149 - CORPOREITY AND AFFECTIVITY: INTER-PERSONAL RELATIONSHIPS IN THE CLOSED WORLD OF THE CLASSROOM

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Research Methods

From the partial results reached in the development of the research project named '*The school participation on production of useful and docile bodies',* we got in the first year of the research development important data, that were described into before articles and those data will be taken as basis for the discussion that now on I'll do. They are the following ones:

1. The school institution creates marks that make to start a process of corporal domestication - in Foucault view, defined as bodies docility; in which the school does not only reproduce the society but also prepare the subject-children for being a 'citizen' that is adapted to the system and to the present social structure;

2. The control of children movements happens into a gradual and subtle way and constitute itself in a marked corporal education way and also order children's movements;

3. The emphasis on school process has relations to the knowledge accumulation in the cognitive level, which does not consider the human dimensions that is also body and feelings, although the official discourse showed in educational politics through the laws demand it must be a whole education;

4. Some children present a strong resistance to the school model - seen as the one that discipline and silence bodies. Those children constituted themselves protagonists into video recordings transcriptions and field notes we've done because the escaped away from the unmovable corporal common place determined by school.

A world into four walls of a classroom: an idea world that denies corporeity and affectivity

After observing and finding many ways of corporal adjustment across some children confined into classroom pass by, in order to receive the cognitive information, we tried to understand the strange world built into classroom: a bound world, bordered by lines that establish limits with the outside world. Firstly those frontiers seem physical but they have a selective permeability that maintains a common relationship into which the student, a future worker, is designed. Fensterseifer(2001:232) points out it's a 'simplified illusion' of the modern pattern:

At school we 'make' the worker because the “factory” that gives the frame, parallel wedding to the science with industry, both concur to a generation of a common born: productivity. When it's reached, the expectation of the generalized access to the product is broken. It's the individual blame that,as pupil, he has now the responsibility for learning, it's teacher deal the Olympic position of reproducing his intervention, it's reserved to that one, however, the evaluation objective task the behavior of that one and measure his cognitive learning.

Therefore, based on this ordinary conception, teacher has the only one task of disciplining and evaluating the cognitive skills of his students. We understand that view is reductive and depreciatory of the real educator's role, specially the one who teaches for elementary level. We mean this teacher has a most important role to society and his students beyond teaching theoretical systematized knowledge without happening among teacher and students a relationship that include corporal and emotional experiences.

I believe this relationship is more important than the constant pressure that occurs into literacy (earlier and earlier), for example, inside the temple called 'classroom' which is almost totally disconnected of the outside world.

As a physical teacher, I always thought the physical classrooms were different from the other ones, especially because they are constituted in a 'shop-window'. Maybe that experience as physical educator help to understand that I acquired along all my professional life that into education, there are two contexts: one inside and another outside the classroom. These two environments are used to educate though, and both happen into the same school.

But what does differ *inside* and *outside* classroom? Would it be the spontaneity, noise, lights, sweating, smelling or movement? Or only accomplish ceremonies historically built to define two kinds of education to the same human being. The education of mind is understood as most important and is made of elements from many sciences e is 'necessary' to evolution and development of the human specie and factories. The body education is complementary and worked under the useful purpose. It disdains almost all the perspective of understanding and respecting a being who 'is' body, a body that feels.

This way, the human existence discussed here has to do with human dimensions of corporeity and affectivity of a whole person that, does not agree with Descartes's ideas, there is not only by the fact of thinking. Thinking and feeling are linked attitudes.

The Cartesian logic '*dubito ergo cogito: cogito ergo sum'* (I doubt, therefore I think: I think, therefore I am) is confronted in this text by 'I feel, therefore I am', it's not a way of denying the thought about human existence, but instigating a look at a human approach that, during a long period has been left aside by some institutions such as school since the human choose by thought reflected on school, churches and law institutions (…) give privileges the metaphor proposed by Moreira(1994:55) named 'thought body' and the useful body conception into a dual view of man: 'Thought body, coherent, which has fluent epistemological discourses, that leads academic audiences avid about semantic beauty and syntactical perfection, but without a very important thing called LIFE. There is no ontological reason. 'The same author is linked to the strangeness that feels because of the option by thought body for 'he is time and work prisoner. He is bound to the becoming dynamic, clean and without problems. This body is ingenuous and this way oppressed ideologies prisoner.' Faced to metaphor *thought body,* Moreira points out the expression *lived body* to name that human that is subject-body and worries about other bodies and with present and daily events of life. ' Lived body that touches and is touched, that gives and receives life energy, that plays with other bodies and stays children with no constraint and think that offend the adult world'.

From those corporal and affective relationships of lived bodies it's possible a re-thinking about the teaching practice and about the inter-personal relationships that involve teachers and students. In Freire's thought (apud PINTO,1997: 319), it´s necessary that the teacher/educator has the notion of his importance in the educational process of their students' need.

