107 - CORPORALITY AND PHYSICAL EDUCATION: THE BODY THAT WANT TO EDUCATE

PRISCILA FIGUEIREDO CAMPOS[1];
MARILANE DE CÁSCIA SILVA SANTOS[2]
[2] PROGRAMA EUROAMERICANO DE MOTRICIDADE HUMANA
RMH - POS GRADUAÇÃO STRITU SENSO EM NEUROCIENCIA - URUGUAY
UNIVERSIDAD DE LA REPUBLICA -- UDELAR– Montevideo - Uruguay
[1] [2] UNIPAC VALE DO AÇO – Ipatinga – MG – Brasil
priscilaefi@yahoo.com.br

INTRODUCTION

Embodiment has been researched for various areas of knowledge. Embodiment: the condition of attendance, participation and significance of the man in the World. And so "motility emerges corporeality as a sign of who is in - the-world - for - something, ie to sign a project. Every motor behavior inaugurates a sense through the body, " Cunha (1994, p.155).

The body comprised significantly influences the way we treat and work with the "bodies" of others. Throughout the years, the body has more space in people's lives, either through studies, the media, the school environment or simply thoughts invade our minds, bodies "aesthetically perfect."

From the moment we understand corporeality as the unification of body and mind, we believe that it is only possible to educate humans when we develop all areas of this being, ie mind and body together.

According to Santos and Vargas (2011) , all educational activity is always complex and requires that we pay careful attention to several factors such as the social context , as it is influenced not only individual behaviors of those who exercise , especially parents and teachers The cultural and social aspects also work deeply in the educational process and the psychobiological basis of each individual.

Physical education has a unique role in the development of human movement , responsible for the growth and development of individuals who should be worked so that contemplate as an inseparable unit , you need to acquire and develop this embodiment the intention of making this body manifestations of life .

CORPORALITY BODY AND IN PHYSICAL EDUCATION

The physical exercise and physical activity causes the body to systematize sports movements with the stimuli of Physical Education professional. Embodiment, as understood brain behavior, the student will recognize and use the body as facilitator of intrinsic and extrinsic matters, relating with the world in general.

It is in schools that the cultural background of a society is transmitted from generation to generation, dynamically and continuously. And the body is part of that baggage, and is present not only in physical education classes, but also in science and biology, for example. However, the movement, or body culture movement is unique part of the Physical Education curriculum.

According to Sergio (1996), through the corporeality [...] that is the human embodiment and is therefore is movement, expressiveness and presence. A woman and man are movement that makes gesture, speech and gesture which is assumed as a significant presence, speaker and creator. And thus manifests Motor Humana ... not tired because there is repetition, but creation.

Understanding that embodiment presents itself as a factor of primary work of physical education , and it is through the body that reached the corporeality , the statement becomes a reference for physical education professionals therefore " understand" the embodiment is able to look much the body in search of his body awareness and the discipline imposed or not standardized.

According Feijo (1998, apud Santos, 2009, p. 31) body movement is not by chance, for free , and neither are superfluous demonstrations of the body , but physical and emotional needs of the person through any means integrated with a denominator common in a unique dynamic personal energy because the body functions as a place where there is a personality. At the same time, however, the body is subjective because actually, the subject that "I am" is identified with "my body". Thus, strictly speaking, I should not say that "own" body, but that "I am" body.

According to Aranda et al (2012).

> These days, the body is in evidence. Postmodernism suggests types of bodies that are accepted by society and are not admitted imperfections. The individual can not be fat, ugly, old, ie, there is a standard tax and pre - established. The issue in question is that most people do not fit the globalized model that is in fashion and which is heavily publicized by the media. Yet according to the authors, the body is likely to connect the notions of instrumentality in the service of technology and science, work, order, progress, health, aesthetics, fashion, among others (p. 737).

Thus, we are in a time when the individual has changed their relationship with the body, where concern for the body "look" beyond the meaning and importance of the body "human " , free to live and be part of human complexity .

The obsession with body expresses itself in acts, most of the time, unthinkable, and successive transformations without regard to their own bodily limits. In schools is no different - even in physical education classes - give the body the secondary role of passive agent in the learning process (ALEXANDRINO et al., 2013).

BODY IMAGE

The body image develops from birth to death in a complex structure and subjective undergone changes that lead to a continuous construction resulting from the processing of incoming stimuli.

Mataruna (2004) defines body image as the figuration of the body, formed and structured in the mind of the same individual, ie the way in which the body has for himself. Through experiments and experiences, the student will be their limit and body design, this limit had granted perception of your body, for your body and the other body.

The child sees his own body through all respects, with the body occupying a space environment over time, thus capturing images, receiving sounds, smells and tastes feeling, heat and pain, moving.

