59 - THE PLAYFUL PHENOMENON IN THE LIFE OF TEACHERS OF PHYSICAL EDUCATION RESEARCHERS IN BODINESS

EDMILSON FERREIRA PIRES
Universidade Federal do Rio Grande do Norte/Natal/RN/Brasil
edpires@ufrnet.br

INTRODUCTION

The reports involving life of teachers until the Decade of 80 were little developed and, Furthermore, disregarded in educational studies (NÓVOA, 1992), not being worthy of respect and importance. Today, studies on the life of teachers has been developed from a methodological approach that offers a new field of possibilities and interactions in the context of research in education through employment or oral narratives called life stories (BALL; GOODSON, 1997).

In the international context, in the last ten years, the studies on lives of teachers has been developing with great intensity. Ball and Goodson (1997) emphasize the need to see the work and career of teachers in relation to the context of their lives in General. In understanding Goodson (1992a), we need to see that until then the researchers had not confronted the complexity of the teacher as an active agent making his own history. In this perspective, a new horizon of interpretative possibilities for educational research has been developed (NÓVOA .1992, 1995; GOODSON, 1992a, 1992b; HUBERMAN, 1992).

The surveys conducted with reference to the practice of teachers, employment of life story, mark, largely teaching practice, realizing the teacher as "practical" and separates your personal life from his professional life, so that these two aspects present in the life as drive configure themselves as distinct realities and without any connection (GOODSON, 1992a). In Brazil, among the studies using the story of life to search about the teachers more focus is in the context of the school, in the initial training, continuous and in service, that is, meant for the process of training and professionalization courses.

In international literature, studies on lives of teachers of physical education have been exploited by Schempp (1993), and Norback (1994), Tannehill Wattay et al. (1994), Pissanos and Allison (1996), O'Sullivan and Tsangaridou (1997) and Schempp et al. (1998), among others, noting also that those studies relate most with concern for the reflective process, the formation side and a knowledge base required for teaching. In the context of physical education, we highlight the studies on life stories developed by Costa (1998) and Pires (2000) who seek to highlight the history of life on an entire dimension Be and human achievement. Aim also to the work of Borges (1998) that directs your look on life of teachers in the construction of knowledge and its pedagogical practice.

It has been the professor of higher education, training and teaching as been little explored as a source of research, engendering voices that translate into calls on a few isolated studies and discontinuous within the theme of life of professors: "urges that the University teaching as focus of discussion, reflection and innovation, is embraced" (MOROSINI, 2001, p. 12). For the author to university teaching has remained a box of secrets that need to be loving.

In the book Professor of higher education: identity, teaching and training, (MOROSINI et al., 2001), the authors bring to the discussion the problem of University professor of life giving emphasis to training, education and assessment and to a lesser degree, to study their trajectories as a person and professional, recognizing the importance of research and studies focused on the life trajectories of teachers include the articulation of personal and professional life.

Understanding the personal and professional lives of teachers brings to the center of debate and analyses their voices expressing different ways of being and living, with relationships that express themselves in a critical way, playful and creative, in different contexts of their life trajectories.

Is researching the life of teachers we find methodological and epistemological subsidies for understanding the construction of the social field, in which they are inserted as subjects active and creative in its history, which we have a lot to learn and learn. "Studies on teachers ' lives can help us to see the individual in relation to the history of his time, allowing us to face the intersection of life history with the history of society, thus clarifying the choices, contingencies and options facing to the individual" (GOODSON, 1992b, p. 75). Thus, the reality of the trajectories of lives revealed comes back all the richness and diversity of everyday life that merges in his personal and professional. As a challenge to our intellectual curiosity, we have the following concern: As the playful phenomenon reveals itself in the life of teachers-researchers who investigate in under construction?

Bring the playful and sensitive nature of the game of life of teachers of physical education for the context of educational research, presents itself as a fundamental goal of this article. It also represents the intention and commitment to be entered, as a researcher in the field of physical education, a movement of hope and struggle for a more humane world and an existential meaning for life.

It is our shared efforts of what Goodson (1992a) and Nóvoa (1992) identify themselves as being the inclusion of the voice of educational agents, especially teachers, in studies of the profession, the stories of life and of pedagogical intervention proposals.

