79 - THE GAME OF BEAUTY AND SENSITIVITY IN SCHOOL PHYSICAL EDUCATION

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INTRODUCTION

The time in which we live, has distinguished itself by the different possibilities of scientific knowledge and technologies to increase pleasure and quality of life of people. On the other hand, we have the time of despair and pain, suffering and misery, violence and tragedy, anyway the cancellation and denial of human abilities and needs.

Capra (1983, p. 17) in the preface to his book the Tao of Physics makes an important recognition of that problem stating:

We have favoured the self-affirmation instead of integration, synthesis, analysis rather than the rational knowledge instead of intuitive wisdom, science instead of religion, the competition instead of cooperation, the expansion instead of conservation, and so on. This unilateral development reaches far in high degree, an alarming level, a crisis of social dimensions, ecological, moral and spiritual.

In reality we must recognize that we live today in a globally interconnected world, in which the biological phenomena, social, and environmental are connected by ties of affection. For this we appropriately world, we need an ecological perspective, in which the vision centered in Cartesian thought, dissociative and shredder cannot permit, but a sensible reason as proposed Maffesoli (1998) that dialogue with sensitive and rational impulses in the presence of beautiful as imperative need.

Education in Brazil has been the subject of discussions that has been stressing since the late 80's to the present day. There seems to be consensus that only through education can achieve a high degree of economic development, technological, political and cultural society. Even so, to (SANTIN, 1994, p. 9), "contemporary man continues asking the meaning of human being or to be more human". In this sense, Assmann (1998, p. 185) acknowledges: "the heart of the educational process must be located on the experiences of pleasure to be knowing, in learning experiences which are experienced as something that makes sense for everyone involved and is tasty, though it may involve humanely also strenuous efforts".

Thus, education is no longer understood as a mere transmission of knowledge. There is a process of Exchange and complex interactions and subtle, loaded meanings in the Act of educating that needs to be taken into account. The learn not so passive and inert, as well as the teacher is not a single issuer or presenter of the knowledge produced and organized by the various sciences. There is a category of relations that goes beyond the transmission of the contents of a discipline, that embraces an affection and that explains the complexities of the phenomenon (HERNÁNDEZ; SANCHO, 1994).

In this sense, Nóvoa (1995, p. 14) which has dedicated much of his life with research studies teacher says: "today we know that it is not possible to reduce the rational dimensions school life, in particular because a large proportion of educational actors sees the user-friendliness as a core value and rejects an exclusive centrality in academic learning".

Pimenta (1999, p. 10) that brings the discussion on the educational practice to the field of knowledge, makes the following place:

You can't educate, train, teach only with the knowledge (of the areas of knowledge) and know-how (technical/technological). Makes necessary contextualization of all acts, its multiple determinants, the understanding that the uniqueness of philosophical perspectives, situations need historical, sociological, psychological, etc..

It makes sense to add to the problem concerned the words of Fontanella (1995, p. 22): "today tries to recover the human being. The emphasis was put on the body. But it has to be body subject. Human subject, I'd say. So we have today both in body and communication so much under construction in philosophy and education".

Historically, the physical education has been identified with the context characterized by neutrallidade, individuality, discipline and competitiveness, which reveals itself as a synonym for esportivização of its contents. World's characteristics are governed by the mechanistic paradigm/rationalist which highlight the presence of man linked to mechanical laws that regulate and explain their actions and their development.

On the other hand, today, has meant efforts to the construction of a new physical education, where you can see the man as a whole and with objectives focused on understanding and experience of the body, developed a pedagogy to guide each individual to know listening to the speech of under construction and being able to live it fully (SANTIN, 1987, 1993, 1994, 1995; FREIRE, 1994, 1995; MOREIRA, 1992; HILDEBRANDT-STRAMANN, 2009).

The completion of this study, the need for understanding of pedagogical practice of physical education for children, from the completion of a specialization course in physical education for children, developed by the Department of Physical Education from the UFRN, centered in this new concept of physical education, as defined in the perspective previously highlighted, emphasizing those aspects of the philosophy of the body and the sensitive nature of man.

