117 - SELF-KNOWLEDGE AND BODILY PRACTICES: FOR AN INTEGRATING EDUCATION FROM KNOWING TO BEING IN THE TRAINING PROCESS OF PHYSICAL EDUCATION TEACHER

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We have been living a historic time of radical and surprising changes in social reality that challenge our best theoretical understandings as educators committed to the humanistic training of being. Facing the multiple challenges emerging of rapid scientific, technological and social changes, we are influenced in the search for a broader and systemic view of reality that transcends the materialistic perspective and may to elucidate this new dynamics in relations between the being, nature and society, opening new paths for education.

The degradation of personal relationships, loneliness, and loss of certainty with the inability to take the uncertainty has fed an increasingly widespread subjective evil. As this evil in our souls is hidden in our interior, as it unfolds in a psychosomatic way into insomnia, shortness of breath, stomach ulcers and diseases, we do not realize its civilization and collective dimension and we rely on doctor, psychotherapist, Guru (MORIN, 1994, p. 69).

We live in a time of crisis: a human being's relationship with himself, with others, with nature and with the transcendent dimension of life. A time of great risk. In relation to himself, man seems increasingly marked by anxiety and fear, using anesthetic of the massive culture.

In the trouble days of the contemporary world, where the man is increasingly in their daily struggle for survival, and this is reflected by the incessant search for material goods, has become the man of our time a bondage of competitiveness to take and hold power. Today, materialism prevails in the world which in practice has meant rationalism, egotism, brute force, destruction and pain.

The individual life seems to be growing in tension rather than growing in comfort and tranquility, even though the material comfort is in fact increasing. This happens only because people do not have a means to improve their skill and efficiency that every man has within himself.

What we see in Western society is that the existential being is polarized in a materialist reality which crystallizes, supports and blocks through of many constraints to manifestations of essential being which is source of inspiration, creativity and intuition.

In relation to the others, individualism, competition, exploitation and the instrumental use of human beings mark the interpersonal relationships. We live an overall deep crisis, in which the emotional and existential emptiness, caused by the irregular manipulation, have promoted poverty, violence, corruption, fear, insecurity resulting of fragility of relationships and human values.

In connection with nature, the systematic decline of ecosystems have been unbalancing the dynamism bases that sustain life, generating consequences as the decline in biodiversity, the holes in the ozone layer and endangering the right to life of future generations.

This global crisis (family, educational and social) is reinforced by the transition from authoritarianism that put fear and repression, where the moral values to the establishment of order and discipline was strict for this phase where we are: from the indifference or indecision in regard to laws, norms and values to ensure the social interaction. “Knowing how to deal with freedom and autonomy and at the same time, with discipline, order and respect is the great challenge of the new times” (SAMPAIO, 2004, p. 30).

The remarkable advancement of science and technology was neither being followed by advances in the ethical and existential plan. Wars continue and violence is spreading in environments that were established a few years ago, could not imagine.

We must learn to cope with uncertainty, since we live in an era of changes in which values are ambivalent, and everything is connected. That's why the future of education tends to return to the uncertainties related to knowledge. Those uncertainties are reflected throughout the education. A good part of teachers and educators away from their lessons systematically everything that comes to the issue of life, the issues of his goal and purpose.

In general, today, it has seen a truly market cult, where the ability to compete is regarded as virtue and competence, hiding and leaving out the pervasive, essential and basic human needs to building of human dignity. Furthermore, the cult of the market is becoming a survival condition of people and countries, thus increasing extent on education, starting even to determine the purposes and therefore subtracting the individual one of the most expensive achievements of Western man who is freedom to be and make options and choices. “The human being is free to take a position on any conditions it faces. Freedom is a challenge, a paradox, similar to the life" (FIZZOTTI, 1996, p. 57).

Unfortunately, the human being is losing touch with the earth, with fraternity, face the conflict of opinions, to the imposing of intellect on sentiment, the automation that transforms humans into the machine, repeat the activities that destroys them the ability to creating, enriching with new spiritual values.

We have not spoken with God because we lost contact with the God within us, that spirit alive that animates our being, the pulsating heart of our inner that illuminates our being and gives meaning to our lives.

Games of public and political power constitute themselves in extreme sophistication of the game of roles and masking of what is personal. The danger of living beyond our own contact area is represented by the society master on us realized through education and training roles not consistent with the close needs and desires of moment.