As an epistemological expedition, our guidance in this article was guided by the following basic theoretical: the man plays only when it is fully man and fully only when man plays (SCHILLER, 1991); The under construction is a complex human reality and transdisciplinary representing the being in its wholeness (PIRES, 2000); Knowledge is a navigation in an ocean of uncertainty respingado of archipelagos of certainties (MORIN, 1999); Is the emotion that defines our action, being the task of training the human basis of whole educational process (MATURANA; REZEPKA, 2003).

The partners of this epistemological expedition were two teachers of higher education, federal institutions that has initial training in physical education, both possessing master's and doctorate in education. The choice came from the look of sensitive researcher, which takes central reference by its intention to make an investigative reading of their lives. A fact extremely facilitator is the academic level of involvement and relationships lived with them since 1998 to the present day. With this look sensitive, were established the following basic criteria: first, teachers-researchers that look up under construction through play and playfulness; Second, authors, co-authors, and guiding of a relevant scientific production by the field to which they belong; third, teachers-researchers professional trainers in physical education and related fields; Fourth, demonstrate in their studies and academic autonomy and scientific publications; Fifth, in his works and interventions express be proven by creative, indicative proposals of new ideas or opinions about different topics of ongoing research, but also in scientific events.

We emphasize that the theoretical basis of this study if you have set up around the study of under construction, the playfulness, the game while the perspective of education, especially as main references: Assmann (1995, 1998, 2000), Bachelard (1985, 1996), Caillois (1986), Cavalcanti (2010), Csikszentmihaliy (1999), Duvignaud (1982), Gardner (1996, 1999), Huizinga (1999), Maffesoli (1998), (1999, 2000), Schiller (1991).

Methodological research process we penetrated by biographical approach, using the story of life as research guide. Combined with this option and seeking to ensure the understanding to the scientific requirement, own a thematic research of this size, we have adopted the guiding principles of Ethnomethodology, which according to Coulon (1995) allow the understanding of the phenomenon extends from understanding that we are all "sociologists in practical State." In this sense, the interpretive process was in mediation between the lived and the concept. "Explain more, in order to understand better. [...] The concept is not opposed to the more experienced to disqualify it, and the search for meaning is from ' imperfect ', in a dialectic meditations unfinished; always open for a new direction "(DOSSE, 2001, p. 399). In addition, leaving the opposition between individuals and society; capture the dialectical relations between roundness or subjective points of view of the subject and its inscription on the objectivity of a story; interacionist perspective, capture the subjectivities, understand how the conduct is continually redesigned, taking into account the expectations of others; recognize a sociological value in individual saber.

Anyway, were navigation strategies and maneuvers that allowed our trace route and lead the expedition developed, navigating the ocean of sensibilities, visiting the archipelagos of the knowledge of the sensitivity and the beach of under construction, always bathed by the waters of leisure environments.

THEORETICAL FOUNDATIONS

On the trip by the Ocean have decided to anchor our sensibilities in vessel "Beach of the bodiness". There were able to experience the pleasure of diving in the waves of Phenomenology and transdisciplinarity. On the other hand, the one who investigates the sandy ground of under construction need to be aware of when inaccurate, to complex and the imperfections of an order which is also disorder, in which the visible and the invisible if reveal how possibilities in a dialectic game of ebb and flow of the waves, which can only really be played on the ground of a new rationality, a "reason open" proposal long ago by Bachelard (1996).

For Moral (1993), the theme of under construction ends, in itself, the idea of complexity for many considered creeping, whereas from the under construction that we turn over the body that we are and we live in the context of complex existencialização horizon. Cavalcanti (2010) highlights that under construction in the manifest and unmanifested of human nature are represented and perfectly integrated in that manifests the ludopoiese from the theory of autopoiesis of Maturana (1997).

To establish the relationship between the game and the beauty, Schiller (1991, p. 83-84) drew attention to the true spirit of the game: "the beauty existing really is worthy of playful impetus real; by the Ideal of beauty, however, that the reason is also given as establishes task an Ideal impulse playfulness that man must have all their games ". For the philosopher Schiller (1991, p. 92), "man must only play with the beauty, and that only with the beauty he should play". Schiller penetrates deeply into the true meaning of playfulness to human existence, stating that it may seem paradoxical the following statement: "the man plays only when a man in the full sense of the word, and only man is full when you play".

