172 - PLAYFUL IN THE HUMAN BEING FORMATION: CONTRIBUTIONS OF THE PHYSICAL EDUCATION.

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*"Who does not change his adult way
to see and to feel and does not become as child
never will be a wise"
Rubem Alves*

Introduction

We can define playful, as "the instant stuffed of pleasure and freedom of time and space, that does not find another end, but the experience of the proper instant" Catunda (2005).

The playful is a depth state that is born in the contact with the experience. This contact is only possible of being experienced by the human beings, because the playful, as a feeling, is an exclusively human possibility. The search for pleasant moments, for the pleasure, the joy and the playing itself has followed the man in all his evolution. However, with the requirements of the societies that had been modernizing and assuming the model of capitalist production, "homo ludens" was losing its characteristics, and as a forgotten luggage, it was losing itself with the time.

But if the playful is part of the nature and of the human being culture, how can we give up this feeling?

In the early life, in infancy, playing is socially acceptable. It is in the playing that the child materializes his/her experiences and uses the imaginary to develop him/herself, and it is by these representations that he/she becomes part of the world. This experience that is entire, it is also enough itself to contribute in a definitive way for a minimal harmonic development. What we see today, however, denies in many aspects what we consider ideal for this period of the life of the human being.

In the anxiety to anticipate the matureness of the children so that they can become competitive in the adult phase, imprudent parents create a stuffed agenda of commitments for children who must have more time to live as a child. It is in this way that Rousseau's thought cheers us up when he alerts:

"nature wants that the children to be children before being man. If we want to disturb this order, we will produce precocious fruits, that does not have maturation or flavor and they will not delay in corrupting itself; we will have young doctors and old children ".

Thus I begin this article, with the intention to bring the subject for an action more effective of the professionals in education, particularly the Physical Education case, that in its professional intervention chore with the human being formation, what it is enough itself, so that way it offers chances of the playful experience.

The Playful

The word playful is originated from Latin ludus and it means to play. The playful is born in the contact with the experience. Without this experience the whole process is affected, the process that should be motivating of a development directed toward the joy of the people and raiser of human beings, more active socially and creative.

But what is the importance that people in a contemporary society attributes to the playful? Certainly we cannot be ingenuous and with simplicity make it a devil of a series of events that occur in the life, like: the new technologies, the work, the lack of the good use of the free time, the hunger, the violence, the school, the disrespect to the nature, the ways of life of consumption of the urban ones, attributing them "guilt " for producing a boring human being.

Thus, we raise some questions for reflection: have people reserved time and space to play? Do they participate together with family and friends of instants of joy and pleasure in the playful activities? What is the place of the leisure time in the priorities that they establish in the agenda? Do they like to play? Have you already noticed that in the simplest activities and the ones that do not cost almost anything, they concentrate most of the good memories? Why do we run so much in the search of the accumulation of good and the power of consumption?

The humanization of the man

The appeal so that we search all the time to have more, moves people away from the necessary relations so that it constructs a more human being formation. The playful that exists in the man is on his history of life, since the pre-civilizational period. The "methods" that he used "to train" his daily survival were characterized by the assay, for the dramatical game, always involving lived situations. This happened to be natural in the man the necessity of corporal experience so that he learned, and it was incorporated in his way of living. For Negrine (2001), the conception of that playing is reserved to the children is nothing more that the loss of the naturalness human being, imposed for the man by the proper man, since - the history says to us- the adult used to dedicate many hours to the leisure time.

The experience of the playful itself in the game can be an element for the social learning, because the game itself is an organized activity and with the existence of rules. For Huizinga(2004), the rule is a very important factor for the game concept. Every game has its rules. Those are the ones that determine what is “valid" within the temporary world for circumscribed it. In society, the conscience of the rules harmonizes the living together.

