84 - PLAYING AT WORK OR WORKING WITH THE GAME: THE PRACTICE OF TEACHING SCHOOL PHYSICAL EDUCATION TEACHER

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doi: 10.16887/85.a1.84

INTRODUCTION

Play and exercise are the contents of physical education (Freire & SCAGLIA, 2007). The guidelines documents (SANTA CATARINA 1998; BRAZIL, 1997) and scholars (Darido, 2012; SOARES, 1996) used in addition, other terms, such as dance, fights and gymnastics, for example, pointing to the motto of this school discipline . However, depending on the way these activities are carried out, can be considered game or exercise. The game is subjective, unpredictable, open for possibilities of action. Exercise is objective, predictable, closed in its planning, is organized by sets and reps. Therefore, the understanding of exercise resembles the understanding of work. Thus, both the fight and dance as gymnastics can be set or exercise / work, because the teacher's pedagogic practice is what will characterize the class.

The needs and interests of the student teacher's proposals require collective games that can mobilize and develop social skills (knowing how to compete and cooperate), skills and motor skills (balance and speed), intellectual skills (tactics and strategies), perceptual skills (notion time and space) and also stimulate the imagination. In Physical Education seems more educational play, however, does not rule out all kinds of exercises.

The game is engaging, captivates the player. For the game to be one of the noble and present in the daily lessons of physical education content, it would also wowing the teacher? If the class is vigorous, if the teacher loses track of time tangle in the game with him as a viable tool to education, we can say that the teacher plays in the workplace. If the class is tiring, if the teacher account for the missing people after working hours minutes and does not engage in the magic of activity, we would argue that it works with the game.

Work is an activity whose purpose is to use natural things, or transforming the environment and meet human needs, implying the need and effort (Abbagnano, 1998).

This study aims to investigate the perception of the teacher of School Physical Education in their teaching, before the possibility to be working or playing in their professional activity. This fact is justified by the opportunity to contribute to a larger project which aims to research the topic with more breadth and depth in a graduate program, aiming at building a valid knowledge education.

METHODOLOGY

The epistemological basis of the study is based on the theory of the game and work on theories involving in education and work. The research is qualitative-quantitative nature, it examines perceptions of play and work of teachers of municipal schools in a city in Vale do Itajaí.

The instrument for data collection was a questionnaire administered on July 23, 2014, at a time of continuing education with teachers. A total of 21 (twenty one) Physical Education teachers were present. Of these, 11 (Eleven) males and 10 (ten) females. Are six (6) teachers who still are still attending undergraduate and 15 (Fifteen) formed act averaged 8 (eight) years, however, concluded the graduation to five (5) years on average, ie, many already active in school before having completed the initial training. It is also worth noting that of 15 (Fifteen) trained teachers 11 (Eleven) are post-graduate-level specialization.

DISCUSSION OF DATA

Initially, it is pertinent to recognize the complexity of the task. For Freire (2002, p. 69) "[...] the adults progressively involved in appointments, tasks in such a confused way and play, play and work, it is necessary to admit that hardly is a pure form of this game stage of life. "Were seventeen (17) showed that teachers perceived to be working and playing in their professional activity. Ie they have confused perceptions about their practice because you will be working with the game and / or playing at work, because the game is often offered, participation in the activities of the teacher being possible.

Therefore, Freire (2002, p. 67th) exposes "Excepting some cases in the field of pedagogy, in which, following a plan, work and play go hand in hand, one must be free of objective obligations to access the game." It is worth noting that no teacher reported that only plays in their teaching, which can be understood. For Freire (2002, p 68). "Besides being interior, tending to subjectivity, to the imaginary world of fantasy, simulation, everything indicates that the game can only occur in the sphere of no need." For the same author "[...] can also indicate the game when we realize that the person who is doing an activity need not be doing it because she would not be objectively necessary". The work is an effort for survival, so the game in its purest form, does not take account of the work of this group of teachers. Ie, the teacher does not play at work.