For a better definition of the object of this study, we have adopted as basic to understanding the following assumptions: a) learning is a process that takes place between subject and can obtain their increased efficiency, provided that they obtain favorable conditions between individuals (pupils and teachers); (b)) all human beings are involved in the development process throughout the life (ROLLO MAY, 1971);

BODINESS, SENSITIVITY AND PLAYFULNESS

To propose a pedagogical practice sensitive to School physical education, bodiness, we recognize the sensitivity and playfulness as essential elements for this process to develop in an environment that requires new thinking, new skills, motivations and interests. The bodiness has been defining how radiant source of knowledge that emanate from the body and that it should be reference to "education reenchanting, in which the pedagogy needs to be exercised as a place of" fascination and inventiveness" (ASSMANN 1998). This way, we have the necessary enthusiasm to learn, by mixing all the senses, i.e.

turnaround of the senses-meanings and potentially of all senses with which sensoriamos bodily into the world. Because learning is first and foremost a bodily process. All knowledge has corporality inscription. She is accompanied by a sensation of pleasure is by no means a secondary aspect.

To embrace the design under construction as a basic pillar for human understanding, we have shown a new physical education, in a vision to cultivate and worship the body, not in the biological aspects of the income of the individuality and competitiveness, but in its entirety and in its humanity, where the logical forms no longer could be used in interpretations of the language of that body and in the process of their understanding and interpretation.

Sensitivity, as key word that attempts to describe and designate the human dimensions excluded by rational and scientific vision of the world and man, can also refer to a broad range of meanings, and link to other elements such as subjectivity, the existential values, the world lived, etc..

The term sensitivity for the current moment, represents a meaning of great importance in the elaboration of a new human profile for a new society. Physical education which is the object of study the man in motion, that is, your body culture, by studying the complexity of this move, man must take sensitivity as key point, to describe and designate the human dimensions that were excluded from the public domain and when very expressible in the private domain (SANTIN, 1995). To ensure the rationality of enchant on sensitivity in pedagogical practice education physical education School, the bodily dimensions appear involved in a penumbra, where hardly any that educators are able to see. In fact, it is known that bodily harm when dimensions really manifest themselves therefore lives on a paradigm that need docile bodies and domesticated, that values the rational and acriticy as supreme forms, seeing the man in fragmentary form.

Appropriately one can admit that, in this context of reflection on pointless join body and mind, if you continue in the separation between intellectual and physical activity. The important thing is to devote himself to the development of the whole man, while solidarity and shared with the dynamics of human life-integrated world and the cosmos.

Defend the development of sensitivity for the unveiling of the under construction, means first of all agree with Moreira (1995) who claims to be a unveil of eyes to look closely the phenomenon of under construction, exploring the inaccurate and the complex, the imperfections and the disorders, not illuminating the visible, but exercising the invisible, i.e., lighten the possibilities of the sensible, which usually lies on the other side of the body.

The sensitivity of human dynamics under construction, aims to use and exploit their vital energies, in order to provide a better quality of life. Thus, the body and movement is not separate, but reveal an intent, the person's culture. Opens up prospects for the body to have meaning and humane conditions of lie in the world, to be present with others and also actually perceive things as they are.

For a long time Freire (1987, p. 24) with a lot of concern for our calls this fact stating:

Today we are responsible for sending our more starships to different planets, but we are unable to uncover the mysteries of our own bodies. Open Windows constants out, to the far, where the look-known travels at the speed of light and yet, we closed the Windows inside, unable to identify the needs and desires of the own body and bodies that are on our side.

Explore the sensitive means to live his own body, its under construction, in space and time of the interrelations of the dynamic flow of life, without despising the bodies in our lap. Only thus could get to feel how different is what represents the comparison that Alves (1994. p. 39) makes when observing Olympic swimmers in a competition and a group of children that plays with the water in a swimming pool. "It is so different from the children, for whom water is a partnership game of love, and swimming is stick with it as long as possible [...] No, water resistance and not be overcome, is partner of romp [...] "

This positioning is strengthened in the words of Sérgio (1991) which advocates not only reflect on new ideas, but also on how to pass them and join them to a constant practice, where the drive to reach in spontaneity, imagination, creativity and overcome.

An awareness, in the plan of education of the movement is very important at this time. As Berge (1988, p. 28-29), "the movement will be born when the body become aware of the skin, muscles, joints, breathing, when the ear perceiving sounds, when you know the look see in another living grace of gesture". This is the starting point for more finds rewarding. From the body to achieve a broader awareness is a rewarding procedure, being that, nowadays, it becomes urgent to this decision.