It is urgent to break with this Cartesian-Newtonian model in education, model fragmented, and disconnected from reality and the cultural context, which continues following a managerial approach of the knowledge production for consumption by a completely undifferentiated, apathetic and amorphous population.. You can not stay stuck to a paradigm of education that oppresses, excludes, masses and leaves of humanizing.

We need new educational model that not only collaborates for the formation of being, but also recognizes the learning as a complex process in permanent construction, which depends on the actions and reactions that you know. Besides, it depends on what happens to your body, structural changes which occur in the self -poetic organization, the mutual influences between

individuals and the environment where he belongs. A paradigm that works for the full training of being apprentice , which is able to bring education to life and bring a little more life inside of our classrooms.

We need to be aware that many of our teaching practices are still based on the old paradigm of the odorless, tasteless, colorless and lifeless science as subject and object are separate. An education without living beings produces incompetent beings unable to think, reflect, to build and rebuild knowledge and conduct scientific discoveries.

We defined as object of this research study the relationships between the self-knowledge and corporal practices in the perspective of an education geared to the integration of personal and transpersonal development in the educational process. From this study subject, we make the following aim for the search; investigate the phenomenon of self-knowledge through the practices of harmonizing body and its contribution to a transpersonal education uniting the knowing to be in the educational process.

As a way of directing our intention to search, we make the following questions for study:

1 - What are the constitutive dimensions that characterize a transpersonal education and consciousness and corporal practices for in-service training of Physical Education teachers which incorporates the knowing to be in the educational process?

2 - How to create a change of vision in physical education teachers both for himself as for his students, the school and the ultimate goal of education?

The guiding questions of research to the process of training teachers made us organize an cognitive ecology which includes the dimensions of knowing, doing, being and living.

The interaction of knowledge to be in the educational process has represented a movement in the universe of education for the balance between reason and sensibility, between the personal and transpersonal dimension of the human being.

Using the self-knowledge as a learning tool, we acquired the self-control of our bodily sensations, and accordingly, disharmonies give rise to a feeling of satisfaction and harmony in our body. "The self-knowledge is practical thing which has nothing to do with beliefs if remains strong, it works and runs day after day" (KRISHNAMURTI, 1991, p. 86).

From the inside look that leads to consciousness, the subject remains in this material world and may turn to the other one. So, if we look for ourselves, we need a new mind every minute. The vision of transpersonal psychology around the man is rich of hope in favor of his ethical exaltation ethical, as well as their intellectual growth. And from that perspective, will live to love and be loved, illuminate the shadows and make the Self prevail.

We understand that knowledge must be done by the entire individual, not only for the reason. And that is all that shapes the images to which the world has adapted. Knowledge expands the horizons, but the feeling experiences them. Knowledge liberates, but the feeling provides heat to life. The human being is a whole bundle of emotions that need to be well targeted, and that education, knowledge and the exercise is in charge of transforming experiences.

Knowledge is action incorporated throughout the living being, he can continue to exist in a particular way to produce your world. Thus, "living creatures that are able to maintain beings in a flexible and adaptive way, the dynamics to continue learning" (ASSMANN, 1998, p. 22).

From the assumption, the training of teachers is a condition to understand that the success of the didactic-pedagogical proposals influenced by the policies of today, by being heavily dependent on certain needs and motivations of teachers to review their practices. We believe that changes in the representations, attitudes and expectations of teachers on their professional activity happen when these needs and motivations are met.

Methodologically, we chose to research-action as a strategy of knowledge, interactive method of the bodily practices of self-knowledge. In action research, we seek the knowing to act and acting to transform. The integrative approach of mental functions allowed to make the bridge between the theoretical conception of entire Being and the teaching practice in classroom, and transpersonal psychology will reveal the true interior potential of being.

I urge everyone who are considered trainers, to adopt as the first task in their training courses, the proposal of knowledge and self-knowledge of subject in training, regardless of the level of schooling.

We highlight in this paper the training process to recognize and assume its responsibility involved in the relationship between vocational training and personnel. In our meetings were emphasized the possibilities to act as an educator, often in situations where the shade prevails, reaching beyond the daily paradoxes. Os educators in training could reflect on themselves, on their professional reality and their interpersonal relationships.