When dealing with the definition of work reported Greek society. Arendt (1995 ApudRaitz, 2003) speaks of the distinction between labor and work denoting the public and private spaces that were clearly defined in ancient Greece. This author "search in the polis those human capabilities that led to knowledge of the world founded by the Greeks." In his book "The Human Condition", a retrospective of the conditions that the man received jointly with his life, a belonging, according to her, is worth anywhere in the globe and in any historical time.

Arendt (1995) assumes the Marxist category of work in an effort to deepen this sense, develops his thought in a constant confrontation with the former point of view with regard to the recognized value of the work thus undertakes a critique of Marx, as well as the interpretation that makes modern society. In his studies states that the activities that make up the "active life", are three activities that are commonly confused in interpretation: the labor, work and action. The author develops a perspective that differentiates a "contemplative life and active life", found in the tradition of philosophical and religious thought. As Arendt explains, the superiority attributed to the contemplative life as opposed to the active life was built off of reality, causing them to ignore the different ways of expressing this.

Already the "human condition of labor is life itself - the human metabolism with nature - which corresponds to the life cycle of nature, that this activity would be focused on the survival of the species, without beginning or end, cyclical movement running through generation after generation "(Arendt, ApudRaitz, 2003, p. 60th). It would be an activity that is realized by means of a rotary motion in obtaining livelihood and own consumption of these media, this movement that ends only with life itself - would thus be subjected laborans the animal. The author states that "[...] the human condition of labor, in turn, is based on its characteristic earthiness, corresponds to the artificiality of human existence." According to Arendt (ApudRaitz, 2003, p. 61)

The work and its product, human artifact, are products manufacturing - use objects and works of art that will occupy a place in the world while maintaining a certain durability, permanence and familiarity - associated with hands. In this sense, they gain independence from the men with whom they relate, constituting the artificial world in its materiality. However, the use of objects, for Arendt, unlike the works of art that have no utilitarian purposes, are more subject to wear and tear. According to this thinker, work, the labor conversely, has a violent connotation, what is the destroyer of nature, when the man uses to build the human artifact.

Therefore, the work brings together the notions of instrumentality and linked to the manufacturing activity utility, forming a utilitarian world, "homo faber" performs this activity - production of objects - except the artworks in isolation, and intended them to private use. Thus, the human condition of action is human diversity. Raitz (1995) comes the action, as distinct from labor, which is performed by man as a species, and labor, which is activity performed in isolation, is guided on live among men who come into the world, each as a unique and bears the mark of the unpredictable. The act incorporates the expression of the initiative.

The action part of the web of human relations is just the beginning of a process with unpredictable consequences, not in its biological sense is the very manifestation of life. Arendt (. 1995 ApudRaitz, 2003, p 62) mentions that "the action sets in motion a web of human relationships - measured by conflicting wills and intentions - which, in turn, produces stories, the story of the life of each person ".

For this group it was evident that the work develops by necessity, being that this was the most recurrent word in the responses given to the concept of work. Words like strength, important task, effort, goals, exercise, planning, income, pay, responsibility, commitment and standards are also contained in the opinions of teachers.

Understanding of work for these teachers seems inclined to social pacts and the need to stay alive, biological connotation of being, labor. Could not the work of these teachers transcend the action, to perhaps contemplate life through pedagogical practice?

It was also evident by the evocations and senses that perceive the game as the content of physical education as an activity that produces pleasure, socialization, which may be competitive or cooperative, and rules to be followed.

"We play only when we play" (Freire, 2002, p. 69th). Aware of this reality, the said author contributes to the understanding of teacher practices of Physical Education.

FINAL THOUGHTS

Admittedly, the data still offer many possibilities for analysis because they were not cross the sex / training time / time of work / specialization information to the responses obtained in questioning how the perception to be playing, or working two simultaneous situations in professional activity. These data will be useful for future studies.

With the responses we observed that the physical education teacher is perceived working and playing in their professional activity, as was the appointment of 17 of the 21 teachers, and the other 4 showed the perception of work, ie, no teacher it is perceived more as a player in their classes.

This implies the understanding that this group of teachers, in their perceptions, not playing at work, and the work is a necessary survival effort, taking the game as the content of Physical Education.