The educator educates the lack pain, cognitive and affectivity, to build the knowledge. From the lack the desire arises. He educates the tension affliction of anxious of desiring. He educates the hunger desire. One of the feelings of beings alive is our capacity of desiring and fall in love, love and hate, destroy and build. We are moved by growing desire, of learning and we, educators, also to teach… Teach and learn work by desire and by passion… Desire and passion that through the teaching and learning, they are educated. Desire and passion of life.

This desire and passion exploration for life presented by Freire, point to a teaching project which is worried about the school institution as well as a social group with corporal and affective relationships among bodies that learn and teach for living in a world that can be better.

Among bodies that are body, emotion, though, wills and all the dimensions that the biologic and cultural human being can reach.

Corporeity and Affectivity: possible dimensions in the teaching-learning process

"O corpo é, do ponto de vista científico, a instância fundamental e básica para
Articular conceitos centrais para uma teoria pedagógica.
Em outras palavras: somente uma teoria da corporeidade pode fornecer as bases
Para uma teoria pedagógica.¨

ASSMANN

Once the focus of this research is producing an analysis of the inter-personal relationship that are established involving students and teachers of two specific groups and considering that the reflection never takes the true reality totally, I used some declarations recorded in field notes, as a way of help and recognize into these recordings how the communication of the corporal and affective expressions of those children is processed.

Based upon those lived and recorded experiences in those group that were studied faced to the analysis done by authors that treat about the themes affectivity and corporeity, I feel at ease to say that these are stimulating and necessary factors in all human development; they are still the first children communicative way and are showed through body. This way, we can notice the importance of corporal interaction among teacher and students, for when there are corporal and exchanges the affectivity is the oxygen that maintain the persistent building of teacher's and students' knowledge.

Historically, the manifestations of man as 'corporal being' are presented with many faces. It depends on the socio-cultural context. The human condition of being inside a system from which is influenced and constituted as subject, makes also the subject himself extend a strong influence on this system in a process of construction and creation of his corporeity and affectivity. Its evident that the relations observed among teacher and students that are the protagonists of this research that we have developed and, certainly present our own re-creation as beings in permanent transformation.

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CORPOREITY AND AFFECTIVITY: INTER-PERSONAL RELATIONSHIPS IN THE CLOSED WORLD OF THE CLASSROOM

ABSTRACT

The theme of this text tries to reach a discussion process about how takes place the corporal significance in the classroom among each one of its social actors and also how is processed the respect one another while a being that is body. The development or self-consciousness of their own corporeity suggests that the process occurs in that group as a social product flowered from the personal interrelations and that they constitute fundamental and indissociated in identity formation of students and teachers involved in that process. KEYWORDS: children - school - corporeity.

CORPORÉITÉ ET AFFECTIVITÉ : RELATIONS INTERPERSONNELS DANS LE FERMÉ MONDE D'UNE SALLE DE LECHÓN

RÉSUMÉ

Cette thématique abord dans lê texte ont êté construit une processus dês approches de comme si passé la signification corporelle dans la classe entre chaque une de sus acters aussi bien comme si passé le respect avec les autres qui est lê corpe. Lê développement de la subjetctivité de su propre corporeité faire la sugestion que ces processus là si passe dans une contexte resultat dans lês interaction personnels constitutives dês élements fundamentales dans la formation de la identité dês étudiant e mâitres. MOT-CLES: enfant - école - corporeité.

CORPOREIDAD Y AFETIVIDAD: RELACIONES INTER-PERSONALES EN EL CERRADO MUNDO DE UNA SALA DE CLASE

RESUMEN

La temática desarrollada en este texto se propone avanzar en un proceso de la discusión de como ocurre la significación corporal en la sala de clase entre cada uno de sus agentes y también como ocurre el respecto al otro mientras uno ser que es cuerpo. El desarrollo o la auto-conciencia de su corporeidad sugiere que este proceso si da en el grupo, como producto social presentado en las interrelaciones personales y que ellos consista en indisociables y elementos básicos en la formación de la identidad de los implicados: alumnos y profesores. PALABRA-LLAVE: niño - escuela - corporeidad.

CORPOREIDADE E AFETIVIDADE: RELAÇÕES INTER-PESSOAIS NO FECHADO MUNDO DE UMA SALA DE AULA

RESUMO

A temática abordada neste texto busca avançar um processo de discussão de como ocorre a significação corporal na sala de aula entre cada um de seus atores e também como se dá o respeito ao outro enquanto um ser que é corpo. O desenvolvimento ou a auto-consciência da própria corporeidade sugere que este processo se dê no grupo, como um produto social aflorado nas inter-relações pessoais e que se constituem em elementos indissociáveis e fundamentais na formação da identidade dos envolvidos: alunos e professores. PALAVRAS-CHAVE: criança - escola - corporeidade.