Pascal phrase that says "the heart has reasons which reason itself is unaware of" quoted by Nachmanovitch (1993, p. 46), clearly demonstrates that the feeling, the same way that thought, has a structure that itself most often goes against reason. In fact one can understand that there are levels of thought and levels of feelings, and also something deeper that both, something that is thinking and feeling and at the same time there is neither. School physical education as a means of expression of body culture and human movement, in the game, in gymnastics, in sports or dance, should naturally focus on the different student's capability and acknowledge it in its entirety.

The presence of sensitive element in physical education for children, probably will not help to produce power, embarrassing charges or exclude practices and corporal discipline, but possibly could contribute in creating a more humane and fraternal, more peace and well being. The physical education professional, learn to play, play and take in the arts and in the orchestras of life inspired in sensitivity and playfulness. To Schiller (1991, p. 92), "the man plays only when a man in the full sense of the word, and only man is full when you play". To the author, while playing the man plays with the beauty and this is worthy of playful impetus, which must be present in humans in all their games. The idea of humanity towards more authentic of the word is in the relationship of reciprocity between the sensitivity and the reason that is mediated by playfulness.

Thus, the playful should not be mere figurative, but living life figure, i.e. must have beauty in that it offers to man the apprehension of reality, because as says Schiller (1991): "whoever seeks the ideal Not of human beauty in the way that usually meet the playful impetus".

This is the great principle to work for the sensitivity (the playful impulse) and to the consequent human development, mainly during childhood and adolescence, the task of unifying their potential (sense and sensibility) became essential, we believe that the sensitive element should, in a long, contribute to the new requirements imposed on a global approach and creative.

Are efforts to Educate their enthusiasm of the expressions "in this time and this time", "Redo cumin of senses", "Touching on the ropes of the body", something that needs to be rescued by that "today in escapes the way of educating (RÉGIS DE MORAIS, 1993, p. 135-136). We have also included considerations around the absence of beauty and pleasure in school, his overcoming is on "rethinking education from the perspective of art" (ALVES, 1988, p. 12).

NEW LOOKS FOR NEW HORIZONS IN SCHOOL PHYSICAL EDUCATION

The alternative movements point redemption sensitivity and playfulness that were disregarded in the context of this study for physical education at school, we believe can be motivating professionals to pursue a new path, which focuses on human development. It is an invitation to teachers of physical education for a trip to the seas of knowledge emanating from the body and that need to be further explored in the various archipelagos of the senses, feelings, emotions, or better, for different reasons that express themselves in under construction.

This does not mean that the solution of the problems that aim at the beginning of this work, but a need to draw attention to the articulation of inseparable sees the man in full, in the educational process, which must be always developed as full and as

manner of articulation of the sensible and rational by playfulness.

From the analyses was possible highlight: the sensitivity to human dimension, is inserted in the educational practices of teachers, by the constant development of the senses of learners, allowing a reflective practice and expressive, through games, jokes, gymnastics, dance and sports; Play with sensitivity in physical education for children is play with art. Play with sensitivity is playing with the reason, feelings and emotions. In real game education physical education School, the fullness of human is an essential condition. A sensitive education is beautiful by nature. A sensitive education requires sensitive teachers, develop it in the context of initial training and continuous is a perspective that deserves more attention-forming institutions teachers of physical education.

The game's sensitivity and playfulness in School Physical Education, backed in ethical and aesthetic foundations, highlights a tuned under construction with the contemporaneity of a planetary reality, that participates in a broad process of reconstruction of our humanity. In this sense, the physical education school plays with the beauty, values the creativity and understanding instead of explanation, is motivating provides self-development of participating in this process.

Therefore, the prospect of the development of sensitivity in physical education, would be contemplating values proposed by Santin (2002), among which the playfulness and the under construction, a physical education in the name of solidarity, of free, freedom, creativity, festive, participatory, with joy and pleasure.

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THE GAME OF BEAUTY AND SENSITIVITY IN SCHOOL PHYSICAL EDUCATION
ABSTRACT

In this article we explore the School physical education developed by physical education teachers in perspective of development of children's sensitivity. This is a reflection that is based on the thematic, bodiness, playfulness and of the game, which is evidenced from a specialization course in physical education for children. Thus, we note the following considerations: there is a need of the redemption of sensitivity and developing playfulness as a movement to be sought and an invitation to teachers of physical education for a trip to the seas of knowledge emanating from the body and need to be further explored in the various archipelagos of the senses, feelings, emotions that are expressed in under construction; Have an understanding of playful as a human dimension that is inherent in every human being; The development of reflective practice enables sensitivity and should be worked through games, jokes, gymnastics, dance and sports; A physical education for the development of sensitivity requires sensitive teachers therefore requires more attention by the institutions-forming physical education teachers.