Some students found to be unreliable, however, could feel able to recognize the "subtle alarms" of the situations they dislike, developing the self-reliance through close changes, recycling, close reforms, occurring throughout the search that did to stem on new attitudes and postures in the actors involved.

We consider relevant the subtle opening attitudes, in addition to promote awareness and encourage the experience of spirituality as a basic assumption so that we lead an ethics in respect to people and collaboration in the maintenance of life. By recognizing the transpersonal dimension that make up us, highlighted in transpersonal meetings were relevant to new learning and the development of teacher training.

ABSTRACT

This thesis deals with the self-knowledge importance and corporal practices and the contribution of the Transpersonal Education for the initial formation process of students of Physical Education. In this context, students are stimulated to come in contact with the bases of learning to know, to make, to live together and to be for the promotion of integral education. This work presents tracks for the teacher formation of Physical Education. It deals with the unfolding of teaching experiences in 2006, in Graduation Course in Physical Education of Universidade Federal do Rio Grande do Norte, in subject of Corporal Conscience, offered to undergraduate students which can be characterized as an action-research. This process was chosen as knowledge and intervention method because it allowed knowing and acting at the same time, studying the conditions and results of accomplished experience. In shared meetings with reflected experiences, we appeal to the experiences of situations that had mobilized the corporal, emotional, mental and spiritual dimensions of participants. The data collected through observations, accounts, questionnaires and interviews of learning processes had been starting points for the beginning of dialogue along with students of Graduation Course in Physical Education. The findings had been interpreted through of hermeneutics and discourse analysis. In this research, participants are considered as protagonist and boosters of educative process. The theoretical basis was supported by Transpersonal Education which contributed for a peace culture and respectful relationship. In its initial formation process, this research protagonists had evidenced of the importance of transpersonal education, geared toward action and changing, new ways of being and living together, facing the daily conflicts from a human and rational perspective. The

research emphasized the importance of a new look on the teacher formation of Physical Education to face the limits of fragmented formation.

Key-Words: Self-knowledge, Transpersonal Education, Teaching Formation, Corporal Practice.

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AUTOCONNAISSANCE E LES EXERCICES DU CORPUS: POUR UNE EDUCATION TRANSPERSONNELE EN INTEGRANT LE SAVOIR AU ÊTRE, DANS LE PROCÈSS DE FORMATION INITIAL DES ÉLÈVES D'ÉDUCATION PHYSIQUE

RÉSUMÉ

Cette thèse s'agite de l'importance de l'autoconnaissence, des exercices du corps e de l'aide de l'Education transpersonnele pour le procèss de formation initiale des élèves d'Education Physique. Dans ce contexte, les élèves sont stimulés a contacter les fondements d'aprendre a connaître, a savoir faire, a convivre et a être, pour la promotion de l'education intégrale. Nous laissons la priorité a la conception holistique d'éduquer dans le Modèle Emergent. Dans cette conception, les élèves de formation initiale sont conduits à resgater la vision du être intégral, de la vie, et de l'amour comme des fondements de l'éducation. Ce travail présent pistes pour la formation du profeseur d'Education Physique.Il s'agite de déployement d'expériences d' enseigment pendant l'anné 2006, au cours de graduation en Education Physique de l'Université Fédérale du Rio Grande do Norte, dans le sujets d'études conscience du corps, offri aux élèves en formation. Elle peut être caractérisé comme le méthode de connaissence e intervention, parce qu'elle permis au même temps connâitre acture, en étudiant les conditions e les resultats de l'éxpérience effectuée. Dans les rendez-vous, partagés avec expériences réfléchies, nous avons recouru à les expériences de situations qui ont mobilisé les dimensions de corps, d'émotions, et d'esprits de tous ces qui ont participé. Les données recueillies pour l'observation, les enregistrements, les questionaires et les interviews des procèss d'apprantissage ont été points de partie pour l'initio du dialogue au prés des élèves en formation du Cours en Education Physique. Les données trouvée out étés interprétées à travers de demandes et résponses et d' analyse du discurs. Ces qui ont participé sont consideres dans cette recherche comme protagonistes activs dans le procéss éducatif. Les références théoriques ont étés pour fondements l' Education Transpersonnelle qui contribue par une culture de paix et de quelques qui vivent avec les autres d'une façon respectable.

Mots-clef : Autoconnaissence, Education, Formation de Professeurs, Exercices Corporales.

