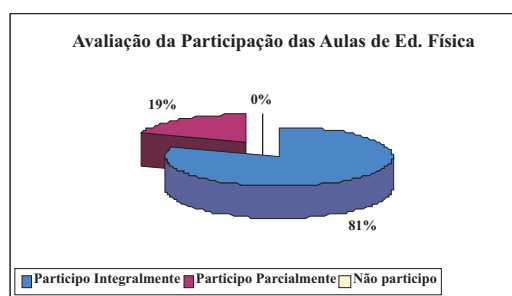


Chart 1: Participation in the practical lessons of physical education course.

The result from this question has a high rate of participation of subjects in the practical lessons of the course. Having stated these 17 fully participate and the other 4 said partial participation in these classes. Based on data collected 89% of respondents have an excellent exploration of the experiences implemented during the course and the remaining 11% have partial participation of these have not been found among those individuals who do not participate in any of these classes.

Based on these data we can see the great interest of students of Physical Education, the experiential lessons during training, and it is not shown the same lack of interest among the objects of the group studied.

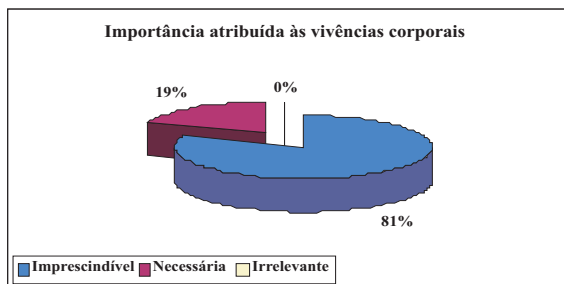


Chart 2: Importance of body experiences for professional activity.

In question 2, emphasizing the importance of these experiences observed in the chart above, 17 research subjects, which means 81% of respondents, show how essential the body experiences the process of training in physical education. The remaining 19% of respondents, which represent only 4 students from the total, identified only as needed, the experiential content for Vocational Training. None of the individuals will understand how unnecessary Training the body experiences in the Physical Education Course. This way you can confirm the importance attached by students of physical education classes of body experiences during the course.

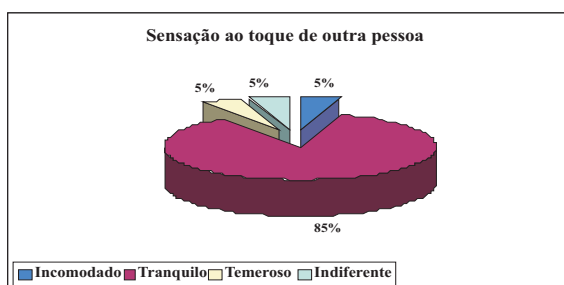


Chart 3: Feeling the touch of other practices of interpersonal relationship

When it comes to subject his body to touch others during an experience of interpersonal nature, the result that research shows it is extremely positive in terms of embodiment.

The data collected show that 18 of the 21 respondents are relaxed about the practices of interpersonal relationship, when their bodies are touched by other people. And see it as very natural, since it occurs in a respectful and professional.



Chart 4: Preparing to deal with the bodies of others in professional action

When hearing about their own preparedness to deal with the body of other people in the professional intervention, 100% of respondents said fully prepared to act professionally. The majority of the group attributes this self-confidence to the formation received, knowledge gained and the experiences obtained during the course to reach this moment. "I think throughout my academic life, with the experience gained today I can act consistently. However, among those who claim to act professionally prepared with human embodiment, to justify their answers some preferred to omit and others show little justification consistent with that previously reported or not directly related to the proposed inquiry. "I think the work ethic is above all because this is part of the profession. "The goal is to help our clients / students."

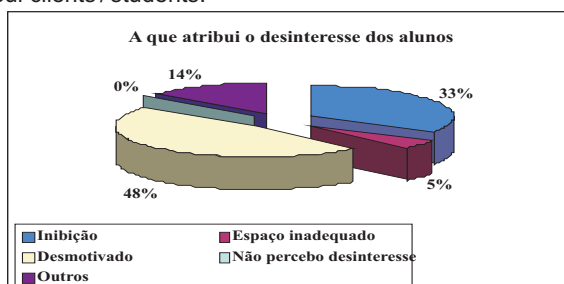


Chart 5: Interest of students for practice

Although research has shown an effective participation of respondents in the practical lessons during the course of Physical Education, the objective of the same features is problematic to be investigated, the fact that there is a certain lack of interest for the classes shown by many students throughout the formation.

