97 - THE BODY IN EARLY CHILDHOOD EDUCATION

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BODY AND EDUCATION

The various ways that human beings have to relate to their bodies, to relate it to society, with the world and nature, occur in many different ways according to the culture in which it is inserted. These ways of interaction are not permanent, because they are subordinated to change, fruit of the historical process of human construction. Thus, the body of each individual, and to reveal your personal uniqueness, it also has features that defines a member of a social group in a given time.

The body crossed by ideologies and sociocultural needs becomes multiform and acquires various meanings. Within its historical process of construction, the body is constantly (re) created. Created the body for the production of capital (productive body / body manpower), the body of the health needs (healthy body and toilet), the Judeo-Christian body (body guilt / sin body), the body that purchase (consumer body), the political and social control body (body docile), the body of the chips and prostheses (cybernetic body), the body without skin and without contact (body of the web) and many others that could be cited here as well those who right now are born and develop.

In this complex process of acculturation of a behavior / body habitus, the school serves as a means to help regulate the body submitting it to the training through the most varied and subtle ways that accentuate their docility-utility. It is important in school education and further discuss these issues with the aim of creating conditions of reflection, interpretation and decoding of signs created in society with respect to the body. You have to do a job that gives theoretical and practical basis, in order to create value that radicalize in favor of life, and responsible and critical engagement in the struggle for a body threatened by barbarism.

The body, as one of the aims of school education is a product of material and subjective concepts that measured, ie the pedagogical praxis is left in the body design of the subject / educators are the same. Why Assmann (1994) is incisive to mention that for a number of reasons relating to the conceptual and paradigmatic crisis of education, we should reach agreement that the body is the basic reference in order to seriously talk about any topic in ethics, politics , the economy and of course education. The author also mentions that the corporeal body is the basic for any discourse on the subject and the pertinent historical consciousness.

For a child already in their first months of life, the school becomes an environment where it becomes a considerable part of the day. But often, in the context of early childhood education, children have a reduced body experience, limited care such as eating, sleeping and sanitize. Psychomotor stimulation is sometimes far from this environment because of physical education teachers and educators do not have adequate training to deal with this practice of body stimulation.

In subsequent years the body tries to succumb to a routine that immobilizes because historically - in the division supported the body / mind and appreciation of the intellect at the expense of sensitivity - the body ends up being silenced in the majority of school practice. Under this bias, Preve and Corrêa (2000) mentioned that develops pedagogical routine from the silence and static body. Sitting behind a desk at school, four hours each day, looking at the nape of his colleague, the body is "screwed" - fixed. Only use parts of the body: the ears to hear the teacher's hand to write the book and flipping through the book, his eyes to look at the picture and the teacher, raised his hand to ask permission, and mouth to talk and some attempt to asked to go to the bathroom. Thus, school tames the body crossed by a set of forces he goes through the ways of being. From this, the authors cited the release following question: "There will be more present machine, intense and persistent, able to reach the body through exercise constant, the zero point of creating the school?".

The following report, which is part of a text in Garcia Garcia (2002, p. 7) is again illustrate an episode that really is very common in the school environment:

in the classroom, all children remained seated, one after the other, in silence, with looks of boredom, did not seem especially interested in what the teacher explained in the frame. The body still, eyes dull, some as if they were daydreaming, looking at the other table where the teacher wrote, as if he saw what looked. When you hit the bell announcing the departure seemed the same children other children, agile bodies swayed, ran, touching, eyes shining full of life, talked, laughed, were beginning to play, to play, skipping and running. It was as if life had two moments - one of waiting, the other to happen.

To Gonçalves (1997) learning content in a school is well supported without body, and not only by the requirement of the student runs out jogging, but mainly by the characteristics of content and teaching methods, which place a different world in which he thinks, feels and acts through his body / mind. It appears you have not realized that there is no way to keep your mind in math class, while the body plays football in gym class.

Sounds crazy, says Freire in Moreira (1993), but this is the logic of the school system, children can not think moving, can not reflect playing, can not think fantasizing. So to become intelligent and productive must be "confined and fattened." But what and fat for what? Asks the author, and he says, the expected behavior of fat, fat misunderstanding, servility, and indecision; fat alienation, hopelessness, inability. Children need to be made more economical. Soon they present tremendous cost savings for power, as the serve more effectively. And so the children become citizens fatty school knowledge.