What does move the man? What does essentially motivate him to assume a more positive attitude in the life? Santin (1994), points the playful as a form of make the humanity more human. Thus, this process to became more human would be a collective task, a question of education for the full exercise of a right that would have to be of all human beings, unhappily confiscated by the favorable social conditions of great parcel of the population and the based style of modern life in the competition, excellence and consumption. This right is materialized in the free time, the subjective use of the free time and in the leisure, as cultural and basic activities for the human development

As educators, parents and teachers, we need to stimulate the experience of playing as a necessity so that we search other conquests as a harmonious and ethical society and that the valuation of the life is a well for everybody. Moyles (2003), shows some reasons to justify playing in several environments, to know:

- helps to develop confidence in itself and its capacities;
- in social situations, it helps to judge the many variables show in the social interactions and to be empathic with the others;
- it takes children and adults to develop perceptions on the other people, expectation and tolerance;

- the chances to explore concepts as freedom exist implicitly in many playful situations, and eventually they take the points of transposition in the development of independence;

- it offers situations where the abilities can be practiced, as much the physics how much the mental ones, and repeated as many times how much it will be necessary for the confidence and the domain;

- it allows to explore potentials and limitations, and if guided in the direction of the complexity of the human being, allows to perceive the being us of desire, lack and conscience of its overcoming through the transcendence.

A joy is to know that the subject here in question is the reason of discussions in some environments with a frequency never seen previously. Institutions of superior education, congresses, forums, post-graduation programs, pedagogical weeks. In staff training the playful started to be first-class subject. We are ahead of a new paradigm for the human being formation.

But in the impossibility to approach all the environments where the playful is present at and not being this intention of this article, we go here to say of us ourselves... the teachers. Masters of many souls that follow us in the hope to become better people. An educator does not conceive itself today who does not have if not the practical activity, at least the knowledge of that the playful is essential to the educative processes and much more than this, to the life.

The place of the playful in the professional formation

Changes have already occurred. It not only offers discipline in the graduation that makes possible a meeting with the playful, but the concern of professors with the humanist formation of the new professionals. However, we cannot believe that this concern already was established in the biggest part of the courses. The professionals in the academic environment still show certain shyness in applying practical playful. In an environment where it proliferates adepts of the research in physiology, biochemist and sporting training, it is really difficult the conquest of the respect of the pairs and the pupils, when the predilection for playing is proven.

A contradictory dimension with the discussions exists on the necessity of the exercise of the playful in the formation in Physical Education. We perceive in the way thought the academic environment, an epistemological and methodological priority in the knowledge of techniques, questions, disrespecting the necessity of the development of the human/personal aspect, ontological that must consist as part of the development. To make it a priority for the aspects of the human being formation will be defining for the professional future, therefore feelings, values and its vision of world will characterize and guide its pedagogical practice.

In the professional formation, they also coexist modern conceptions and methodologies with old behaviors, what it is extremely acceptable in a society of different people, however, it is inadmissible in an environment of intellectuals.

Negrine (2001) calls the attention for the situation found in the formation:

"Another question that seems to me more crucial, when we use body practices as handspike of the development processes and learning of children and adults, mainly when the subject is the playful, is the failure in meeting that occurs between the speech proclaimed by professors and the pedagogical practice which effectively carry it out".

We consider the all instant changes. An outcry for the transformations. We talk about continued formation, but we need to assume our task as professional. The pupil needs to be seen as a demanding customer, who compels us to give them a good service. That is exactly this, a good service. We are responsible for transformations that are made necessary and only they would accomplish if we considered them to leave its zone of comfortable state.

When thinking of qualification that today reveals as condition to act in superior education we desire that the new specialists, masters and doctors when ripening academically, do not feel inhibited to bring experiences as researchers of the playful, for the practice activities in the universities. That we could remove the mildew of the libraries our research and contribute with the formation in the practice activity... in the systematization of playful contents in the school Physical Education.