Researchers and scholars of the playful dimension shall ensure that the man only becomes truly human when plays (SANTIN, 1994). In this perspective, we add that to understand the human sense of playful you must investigate this man who produces and plays the playful in your life experience.

So, we understand and we learn from the experiences of human movement, their degree of beauty, harmony and pleased that causes while game. As Huizinga (1999, p. 11), for the adults the game "only becomes an urgent need to the extent that the pleasure he caused the transforms a necessity".

Notice in this playful game region that invades our existence, bringing digression, dreams, user-friendliness, party, pleasure, freedom and countless speculations of our imaginary. This field of playfulness should be discovered, but understood, in the context of this ocean of sensitivities that we explore in this article. Caillois (1986) recognizes that the game generally introduces in life, adding all ability to jump obstacles or to confront difficulties.

Anyway, we recognize that relations of playfulness with the categories of aesthetics and of the game provide valuable contributions to the study of under construction, having as fundamental the idea to realize the game as an act of creation and inspiring situations of our human existence, the game did not find people divided, because the ideal of beauty this becomes a source of playful impetus and harmony that man has this in the intermediation of your sensitivity with its rationality. Already the aesthetic becomes basic principle to allow the game to serve as meeting the inspirational sources and abundances of life, by setting as permanent contemplation, becoming the transcend and of human existence.

THE PLAYFUL AS AN EXPRESSION OF THE LIVES OF TEACHERS

Delve into the lives of teachers required to overcome the current epistemological frames to bathe in a process of knowledge construction that relies not on candied and immutable truths, but that is always on the move to transcend with permanent risk to the critical and always anchored in the idea of revamping and be questioned or downsize it.

The playful phenomenon in the life of the teachers of this epistemological expedition emerged from differentiated reflections expression present in narratives, emerging of souvenirs coming from childhood and permeate throughout his life, seeing the playful not simply as an expression of pleasure and joy, but primarily as a trigger element of personal and professional development, the flow of the potential of their intrapersonal intelligence interpersonal, existential and.

By playful unable to reveal the facets of "learning to be and learning to live" of these teachers, who has been standing in the daily search towards life. Be playful with same dimension reflected in the body rather than intrapersonal in be in having a body, be playful with the other is expressed in the interpersonal dimension in live socially and be playful in the challenges and struggles of life reveals itself in the existential dimension. Are fundamental aspects with senses and meanings to an educational process of life, citizenship, of pleasure and happiness, expressed in permanent flow States.

In their life stories, met with the opening to a depth professional practice conscious, attentive to human achievement. The self-reflection of each about your search process and his acting teacher brings with it the presence of playful impetus.

The sentiments expressed in the reports are intensely experienced feelings and emotionally driven as aesthetic contemplation, as acts of practical life involved in daydreams. Are life stories that relate to individuals, but who belong to a collectivity.

The life stories demonstrated that the processes of education that had resulted in a personal investment, free and creative with a view to building a personal identity that expresses itself in a professional identity recognition by their peers. A formation built by means of a critical and reflective work on teaching practices and political militancy experienced in the course of

the training until today, that for Nóvoa (1992) corresponds to the permanent reconstruction of teacher's personal identity.

Sensitive this dimension in the life of each one of the teachers, allows you to interpret and intervene interactively in building your own knowledge and dynamics of construction of the knowledge of their students and orientandos, being thus bridge between existing knowledge and cognitive, psychological, and cultural dimensions (NÓVOA, 1992; PERRENAUD, 1993; BAYNGTON, 1995; Farm, 1995).

The playful phenomenon in the life of teachers revealed in their concreteness as a work of art, a beautiful picture that expresses itself in bright colours in the beauty of the ocean of life and sensitivities, uniting, form and sensibility reason, necessity and freedom. As the blue of the sky, demonstrates the lightness and tranquility in their lives; like red sunset, sublime and tragic moments lived; How green algae, the strength of their hopes and achievements and, as the white foam of the waves that break, the joy, the resumption, peace and pleasure on discoveries and constructions.

BIBLIOGRAPHIC REFERENCES

ASSMANN, Hugo. **Paradigmas educacionais e corporeidade**. 3.ed. Piracicaba: UNIMEP. 1995.