LE JEU DE LA BEAUTÉ ET LA SENSIBILITÉ EN ÉDUCATION PHYSIQUE ÉCOLE
RÉSUMÉ

Dans cet article, nous explorons l'école l'éducation physique développée par des professeurs d'éducation physique en vue du développement de la sensibilité des enfants. Il s'agit d'une réflexion qui repose sur la thématique, en construction et espièglerie du jeu, qui témoigne d'un cours de spécialisation en éducation physique pour les enfants. Ainsi, nous notons les considérations suivantes : il y a un besoin de la rédemption de sensibilité et d'espièglerie en voie de développement comme un mouvement à chercher et une invitation aux professeurs d'éducation physique pour un voyage dans les mers de connaissances émanant de l'organisme et le besoin d'explorer davantage dans les divers archipels du sens, sentiments, des émotions qui sont exprimées en construction ; Avoir une compréhension des ludique comme une dimension humaine inhérente à chaque être humain ; Le développement de la pratique réflexive permet de sensibilité et devrait être travaillé par le biais de jeux, de blagues, de gymnastique, de danse et de sports ; Une éducation physique pour le développement de la sensibilité exige enseignants sensibles nécessite donc une attention accrue par les professeurs d'éducation physique formant des établissements.

MOTS CLÉS: Physical Education School; Sensibilité; Ludique

EL JUEGO DE LA BELLEZA Y SENSIBILIDAD EN FÍSICA EDUCACIÓN
RESUMEN

En este artículo exploramos la escuela de educación física desarrollada por profesores de educación física en la perspectiva del desarrollo de la sensibilidad de los niños. Se trata de una reflexión que se basa en la temática, en construcción y lúdico del juego, que se evidencia de un Diplomado en educación física para niños. Por lo tanto, tomamos nota de las siguientes consideraciones: hay una necesidad de la redención de la sensibilidad y el juego en vías de desarrollo como un movimiento de buscarse y una invitación a los profesores de educación física para un viaje a los mares del conocimiento que emana del cuerpo y se seguir estudiando en los archipiélagos de varios de los sentidos, sentimientos, emociones que se expresan en construcción; Tener un conocimiento de juguetona como una dimensión humana que es inherente a todo ser humano; El desarrollo de la práctica reflexiva permite sensibilidad y debe ser trabajado a través de juegos, chistes, gimnasia, danza y deportes; Una educación física para el desarrollo de sensibilidad requiere maestros sensibles, por tanto, requiere más atención por parte de los profesores de educación física formando instituciones.

PALABRAS CLAVE: Educación Física; Sensibilidad; Ludique

O JOGO DA BELEZA E DA SENSIBILIDADE NA EDUCAÇÃO FÍSICA ESCOLAR
RESUMO

Neste artigo exploramos a Educação Física Escolar desenvolvida por professores de educação física infantil na perspectiva do desenvolvimento da sensibilidade. Trata-se de uma reflexão que se fundamenta nas temáticas da corporeidade, da ludicidade e do jogo, que se evidencia a partir de um curso de especialização em Educação Física Infantil. Assim, destacamos as seguintes considerações: há necessidade do resgate da sensibilidade e do desenvolvimento da ludicidade como movimento a ser almejado e um convite aos professores de educação física para uma viagem aos mares dos saberes que emanam do corpo e que precisam ser mais explorados nos diferentes arquipélagos dos sentidos, dos sentimentos, das emoções que se expressam na corporeidade; Ter a compreensão do lúdico como uma dimensão humana que é inerente a todo ser humano; O desenvolvimento da sensibilidade permite uma prática reflexiva e deve ser trabalhada através de jogos, brincadeiras, ginástica, dança e esportes; Uma educação física para o desenvolvimento da sensibilidade necessita de professores sensíveis, portanto, exige-se mais atenção pelas instituições formadoras de professores de Educação Física.

PALAVRAS CHAVE: Educação Física Escolar; Sensibilidade; Corporeidade