We must motivate our pupils in the application of practical playful, for the experience in the school still in its formation. That shows the school reality with the application of activities with real children is shown, in the real environment, with the real difficulties and not with an imagined world. We cannot neglect this previous experience, passing this necessity throughout the school time, what causes unfamiliarity.

In the experience with the daily life of the school through the period of training, pupils come across generally in the end of the course with a reality which had not been prepared... there is the disenchantment. What they experienced with the colleagues in the practical one of the professional formation is not applied to the harshness that is shown in the schools, mostly from the public net. Thus, to the first rejections of its lessons, they give up and they start to be hostages of a repetitive and practical routine, since these are well known by the pupils and in its majority defended by the professors who these egresses find in the schools.

We need to prevent these new professionals of these barriers so that we can raise up a new and more daring generation. And that for the experience of the creativity, significance and quality, can together with pupils, parents and all school community, to demand material and wage conditions that provides them to develop with responsibility their functions.

The playful as intervention way does not require great magicians, but yes, that we have the knowledge of its purpose and the essence, soul, of this playful as a way to teach. It is to transform lessons into meeting with the challenge, the laugh, protagonism and the creativity.

Final reflections

We can categorically affirm that we are ahead of a new paradigm for the human being formation. A new model, that effectively passes for the necessity to rethink the education concept. It passes for a re-engineering of the school. It passes for teachers who need to be more valued and that they feel pleasure and joy when teaching. But, above all this, it passes for the familiar relations. A way of being family, to grow co-responsibly together. And thus exactly, as a dreamer, a "fisherman of illusions", one to be wonderfully utopian, to think a world where is possible:

- the learning of the human being to play, and to understand that this is a bridge for a happy and healthful life;
- the agreement of the men of whom it has an inestimable value in human being;
- the respect to its body and the body of the other, denying manufactured standards of beauty;
- the agreement of the value and care that fits to each one with the environment where if lives;
- the preservation due to the animals and the nature;
- the education that prioritizes simple things of the life, as to talk and to make friends, to know to cook and to prepare foods without wastefulness;
- "the serious" school that teaches that the work can be something pleasant and not obligatorily laborious and;
- the study of the aesthetic one that it makes possible to appreciate and to understand the complexity/simplicity of a work of art or a rising or to put of the sun;
- the study of the ethics in the relations as a good of extreme value for the humanity.

And still, that it has a desire to educate the human being of complete form truly, thus, this man can be full, and being full,

it has the capacity to creatively develop a life that values and promotes the development of a culture where the body exists and it is more human. And that the playful is as natural as its proper nature.

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PLAYFUL IN THE HUMAN BEING FORMATION: CONTRIBUTIONS OF THE PHYSICAL EDUCATION.

ABSTRACT

This article has the intention to bring the professionals of education and in a particular way to the Physical Education ones, to the responsibility that fits to each one in the creation of a society more humankind. In our pedagogical experiences we come across with situations that are presented in a favorable way to raise a playful culture in our pupils. This construction will effectively bring good contribution in the traffic between school/society, it can influence people to have a life toward the valuation of the human being, and that the playful is a safe bridge to this way of being materializes. We approach, even in a superficial way, the playful as a human feeling exclusively so that it is able to achieve by the human through a conscientious action. We talk about the questions of the academic formation of the professionals who act with possibilities to develop practical playful, showing the difficulty of the application of facilitator methodologies of human development for the playful, many times for the lack of status that this thematic presents, and for the little disposal of the teachers. Finally, we point in a personal form, the world that we could create, not as a utopia, but with the courage to dream and to carry through.

KEY WORDS: playful; human being formation; physical education, professional formation.