The research ultimately see this problem when the objects of research are divided into trying to present reasons to justify this phenomenon. Among all respondents 10 of them consider that the problem lies in the motivation of students with lessons applied, representing 48% of total respondents. The second point made more, totaling 33% of respondents, was the inhibition of the students as a factor responsible for the omission of the students before practical lessons.

Another aspect suggested in the questionnaire was about the adequacy of the space experience, which was presented by 14% of the objects of research as being the cause of the problem proposed. The other 5% had other reasons such as lack of maturity of the students in this issue or even simple disinterest.

The important thing to note in this piece, is that among the items suggested in the question was proposed to them, if they did not realize this lack of interest in practice within the course, and none of the above noted item, that is, everyone thinks there is disinterest among students for practical classes.

The next two questions that close the questionnaire are subjective in nature and emphasize further the qualitative research, focusing more objectively the questioning raised about the understanding of the body and its importance in the formation of professional fitness trainer.

Thus the respondents were asked (question 6), what they mean by the same embodiment. The aim is to confront this issue with the responses obtained openly with those collected.

The replies which have two groups most evident in the problematic proposal. "It is the consciousness of the body." Although the answers given the same line of reasoning suggests a possible understanding of the issue, the lack of depth on the same theme, open space also concluded that they are not sure of what they speak. "I am not sure, I think it is the knowledge about the body."

Being aware of the body, although it is an assumption one who understands the embodiment does not define absolutely what it is, even if somehow this awareness of the body is inserted into the classification.

In the second group, representing just over 50% of respondents, The definitions given point to the seriousness of the questioning raised in this research, when there is a group of students in physical education, not having the least understanding of the embodiment. "Knowing the different parts of the body and the other". "Having control over the person or client you have."

The research shows that the profile of the learner in Physical Education, is one student who did not have access to the understanding of the question, throughout his academic background, reflected in answers completely away from the concept of embodiment.

Only 10% of questionnaires collected at the research subjects, corresponding to 2 among the 21 students interviewed responded more substantive, and which contain a greater understanding of the issue, although one of these did not show sure about your answer. "I do not use this term much, but I think that the person's relationship with his own body, if it is perceived, it is known and accepted."

Based on data collected, it is evident the lack of an approach that addresses the understanding of embodiment in training students and certainly that will reflect in future work that will soon be dealing with the bodies of his clients and students.

Given the results noted above, the next question (6) terminating the search is only a reflection of what was presented in the reports about what is the embodiment. Was asked about the need for physical education professional have a stranglehold on the embodiment for its professional intervention.

The answers again clash with the proposed content, and range from the most complete misinformation to an erroneous interpretation of what will be the embodiment, confused concept to what is body awareness. "Certainly, because to work with the body of another is necessary to be aware of body". Yes! Because the physical education professional has to know the limits of each person's body". "For him to identify the strengths and weaknesses to better prepare a class, serving as a tool for the implementation of their classes."

It is seen here a complete detachment of the meaning suggested in question, the interviewees, who do not have specific knowledge to understand why it is necessary to the professional physical education master the understanding of embodiment for a better professional intervention.

With these data it is easier to conclude that the group with an initial understanding of the embodiment in the previous question, in fact had not really known fact about the proposed question, as defined in knowing the physicality, so we could know to justify the relevance to have it under their rule in professional performance. "The teacher should make students understand their bodies and how they manifest themselves, incorporating the physical aspects external to internal emotional. The body is the presence of all a being who acts, feels and thinks." This response, which includes the expected goals in research, yet presents no quantitative relevance to counter the problematic raised about the lack of understanding of embodiment in the process of training for Physical Education.