According to Ramos (2002, apud Mataruna, 2004) the notion of the body is at the center of the feeling about availability and we have to adapt our body and is at the heart of the relationship between the living and the universe. It is our mirror

affective- somatic before an image of ourselves, of others and of the objects.

The student body will represent a real world and imaginary Mataruna to 2004, this body is your center, your reference to herself, for the space it occupies and the relationship with the other .

PHYSICAL EDUCATION IN THE PROCESS OF FORMATION OF BODY IMAGE

> Physical education is a function of man as being individual and social. It is to culture in its broadest sense, fertilizing the field of individual and collective manifestations. It transmitting culture, but can be above all, transforming culture. Its explicit action is on the body, no doubt. But the benefits go beyond the body (OLIVEIRA, 2006 apud SILVA, 2011).

To Steinhilber 2007, specialty in Physical Education Professional configures itself from the following set of general criteria relevant to the area of knowledge and society. This professional shall awaken this student interest in knowing this body and from him structure his life on the condition that a thinking being who lives in motion.

The motion cited by Schilder (1999, cited by Smith, 2011) is an essential to the recognition and construction of body image and at the same time, every time we move we are changing our image.

It is of paramount importance to establish in our students the culture of corporeality very early, so the practical offered in schools comes from meeting with the Physical Education in this training process.

CONCLUSION

Embodiment provided facilitator of a "body" that thinks, feels, makes decisions and moves aroused the students interest, satisfaction, creativity, courage, and spiritual well-being to unravel and understand this body as part of his existence, and he ought be respected and care.

This creative ability to understand the human, may be a working tool of the professional physical education as a strategy and coordination for better planning and development of their classes in schools.

At present the search for a "perfect" body has shown negative factor and that this requires special look professional for Alexandrian (2013), points to the urgency of confronting the complexity of human beings and need to change our look at the student as a passive agent and give due importance to the body at the school, because the body is the place of receipt and emanation of all experiences captured lifelong.

The school should promote confidence and trust for students aiming to provide a better understanding of the "U.S. BODY" which is inherent in the professional role, since this is the mediator of the actions and interactions of growth for their students, and finally for the promotion of your personal identity .

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CORPORALITY AND PHYSICAL EDUCATION: THE BODY THAT WANT TO EDUCATE

ABSTRACT

The body, for Physical Education, means the union of being with being cognitive movement. Do we know that we are the body? Santos (2009) calls attention to how we understand that we are not owner of our body but we have a body that is able to think, feel and act and requires understanding of yourself and others. Embodiment is the human existence itself, is an attempt to understand the world through feelings structured to live in a society where "show" is a priority for some and uncomfortable for others. The school environment is a great facilitator of understanding body because bodies mingle and interact with each other by providing the knowledge, experience and exchange of body experiences. Body consciousness gives the individual the ability to learn and I can relate with each other, with objects and desires. Separating the man in their cognitive, motor and social job will not be possible since our body is complex and indivisible. Developing learning through this interaction body is or should be a common practice between knowledge and relationship. Embodiment has constituted one of the most interesting themes of reflection in education, especially physical education. (Vogel et al., 2009) and this practice are the stimuli for working relationships and provide students with a learning experience which consequently lead to improved performance. It will be up to the physical

education teacher in the classroom to make sense of this body that needs thought and move to relate and survive in this space so much diversity and cultural differences. Knowing this body is to develop autonomy and present is able to survive culturally permeating an individual body to a body fully in line with society.

KEYWORDS: corporeality, Physical Education, Education.

CORPORALITÉ ET ÉDUCATION PHYSIQUE: LE CORPS QUI VEULENT ÉDUQUER

RÉSUMÉ

Le corps, de l'éducation physique, signifie l'union de l' être avec le mouvement étant cognitive. Savons-nous que nous sommes le corps? Santos (2009) attire l'attention sur la façon dont nous comprenons que nous ne sommes pas propriétaire de notre corps, mais nous avons un corps qui est capable de penser, de sentir et d'agir et exige une compréhension de soi et des autres . Réalisation est l'existence humaine elle-même , est une tentative de comprendre le monde par les sentiments structurés à vivre dans une société où "show" est une priorité pour les uns et pour les autres mal à l'aise . Le milieu scolaire est un grand facilitateur de comprendre le corps parce que les corps se mêlent et interagissent les uns avec les autres en fournissant les connaissances , l'expérience et l'échange d' expériences corporelles. Conscience du corps donne à l'individu la capacité d'apprendre et je peux m'identifier avec l'autre, avec des objets et des désirs . Séparer l' homme dans leur développement cognitif , moteur et travail social ne seront possible puisque notre corps est complexe et indivisible. Développement de l'apprentissage à travers ce corps d'interaction est ou devrait être une pratique courante entre la connaissance et la relation. Réalisation a constitué l'un des thèmes les plus intéressants de la réflexion en matière d'éducation , surtout l'éducation physique . (Vogel et al. , 2009) et cette pratique sont les stimuli pour les relations de travail et de fournir aux étudiants une expérience d'apprentissage qui conduisent par conséquent à une meilleure performance . Il appartiendra à l'enseignant d'éducation physique dans la salle de classe pour donner un sens à ce corps qui a besoin de penser et de passer à rapporter et survivre dans cet espace tant de diversité et les différences culturelles . Connaissant cet organe est de développer l'autonomie et le présent est capable de survivre imprégnant la culture d'un corps individuel à un corps entièrement en ligne avec la société .