LE LUDIQUE DANS LA FORMATION HUMAINE: CONTRIBUTION DE L'ÉDUCATION PHYSIQUE

RESUME

Cet article a l'intention d'amener les professionnels de l'éducation et en particulier ceux de l'Éducation Physique, vers leur responsabilité en ce concerne leur rôle de création d'une société plus humaine. Lors de nos expériences pédagogiques, nous avons pu rencontrer des situations favorables à la construction d'une culture ludique avec nos élèves. Cette construction sans aucun doute collaborera pour que lors de la transition école/société, nous puissions influencer les personnes à avoir une vie orientée vers la mise en valeur de l'être humain, et que le ludique soit une passerelle sûre afin que cette manière d'être se concrétise. Notre approche quoique superficielle, voit le ludique comme un sentiment exclusivement humain et donc réalisable à travers une action consciente. Nous parlerons également des questions concernant la formation académique des professionnels, qui travaillent et qui pourraient développer des pratiques ludiques, en montrant la difficulté d'appliquer des méthodes favorisant le développement humain par le ludique, très souvent du fait du manque de *status* que présente ce thème, et aussi par le peu de disposition des enseignants. Finalement, nous présentons d'une manière personnelle, le monde que nous pourrions créer, non pas comme une utopie, mais avec le courage de rêver et de réaliser.

MOTS-CLEFS: ludique ; formation humaine ; éducation physique.

LO LÚDICO EN LA FORMACIÓN HUMANA: CONTRIBUCIONES DE LA EDUCACIÓN FÍSICA

RESUMEN

Este artículo tiene la intención de llamar a los profesionales del área de la educación, y de forma particular a aquellos del campo de la Educación Física, a la responsabilidad que a cada uno de nosotros le cabe en la creación de una sociedad más humana. En nuestras vivencias pedagógicas nos deparamos con situaciones que se presentan de modo favorable para la construcción de una cultura lúdica en nuestros alumnos. Esta construcción traerá efectivamente una buena contribución para que en el tránsito entre la escuela y la sociedad se pueda influir a las personas para que tengan una vida orientada hacia la valorización del ser humano, y en la cual lo lúdico sea un puente seguro para que dicha forma de ser se concretice. Abordamos, aunque de forma superficial, lo lúdico como un sentimiento exclusivamente humano y por ello realizable a través de una acción consciente. Hablamos también de las cuestiones de la formación académica de los profesionales que trabajan y tienen posibilidades de desarrollar prácticas lúdicas, evidenciando la dificultad de la aplicación de metodologías facilitadoras del desarrollo humano a través de lo lúdico, muchas veces por la falta de *status* que esta temática presenta y por la poca disposición de los profesores. Por último, presentamos de forma personal el mundo que podríamos crear, no como una utopía sino con el coraje de soñar y realizar.

PALABRAS CLAVE: lúdico; formación humana; educación física.

O LÚDICO NA FORMAÇÃO HUMANA: CONTRIBUIÇÕES DA EDUCAÇÃO FÍSICA

RESUMO

Este artigo tem a intenção de trazer aos profissionais de educação e de modo particular os de Educação Física, para a responsabilidade que cabe a cada um pela criação de uma sociedade mais humana. Em nossas vivências pedagógicas nos deparamos com situações que se apresentam de modo favorável para que se construa uma cultura lúdica em nossos alunos. Essa construção, efetivamente trará boa contribuição para que no trânsito escola/sociedade, se possa influenciar as pessoas a terem uma vida voltada para a valorização do ser humano, e que o lúdico seja ponte segura para que esse modo de ser se concretize. Abordamos, mesmo de modo superficial, o lúdico como sentimento exclusivamente humano e por isso realizável através de uma ação consciente. Falamos ainda das questões da formação acadêmica dos profissionais que atuam com possibilidades de desenvolverem práticas lúdicas, evidenciando a dificuldade de aplicação de metodologias facilitadoras de desenvolvimento humano pelo lúdico, muitas vezes pela falta de *status* que essa temática apresenta, e pela pouca disposição dos professores. Por fim, apontamos de forma pessoal, o mundo que poderíamos criar, não como uma utopia, mas com a coragem de sonhar e realizar.

PALAVRAS-CHAVE: lúdico; formação humana; educação física.