_____. **Reencantar a educação: rumo à sociedade aprendente.** Petrópolis, RJ: Vozes, 1998.

ASSMANN, H.; NO SUNG, J. **Competência e sensibilidade solidária: educar para a esperança**. 2. ed. Petrópolis: Vozes, 2000. BACHELARD, G. **O novo espírito científico.** Trad. Juvenal H. Júnior. Rio de Janeiro, RJ: Edições tempo Brasileiro, 1985. (Coleção Biblioteca Tempo Universitário – 12)

_____. **A formação do espírito científico: contribuições para uma psicanálise do conhecimento.** Trad. Estela dos S. Abreu. Rio de Janeiro: Contraponto, 1996.

BALL, Stephen J.; GOODSON, Ivor F. **Understanding teachers: concepts and contexts.** In: BALL, Stephen J.; GOODSON, Ivor F. Teachers' lives and careers. Londres: The Falmer Press, 1997. p. 1-26.

BAYNGTON, Carlos. A. B. **A pesquisa científica acadêmica na perspectiva da pedagogia simbólica.** In: FAZENDA, Ivani C. A. (Org.). A pesquisa em educação e as transformações do conhecimento. Campinas, SP: Papirus, 1995, p. 43-73.

BORGES, C. M. F. **O professor de educação física e a construção do saber.** Campinas: Papirus, 1998.

BUENO, Belmira O.; CATANI, Denise B.; SOUSA, Cynthia P. (Orgs.) **Vida e o ofício dos professores: formação contínua, autobiografia e pesquisa em colaboração.** São Paulo: Escrituras Editora, 1998.

CAILLOIS, R. **Los Juegos y los hombre: la máscara y el vértigo.** México: Fundo de Cultura Econômica S.A., 1986. CATANI, D. et al.. **História, memória e autobiografia na pesquisa educacional e na formação.** In: CATANI, D. et al. (Org.). Docência, Memória e gênero: estudo sobre formação. São Paulo: Escrituras, 1997. p. 13-48.

CAVALCANTI, K. B. (Org.) **Pedagogia vivencial humanescente: para sentipensar os sete saberes na educação**. Curitiba: Editora CRV, 2010.

COULON, A. **Etnometodologia.** Trad. Ephraim F. A. Petropólis: Vozes, 1995.

COSTA, Elaine M. de Brito. **A Dança na educação física escolar: caminhos para o despertar da consciência corporal.** Natal-RN, 1998. Monografia (Especialização em Educação Física Escolar), Departamento de Educação Física – Universidade Federal do Rio Grande do Norte –UFRN.

CSIKSZENTMIHALYI, Mihaly. **A descoberta do fluxo: a psicologia do envolvimento com a vida cotidiana.** Trad. de Pedro Ribeiro. Rio de Janeiro: Rocco, 1999.

DELORS, J. et al. **Educação: um tesouro a descobrir.** 6.ed. Trad. de José C. E. São Paulo: Cortez; Brasília, DF: MEC; UNESCO, 2001. (Relatório para a UNESCO da Comissão Internacional sobre educação para o século XXI).

DE MASI, D. Introdução. In: DE MASI, D. (Org.) **A emoção e a regra: os grupos criativos na Europa de 1850 a 1950. Tradução de Elia F. Edel.** 6. ed. Rio de Janeiro: José Olympio, 1999. p. 13-21.

DOSSE, François. **O método histórico e os vestígios memoriais. In: MORIN, Edgar. (Org.). A religação dos saberes: o desafio do século XXI. Tradução e notas de Flávia Nascimento.** Rio de Janeiro: Bertand Brasil, 2001. (p. 395-423).

DUVIGNAUD, J. **El juego del juego. México: Fondo de Cultura Econômica,** 1982.

FAZENDA, Ivani C. **A Sobre a arte ou a estética do ato de pesquisar em educação.** In: FAZENDA, Ivani. C. A. (Org.). **A pesquisa em educação e as transformações do conhecimento.** Campinas, SP: Papirus, 1995. p. 11-15 (Coleção Práxis)

FONSECA, Selva G. **Ser professor no Brasil: história oral e de vida**. Campinas, SP: Papirus, 1997. (Coleção Magistério Formação e Trabalho Pedagógico).

GARDNER, H. **Mentes que criam: uma anatomia da criatividade observada através das vidas de Freud, Einstein, Picasso, Stravinsky, Eliot, Graham e Gandhi.** Trad. Maria A. Veronese. Porto Alegre: Artes médicas, 1996.