For discipline, the school also appeals to the subject's body. Until recently the school was the student kneel on corn, who disobeyed caught in hand with a wooden ruler or the teacher was standing behind the door - "smelling wall." Copy anything on numerous occasions and was also a punishment is widely used to correct those who hinder the progress of the class. Today, the ways to control the student that somehow violate the rules dictated by the teacher or the school can be summed up, among others, to cut recess and physical education class the same. Important to note that all these penalties act directly on the corporeality of the student.

At school, in various fields of education, often the body is placed in a system of prohibition and deprivation. This happens when it is disregarded their conditions of "Being", in its complexity. When he is deprived of care, dignity and respect in

the way of "Being" human - as a verb. We believe this is mainly due to a whole Western culture that disregards the body and focuses the practice of teaching and learning mostly marked in the skills of the intellect - the mind. As if they were separate things, as if the body with its feel and act was devoid of thought. The logic under which laid the foundation of this school educational praxis centered on the value of thinking, reasoning as if everything that could be done without the body.

The school values the intellectual work at the expense of manual work and physical activities, fragmenting the body as an object. It is based on it, that physical education in school was eventually relegated to the status of minor discipline, serving only for the body of the students sigh of physical restraint caused by the other disciplines.

Considering that, from now on we will conduct a brief historical and philosophical context of the body in the West thus seeking to understand the epistemology behind this pedagogical practice that ignore the body as the ultimate expression of the human condition during the teaching-learning process.

SOME PERSPECTIVES OF THE BODY IN EARLY CHILDHOOD EDUCATION TODAY

From these new conceptions of human being, the body begins to be seen and treated with much more relevance when considering the complexity and wholeness. Thus, theorists and scholars of education - and therefore of early childhood education - begin to base their practice from authors coming to bases to create new "pedagogy" where human development is addressed from the epistemological foundations glimpse on approaches of a bio-physiological, affective, cognitive and social - not linear / complex. These approaches where the body transcends the dimension of a corpse.

Hoffmann (2009) notes that accompany the child in its development requires a reflective look on his theoretical and socio-cultural context and demonstrations arising from the evolving character of his thought, respecting it in their individuality and their successive and gradual achievement of knowledge.

From this context we cite - by way of example - such as psychology and their theories of human development have appropriated the Cartesian rupture and how authors like Wilhelm Reich (1897-1957), Arnold Gessel (1880-1961), Henri Wallon (1879 -1962), Jean Piaget (1896-1980), Jean Le Boulch (1924-2001) and Lev Semenovich Vygotsky (1896-1934) contributed significantly to transcend the understanding of the body other than the division. We chose an example from the line of theoretical psychology - even though many go beyond the purely psychological - considering that it is the largest database of teaching school children. However, we are cognizant that theoretical studies in phenomenology, in view of childhood from the critical theory, and many others, are also growing in studies of educational practice and contribute to the acculturation of a new conception of human biology beyond disseminated by Cartesianism.

Wilhelm Reich bases supported by the founding of the psychoanalysis of Freud along with its socio-political formation comes to the attention of the human somatic their unconscious tensions. The body viewed from the bias of muscular armouring, the postures and rhythms have neurovegetative centrality in the way of conceiving the therapeutic analysis. For Reich the body of the manuals of anatomy is very far from the instinctual human body.

Arnold Gessel stressed the search and determination of maturational stages of ontogenesis, describing the behavior according to the spheres of activity: general motor, oculo-manual motor, language, and sociality (LE CAMUS, 1986).

Henry Wallon was a medical psychologist who engaged in their studies of human movement giving you a foundational category as a tool in the construction of the psyche. This allowed the movement Wallon relate to affection, emotion, environment and habits of the individual. The study of the structure of the tone is one of the most significant contributions that studies of Wallon gave the context of the disciplines dealing with the child. To Walon emotions structure tone, thus shaping the body held by the activity of muscle tone allows, besides the manifestation of emotional states, the awareness of them by the subject.

Jean Piaget (1999) reveals that the child's spirit is woven simultaneously on two different planes, somewhat overlapping one another, lower level and higher. The work on the lower plane is operated in the early years, much more important. It is the work of the child, which attracts to itself and crystallize around their needs everything we can to satisfy her. It is the realm of subjectivity, desire, play, the vagaries. The top plane is, by contrast, built bit by bit by the social environment, which imposes pressure is increasing to the child. It is the realm of objectivity, of language, logical concepts, in short, of reality.

Jean Le Boulch inaugurates online educational method founded on the Psycho-Kinetic constituting the genesis of psychomotor. The psychomotor praxis is founded on drug intelligence, warmth and movement. The intellect is built from the movement. "The human being feels, thinks and acts, so there."