CONCLUSION

This monographic study aimed at understanding the physicality, what is its importance in professional and what level of understanding of future physical education professionals, specifically the students of the Faculdade Integrada do Ceará, FIC, on the topic and question. The survey results were satisfactory and the problem that motivated this study, the observations of adhering to the lessons of body experiences in physical education. Although the graphics point to a broad participation from the subjects investigated here, the confrontation of these objective data with the justifications given in the subjective questions of the research showed that there really is a widespread misunderstanding about what is the embodiment. Even without knowing what it means, attach importance to the understanding of embodiment for the practice, but it showed not to know why it is a relevant fact of that knowledge in their future intervention. Likewise all of them believe they are prepared for professional practice. Not having a professional understanding of the body and all its complexity, ending only in the physiological, biomechanical and psychomotor development, without realizing the socio-cultural, political, and spiritual place in that world and the world, not can this be said properly prepared to deal with the body.

This knowledge is to ensure that the understanding of the peculiarities found in each student in each customer, each new intervention, which will give different results because they are fruits of all this set of experiences that make the human being unique. And only in bodily experiences, trying to understand itself as a body that has its own history and individuality, not just organic, as it is widely spoken in physical education, but their individuality psychological, cultural and transcendent can we absorb this understanding corporeality. Not as another discipline that applies the contents to the taxpayer who must acquit, but content that is extracted from the learners themselves, through their experiences throughout life.

So can the student, knowing yourself, understanding one's own corporeality, feeling truly prepared to deal with this

complex whole that will be delivered to your professional intervention. But for this, you will first need a paradigm shift in the current concept of what is important to the formation of a trader, seeking to reverse the problem within the student community, which just continues to reproduce what it is presented as essential to its formation. Out of this technical concept of formulas permits good shape and ready to meet the demands of a market extremely petty and damaging to the current concept of health, not an easy task and requires the student community itself a more conscious and critical in understanding of the profession of Physical Education.

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SUBLIME BODY AND BODY SIN: DEVELOPMENT OF EMBODIMENT IN TRAINING IN PHYSICAL EDUCATION ABSTRACT

The man is a being complex and plural that is not closed itself and the other is completed, with another and to another, in a way that is inserted in this interfering his suffering any influence possible in their training. Understand that the human diversity that manifests itself in his body, the way it presents itself in the world, is fundamental to all that he proposes to work with the body, especially the training of Physical Education. Understanding the body is realizing that the body is much more than a complex set of physiological systems that can examine in laboratory and mechanistic, is knowing that this body has in its constitution also a component psychological, social, cultural and even mystical that you are single and plural at the same time. This is the direction that this study aims to discuss the training in physical education, from research done with students of the Faculty of Integrated Ceara, and thus assess the level of understanding of the academic community on the body, and if they truly are prepared to act as professional Physical Education. What is body, what its relevance to the work of Fitness? Finding the answers to these questions, from the look of the trainee who is on the eve of its entry into professional life is one way to assess the extent to which these future professionals are really prepared to pursue the profession and work with the body in a much more humane and in line with the latest discussions over which the function of Physical Education and Science of the Human Motion.

KEYWORDS: Corps. Corporeidade. Training. Fitness.

SUBLIME ET CORPS CORPS NAS: LE DÉVELOPPEMENT DE RÉALISATION DANS LA FORMATION EN ÉDUCATION PHYSIQUE RÉSUMÉ

L'homme est un complexe et pluraliste que des fins en eux-mêmes et est complété dans un autre, les uns avec les autres et à l'autre dans le milieu où il se trouve et cette atteinte à sa souffrance toute influence possible sur sa formation. La compréhension de cette diversité de l'homme manifeste à travers son aspect physique, la façon dont ce pouvoir dans le monde, il est essentiel pour quiconque entend travailler avec le corps, particulièrement l'éducation physique professionnel. Comprendre mode de réalisation est de réaliser que le corps est bien plus qu'un ensemble complexe de systèmes physiologiques qui peuvent examiner dans le laboratoire et mécanique, est en sachant que ce même organisme dans sa constitution, est également une composante psychologique, social, culturel, voire mystique vous êtes célibataire et pluriel en même temps. C'est pourquoi cette étude est de discuter de la formation en éducation physique, de la recherche menée avec des étudiants de Faculdade Integrada do Ceará, et ainsi évaluer le niveau de compréhension de la communauté universitaire sur la physicalité, et si ces sont réellement prêts à agir en tant que préparateur physique professionnel. Qu'est-ce mode de réalisation, quelle est sa pertinence pour l'éducation physique professionnel? Trouvez les réponses à ces questions, de l'apparence des apprenants eux-mêmes qui est la veille de son entrée dans la vie professionnelle est une façon d'évaluer la mesure dans laquelle ces futurs professionnels sont réellement prêts à pratiquer et à travailler avec l'organisme en une Europe plus humaine et en conformité avec les dernières discussions sur laquelle la fonction de l'éducation physique et des sciences du mouvement humain.