_____. **Mentes extraordinárias: perfis de quatro pessoas excepcionais e um estudo sobre o extraordinário em cada um de nós.** Trad. de Gilson B. Soares. Rio de Janeiro; Rocco, 1999a.

GOODSON, Ivor F. **Studying teachers' lives: an emergent field of inquiry.** In: GOODSON, Ivor F. (Org.) Studying teachers' lives. London: Routledge, 1992a.

_____. **Dar voz ao professor: as histórias de vida dos professores e o seu desenvolvimento profissional.** In: NÓVOA, A. (Org.) Vida de professores. Porto: Porto Editora, 1992b.

HUBERMAN, M. **O ciclo de vida profissional dos professores.** In: NÓVOA, A. (Org.). Vida de professores. 2. ed. Porto: Porto Editora, 1992. p. 31-61.

HUIZINGA. J. **Homo ludens: o jogo como elemento da cultura.** 4.ed. Trad. de João Paulo Monteiro. São Paulo: Perspectiva, 1999.

MAFFESOLI, M.. **Elogio da razão sensível**. Petrópolis: Vozes, 1998.

MARTINAZZO, Celso J. (Org.). **histórias de vida de professores: formação, experiências e práticas.** Ijuí, RS: Ed. UNIJUÍ, 2000. (Coleção Educação)

MATURANA, Humberto R.; REZEPKA, Sima Nisis de. **Formação Humana e capacitação.** Tradução de Jaiame A. Clasen. 4. ed. Petrópolis: Vozes, 2003

MORAIS, Maria Cândida. **Educar na biología do amor e da solidariedade.** Petrópolis, RJ: Vozes, 2003.

MORIN, Edgar. **Complexidade e transdisciplinaridade: a reforma da universidade e do ensino fundamental.** Natal: EDUFRN, 1999.

_____. **Os sete saberes necessários à educação do futuro.** Trad. Catarina E. F. da S. e Jeanne S. São Paulo: Cortez, 2000 .

MOROSINI, M. C. et al.. **Docência universitária e os desafios da realidade nacional.** In: MOROSINI, Marília C.

(Org.) **Professores do ensino superior: identidade, docência e formação.** 2. ed. Ampliada. Brasília: Plano Editora, 2001. (p. 15-33) NORBACK, Judith S.; WATTAY, Diane. Job analysis of the knouledg important for newly licensed physical education teachers. In: **Journal of teaching in physical education**, 1994, n. 14, p. 60-84.

NÓVOA, A. Os professores e as histórias da sua vida. In: NOVOA, A. (Org.) **Vida de professores.** Porto : Porto Editora, 1992, p. 11-30.

_____. (Org.). **Vida de professores.** Porto: Porto Editora, 1995.

O'SULLIVAN, Mary; TSANGARIDOU, Niki. The sole of reflection in shaping physical education teacher's educational values e practices. In: **Journal of teaching physical education,** 1997, n. 17, p. 2-25.

PIRES, E. F. **Corporeidade e sensibilidade: o jogo da beleza na educação física escolar.** Natal: EDUFRN, 2000. (Teses & Pesquisas – Ciências da Saúde).

_____. (Coord.) **A sensibilidade Estética no Jogo Crítico da Produção do Conhecimento em**

PERRENOUD, P. **Práticas pedagógicas, profissão docente e formação.** Lisboa: Dom Quixote, 1993.

PISSANOS, Becky W.; ALLISON, Pamela C. **Continued professional learning: a topical life history. In: Journal of teaching in physical education,** 1996. n. 16. P. 2-19.

SCHEMPP, Paul G. Constructing professional knowledge: a case study of an experienced high school teacher. In: **Journal of teaching in physical education,** 1993, n. 13, p. 2-23.

SCHEMPP, Paul G. et. al.. Subject expertise and teachers' knowledge. In: Journal of Teaching In Physical Education, 1998, n.17. p.342-356, **Human Kinetics Publishers**, INC.

SCHILLER, F. **A educação estética do homem.** 2.ed. Trad. Roberto Schwarz e Márcio Suzuki. São Paulo: Iluminuras, 1991.