Vygotsky in his study assumes that the human being is constituted as such in relation to the other social, culture, and this bias becomes part of human nature in a historical process that, during the development of species and individual shapes man's psychological functioning. This man's relationship with the world is a mediated relationship, where the higher psychological functions have a structure such between subject and the real world, matters mediators of human activity aids, tools and signs (Oliveira, 1992).

These theories have different contributions to the understanding of the subject in a constant process of development, regardless of the theoretical framework for such covert break perspectives - some more and some less - with the paradigm of the split body / mind. More interesting is to understand how, for example, as psychoanalysis theories of Sigmund Freud opened new ways of thinking about humans and how this doctrine was used as a backdrop for more authors to support various methods and pedagogical theories such as relational and psychomotor educational psychology.

These perspectives in the school environment is disseminated in the form of methods of teaching / learning, they manifest in the way of acting and ways of educators at assimilation by the students. It is the role of the teacher correlate and tensions between empirical knowledge has had with the students and their experiences with the context of scientific knowledge disseminated in classical theories of education. The attitude of researchers - from the teacher - is for us an essential foundation for achieving success in the noble act of educating.

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THE BODY IN EARLY CHILDHOOD EDUCATION

This paper aims to discuss the body in the context of early childhood education. The relationship between body and education to make the reader realize that education as a product of culture, will "shaping" the behaviors and bodily habits. It draws attention to the bodily praxis performed in the context of school education, because it is tied to a conception of body that justifies and mediates. Therefore, we present briefly some theorists and their theories - especially those from psychology - as a way of exemplification that new concepts of the body has already entered the school environment and the early childhood education. Concepts that are slowly transcending the old and outdated human dualism based on the split body / mind.

KEYWORDS: Body. Early Childhood Education. Education.

LE CORPS DANS L'ÉDUCATION DE LA PETITE ENFANCE

Cet article vise à discuter des corps dans le contexte de l'éducation de la petite enfance. La relation entre le corps et l'éducation pour rendre le lecteur réalise que l'éducation comme un produit de la culture, va «façonner» le comportement et les habitudes corporelles. Il attire l'attention sur la praxis corporelles effectuées dans le contexte de l'enseignement scolaire, parce qu'elle est liée à une conception du corps et justifie les médias. Par conséquent, nous présentons brièvement quelques-uns des théoriciens et leurs théories - en particulier ceux issus de la psychologie - comme un moyen d'exemplification que de nouveaux concepts du corps est déjà entré dans le milieu scolaire et l'éducation des enfants. Ces concepts qui sont lentement transcender le dualisme anciennes et dépassées humaine basée sur la séparation corps / esprit.

MOTS-CLES: Corps. Early Childhood Education. Éducation.

EL CUERPO EN LA EDUCACIÓN DE LA PRIMERA INFANCIA

Este trabajo pretende analizar el cuerpo en el contexto de la educación infantil. La relación entre el cuerpo y la educación para hacer que el lector se de cuenta que la educación como un producto de la cultura, va a "dar forma" el comportamiento y hábitos corporales. Llama la atención sobre la praxis corporal realizado en el contexto de la educación escolar, ya que está ligado a una concepción del cuerpo y justifica los medios. Por lo tanto, se presentan brevemente algunos teóricos y sus teorías - sobre todo los de la psicología - como una manera de ejemplificación que los nuevos conceptos del cuerpo ya ha entrado en el entorno escolar y educación de los niños. Estos conceptos que poco a poco van trascendiendo el dualismo humano viejo y anticuado basado en la división cuerpo / mente.

PALABRAS-CLAVE: Cuerpo. Educación Infantil. La educación.

O CORPO NA EDUCAÇÃO INFANTIL

O presente texto visa discutir o corpo no contexto da Educação Infantil. A relação entre corpo e educação no sentido de fazer com que o leitor perceba que a educação, como produto da cultura, vai “dando forma” a comportamentos e hábitos corporais. Chama-se a atenção para as práxis corporais realizada no contexto da educação escolar, pois a mesma esta atrelada a uma concepção de corpo que a media e justifica. Por conseguinte, apresentamos sucintamente alguns teóricos e suas respectivas teorias – principalmente as oriundas da psicologia – como forma de exemplificação de que novas concepções de corpo já adentram o ambiente escolar e a Educação Infantil. Concepções estas que lentamente vão transcendendo o velho e ultrapassado dualismo humano fundado na cisão corpo/mente.

PALAVRAS-CHAVE: Corpo. Educação Infantil. Educação.