MOTS-CLÉS: corporéité , l'éducation physique , l'éducation.

CORPORALIDAD Y EDUCACIÓN FÍSICA: EL CUERPO QUE QUIERES PARA EDUCAR

RESUMEN

El cuerpo, de la Educación Física , significa la unión del ser con el ser movimiento cognitivo. ¿Sabemos que somos el cuerpo? Santos (2009) llama la atención sobre la forma en que entendemos que no somos dueño de nuestro cuerpo , pero tenemos un cuerpo que es capaz de pensar , sentir y actuar , y requiere la comprensión de sí mismo y los demás. La realización es la misma existencia humana , es un intento de comprender el mundo a través de los sentimientos estructurados para vivir en una sociedad en la que "show" es una prioridad para algunos e incómodo para los demás. El ambiente de la escuela es un gran facilitador de la comprensión del cuerpo porque los cuerpos se mezclan e interactúan entre sí , proporcionando el conocimiento , la experiencia y el intercambio de experiencias del cuerpo . La conciencia del cuerpo le da al individuo la capacidad de aprender y puedo relacionarme con los demás, con los objetos y deseos. La separación del hombre en su desarrollo cognitivo , motor y trabajo social no será posible ya que nuestro cuerpo es complejo e indivisible . Desarrollar el aprendizaje a través de este cuerpo de interacción es o debería ser una práctica común entre el conocimiento y la relación. La realización ha constituido uno de los temas más interesantes de la reflexión en la educación, especialmente la educación física. (Vogel et al. , 2009) y esta práctica son los estímulos para las relaciones de trabajo y proporcionar a los estudiantes una experiencia de aprendizaje que por lo tanto conducen a un mejor desempeño . Será hasta el profesor de educación física en el aula para dar sentido a este cuerpo que tiene pensado y pasar a relacionar y sobrevivir en este espacio de tanta diversidad y las diferencias culturales . Conociendo este cuerpo es el desarrollo de la autonomía y el presente es capaz de sobrevivir que impregna la cultura de una persona física a un cuerpo plenamente a la sociedad.

PALABRAS CLAVE: corporalidad, Educación Física, Educación.

CORPOREIDADE E EDUCAÇÃO FÍSICA: OS CORPOS QUE QUEREMOS EDUCAR

RESUMO

O corpo, para a Educação Física, significa a união do ser cognitivo com o ser movimento. Será que conhecemos o corpo que somos? Santos (2009) nos chamam atenção em como entender que não somos dono do nosso corpo e sim temos um corpo que é capaz de pensar, sentir e agir e que necessita de entendimento de si próprio e do outro. A corporeidade é a própria existência humana, é a tentativa de se entender com o mundo através de sentimentos que estruturamos para conviver em uma sociedade onde “se mostrar” é prioridade para alguns e desconforto para outros. O ambiente escolar é um local facilitador da compreensão corporal visto que corpos se misturam e interagem entre si proporcionando o conhecimento, a troca de experiência e a vivencia corporal. A consciência corporal proporciona ao individuo capacidade de aprender e se relacionar consigo, com o outro, com objetos e desejos. Separar o homem nos seus aspectos cognitivo, motor e social não será uma tarefa possível visto que nosso corpo é complexo e indivisível. Desenvolver o aprendizado através desta interação corporal é ou deveria ser uma pratica comum entre conhecimento e relacionamento. A corporeidade vem se constituindo num dos mais interessantes temas de reflexão na área da educação, em especial da Educação Física. (VOGEL, et al. 2009) e esta pratica são os estímulos para trabalhar as relações interpessoais e proporcionar aos alunos um aprendizado que conseqüentemente levar a melhoria do desempenho. Caberá ao professor de Educação Física em suas aulas dar sentido a este corpo que necessita de pensamento e movimento para se relacionar e sobreviver neste espaço de tanta diversidade e diferenças culturais. Conhecer este corpo é desenvolver a autonomia e apresentar se culturalmente capaz de sobreviver perpassando de um corpo individual para um corpo em plena consonância com a sociedade.

PALAVRAS-CHAVES: corporeidade, Educação Física, Educação.