LIBRE Y PRÁCTICAS DE LAS EMPRESAS: UNA EDUCACIÓN QUE SABER PARA SER PARTE INTEGRAL EN EL PROCESO DE FORMACIÓN DE DOCENTES EN EDUCACIÓN FÍSICA

RESUMEN

La tesis trata de la importancia del autoconocimiento y de las prácticas corporales y de la contribución de la Educación Interpersonal para el proceso de formación inicial de los alumnos de Educación Física. En ese contexto los estudiantes son incentivados a establecer un contacto con los fundamentos de aprender a conocer, a hacer, a convivir y promover la educación integral. En ese trabajo se presentan huellas para la formación del profesor de Educación Física. Tratase del desdoblamiento de vivencias docentes y probadas en 2006, en el Curso de Graduación en Educación Física de la Universidad Federal del Rio Grande do Norte, en la asignatura de Conciencia Corporal, ofrecida a los estudiantes en formación. Logrando ser caracterizada como una encuesta- acción. La encuesta-acción fue elegida como método de conocimiento e

intervención porque permitió al mismo tiempo conocer y actuar, estudiando las condiciones y los resultados de la experiencia realizada. Compartidos con experiencias reflejadas, recorrimos a las vivencias de situaciones que movilizaran a las dimensiones corporales, emocionales, mentales y espirituales de los participantes. Los datos recogidos por medio de observación, registros, cuestionarios y encuestas de los procesos de aprender fueran puntos de partida para el inicio del diálogo frente a los alumnos en formación del Curso. Los datos recogidos fueran interpretados por medio de la hermenéutica y análisis del discurso. Los participantes son considerados en esa encuesta como protagonistas e impulsores del proceso educativo. El referencial teórico, fue aclarado por la Educación Interpersonal, educación que contribuyó para una cultura de paz y de convivencia respetuosa. Los protagonistas de la encuesta en su proceso de formación inicial constataran la importancia de la educación interpersonal, convertida para la acción y cambio, para nuevas maneras de ser y de vivir, haciendo frente a los conflictos del cotidiano en una perspectiva humana y racional.

Palabras Clave: Autoconocimiento, Educación Interpersonal, Formación de Profesores, Prácticas Corporales

AUTOCONHECIMENTO E PRÁTICAS CORPORAIS: PARA UMA EDUCAÇÃO INTEGRADORA DO SABER AO SER NO PROCESSO DE FORMAÇÃO DO PROFESSOR DE EDUCAÇÃO FÍSICA

RESUMO

A tese trata da importância do autoconhecimento e as práticas corporais e a contribuição da Educação Transpessoal para o processo de formação inicial dos alunos de Educação Física. Nesse contexto os alunos são incentivados a entrar em contato com os fundamentos de aprender a conhecer, a fazer, a conviver e a ser para a promoção da educação integral. Este trabalho apresenta pistas para a formação do professor de Educação Física. Trata do desdobramento de vivências docentes experienciadas em 2006, no Curso de Graduação em Educação Física da Universidade Federal do Rio Grande do Norte, na disciplina de Consciência Corporal, oferecida aos alunos em formação. Podendo ser caracterizada como uma pesquisa ação. A pesquisa-ação foi escolhida como método de conhecimento e intervenção porque permitiu ao mesmo tempo conhecer e atuar, estudando as condições e os resultados da experiência efetuada. Nos encontros compartilhados com experiências refletidas, recorremos às vivências de situações que mobilizaram as dimensões corporais, emocionais, mentais e espirituais dos participantes. Os dados coletados por meio de observação, registros, questionários e entrevistas dos processos de aprender foram pontos de partida para o início do diálogo junto aos alunos em formação do Curso de Graduação em Educação Física. Os dados encontrados foram interpretados por meio da hermenêutica e análise do discurso. Os participantes são considerados nessa pesquisa como protagonistas e impulsionadores do processo educativo. O referencial teórico foi ancorado pela Educação Transpessoal, educação que contribuiu para uma cultura de paz e de convivência respeitosa. Os protagonistas da pesquisa no seu processo de formação inicial constataram a importância da educação transpessoal, voltada para a ação e mudança, para novas maneiras de ser e de viver, encarando os conflitos do cotidiano numa perspectiva humana e racional.

Palavras-Chave: Autoconhecimento, Educação Transpessoal, Formação de Professores, Práticas Corporais.