MOTS-CLÉS: Corps. Mode de réalisation. Professionnel. L'éducation physique.

SUBLIME CUERPO Y EL CUERPO SIN: EL DESARROLLO DE REALIZACIÓN DE LA FORMACIÓN EN EDUCACIÓN FÍSICA RESUMEN

El hombre es un complejo y plural de fines en sí mismos y se termina en otro, uno con el otro y al otro en el centro donde se encuentra y esto interfiere con su sufrimiento cualquier posible influencia en su formación. La comprensión de esta diversidad de los humanos se manifiesta a través de su físico manera, el presente poder en el mundo, es esencial para cualquier persona que tiene la intención de trabajar con el cuerpo, en particular la educación física profesional. Realización Entendimiento es darse cuenta de que el cuerpo es mucho más que un conjunto complejo de los sistemas fisiológicos que pueden examinar en el laboratorio y mecanicista, es saber que este mismo órgano en su constitución es también un componente psicológico, social, cultural, incluso mística usted es único y plural, al mismo tiempo. Por ello, este estudio es analizar la formación en Educación Física, de la investigación realizada con estudiantes de la Facultad Integrada do Ceará, y así evaluar el nivel de comprensión de la comunidad académica sobre el físico, y si éstos realmente están dispuestos a actuar como un entrenador de fitness profesional. Qué es la encarnación, ¿Cuál es su importancia para la educación física profesional? Encuentra las respuestas a estas preguntas, desde la mirada de los propios alumnos, que es la víspera de su entrada en la vida profesional es una manera de evaluar el grado en que estos futuros profesionales están realmente preparados para la práctica y el trabajo con el cuerpo en un mundo más humano y en consonancia con los últimos debates sobre los que la función de la Educación Física y Ciencias del Movimiento Humano.

PALABRAS CLAVE: Cuerpo. Incorporación. Profesional. Educación Física.

O CORPO SUBLIME E CORPO PECADO: DESENVOLVIMENTO DA CORPOREIDADE NA FORMAÇÃO PROFISSIONAL EM EDUCAÇÃO FÍSICA RESUMO

O homem é um ser complexo e plural que não se encerra em si e se completa no outro, com o outro e para o outro, no

meio em que está inserido interferido neste e dele sofrendo toda a influência possível na sua formação. Entender essa diversidade do humano que se manifesta através de sua corporeidade, na forma como esse se apresenta no mundo, é fundamental a todo aquele que se proponha a trabalhar com o corpo, em especial o profissional de Educação Física. Compreender a corporeidade é perceber que o corpo é muito mais que um complexo conjunto de sistemas fisiológicos que se possa examinar de forma laboratorial e mecanicista, é saber que esse mesmo corpo tem em sua constituição também um componente psicológico, social, cultural e até místico que lhe fazem plural e único ao mesmo tempo. É nesse sentido que o presente estudo se propõe a discutir a formação profissional em Educação Física, a partir de pesquisa realizada com os estudantes da Faculdade Integrada do Ceará, e dessa forma avaliar o nível de entendimento da comunidade acadêmica sobre a corporeidade, bem como se estes realmente se encontram preparados para atuar como profissional de Educação Física. O que é corporeidade, qual sua relevância para o profissional de Educação Física? Encontrar as respostas a esses questionamentos, a partir do olhar do próprio formando que se encontra às vésperas de sua entrada na vida profissional é um caminho para se avaliar até que ponto estes futuros profissionais estão realmente preparados para exercer a profissão e trabalhar com o corpo numa perspectiva mais humana e em consonância com as mais novas discussões sobre o qual a função da Educação Física como Ciência da Motricidade Humana.

PALAVRAS CHAVES: Corpo. Corporeidade.

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