SOUZA. Aparecida N. de. **Sou professor, sim senhor!: representações do trabalho docente.** Canpinas,SP: Papirus, 1996. (Coleção Magistério: Formação e Prática Pedagógica).

TANNEHILL, Deborah et al. Attitudes toward physical education: their impact on how physical education teachers make sense of their work. In: **Journal of teaching in physical education**, 1994, n. 13, p. 406-420

EDMILSON FERREIRA PIRES Rua Guilherme Lins de Queiroz, n. 13, Bloco B, Quadra 18
Bairro: Capim Macio Natal,RN CEP: 58.078-490 Tel: (84) 99866238 edpires@ufrnet.br

THE PLAYFUL PHENOMENON IN THE LIFE OF TEACHERS OF PHYSICAL EDUCATION RESEARCHERS IN BODINESS

ABSTRACT

Objective to socialize knowledge around the critical and creative game of the formation and life of professors of physical education. It explores the thematic ones of the playful one, the game, the aesthetic one and the corporality. The partners of the study are two professors whom the initial formation in Physical Education has. In synthesis of the conclusion we observe that the phenomenon of the playful in the life of the professors is a reality that appears for the presence of the game of the corporality, provoking expressive attitudes in daily making. Life histories had demonstrated that the processes of academic formation that had implied in a personal investment. The playful discloses the facet of learning to be and learning to coexist of these professors.

WORDS KEY: Playful; Professional Formation; Life of Teacher;

LE PHÉNOMÈNE LUDIQUE DANS LA VIE DE PROFESSEURS D'ÉDUCATION PHYSIQUE CHERCHEURS EN AMÉRIQUE EN CONSTRUCTION

RÉSUMÉ

Objectif socialiser des connaissances autour du jeu critique et créatif de la formation et de la vie d'enseignants d'éducation physique. Il explore les thématiques du ludique, du jeu, de l'esthétique et de la corporéité. Les partenaires de l'étude sont deux enseignants lesquels a la formation initiale dans Éducation Physique. Dans synthèse de la conclusion nous observons que le phénomène ludique dans la vie des enseignants est une réalité qui apparaît par la présence du jeu de la corporéité, en provoquant attitudes expressives le faire quotidien. Les histoires de vie ont démontré que les processus de formation académique qui ont eu impliqué dans un investissement personnel. Le ludique révèle les facetas de l'apprentissage à être et de l'apprentissage à coexister de ces enseignants.

MOTS CLÉ : Ludique ; Formation Professionnelle ; Vie D'Enseignant ;

EL FENÓMENO LÚDICO EN LA VIDA DE LOS PROFESORES DE EDUCACIÓN FÍSICA INVESTIGADORES EN CORPORALIDADE

RESUMEN:

Objetivo para socializar conocimiento alrededor del juego crítico y creativo de la formación y de la vida de profesores de la educación física. Explora las temáticas de el juguetón, el juego, el estético y el corporeidade. Los socios del estudio son dos profesores que tiene la formación inicial en la educación física. En la síntesis de la conclusión observamos que el fenómeno del ludicidade en la vida de los profesores es una realidad que aparece para la presencia del juego del corporeidade, provocando actitudes expressivas en la vida diaria. Las historias de la vida habían demostrado que los procesos de la formación académica que habían tenido habían implicado en una inversión personal. El ludicidade divulga facetas de aprender ser y de aprender coexistir de estos profesores.

PALABRAS CLAVE : Lúdico; Formación Profesional; Vida del Profesor;

O FENÔMENO LÚDICO NA VIDA DE PROFESSORES DE EDUCAÇÃO FÍSICA PESQUISADORES EM CORPOREIDADE

RESUMO

Objetiva socializar conhecimentos em torno do jogo crítico e criativo da formação e vida de professores de educação física. Explora as temáticas do lúdico, do jogo, da estética e da corporeidade. Os parceiros do estudo são dois professores que tem a formação inicial em Educação Física. Em síntese da conclusão observamos que o fenômeno lúdico na vida dos professores é uma realidade que surge pela presença do jogo da corporeidade, provocando atitudes expressivas no fazer cotidiano. As histórias de vida demonstraram que os processos de formação acadêmica que tiveram implicaram num investimento pessoal. O lúdico também revela as facetas do aprender a ser e do aprender a conviver desses professores.

PALAVRAS CHAVE: Lúdico; Formação profissional; Vida de professor;