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ABSTRACT

The teacher's pedagogic practice of Physical Education seems playful, once their proposals involve games and attractions that usually participates in exercises to demonstrate the activity or to compose teams. This study makes use of theories of game and work involving education and support necessary to understanding this school practice. Aims to investigate the perception of work and play of a group of teachers of Physical Education before his professional activity. Is justified by the opportunity to contribute to a larger project which aims to research the topic with more breadth and depth, aiming at building a valid knowledge in the area of education and work. The results showed that the physical education teacher is perceived working and playing (confused perception) in their professional activity, as were the responses of 17 of 21 whereas the other 4 showed the perception of work, ie, no teacher percebe- it as another player in your classes. As a conclusion it is possible to point out that this group of teachers does not play at work, got the job as the survival activity required and works with the game, considering it as the content of Physical Education.

KEYWORDS: game; work; Physical Education

JOUER AU TRAVAIL OU TRAVAILLER AVEC LE JEU: LA PRATIQUE DE L'ÉCOLE D'ENSEIGNEMENT PHYSIQUE PROFESSEURD'ÉDUCATION

RÉSUMÉ

La pratiquepédagogique de l'enseignantd'éducation physique sembleludique, unefoisleurs propositions impliquentjeux et attractions qui participehabituellement à des exercices de démontrerl'activitéou de composer des équipes. Cetteétude fait appel à des théories de jeuet de travail liées à l'éducation et le soutiennécessaires à la compréhension de cettepratiquescolaire. Vise à étudier la perception du travail et le jeu d'un grouped'enseignants de l'éducation physique avant son activitéprofessionnelle. Estjustifiéepar la possibilité de contribuer à un projet plus vaste qui vise à rechercher le sujet avec plus d'ampleur et de la profondeur, visant à construireuneconnaissancevalabledans le domaine de l'éducation et du travail. Les résultatsontmontréque le professeurd'éducation physique estperçue travail et de lecture (perception confuse) dansleuractivitéprofessionnelle, ainsique les réponses de 17 des 21 tandisquel'autre 4 a montré la perception du travail, c'est à dire, aucunenseignantpercebe- comme un autrejoueurdansvos classes. En conclusion, ilest possible de soulignerquecegrouped'enseignants ne joue pas au travail, j'aiobtenu le poste quel'activité de survienécessaire et travaille avec le jeu, le considérantcomme le contenu de l'éducation physique.

MOTS-CLÉS: jeu; travailler; L'éducation physique

JUEGA EN EL TRABAJO O EL TRABAJO CON EL JUEGO: LA PRÁCTICA DE LA ESCUELA DE ENSEÑANZA DEL PROFESOR DE EDUCACIÓN FÍSICA

RESUMEN

La prácticapedagógicadelprofesor de EducaciónFísicaparecejuguetón, unavezquesuspropuestasimplicanjuegos y atraccionesquenormalmenteparticipaenejercicios para demostrar la actividad o para componer los equipos. Este estudiohaceuso de lasteorías del juego y de trabajovinculadas con la enseñanza y el apoyonecesarios para la comprensión de estapráctica escolar. Tienecomoobjetivoinvestigar la percepción del trabajo y el juego de un grupo de profesores de EducaciónFísica antes de suactividadprofesional. Se justificapor la oportunidad de contribuir a unproyecto másamplioquetienecomoobjetivoinvestigar el tema con mayor amplitud y profundidad, con miras a la construcción de un conocimientoválidoen el ámbito de la educación y el trabajo. Los resultadosmostraronque el maestro de educaciónfísica se percibe de trabajo y jugar (percepciónconfusa) ensuactividadprofesional, asícomolasrespuestas de 17 de los 21, mientrasque los otros 4 mostraron la percepción del trabajo, esdecir, ningún maestro percebe- comootrojugadorensusclases. Como conclusión se puedeseñalarqueestegrupo de profesores no juegaen el trabajo, consiguió el trabajocomo la actividad de super vivencianecesaria y trabaja con el juego, considerándolocomo el contenido de la EducaciónFísica.

PALABRAS CLAVE: juego; Trabajo; EducaciónFísica

JOGANDO NO TRABALHO OU TRABALHANDO COM O JOGO: A PRÁTICA PEDAGÓGICA DO PROFESSOR DE EDUCAÇÃO FÍSICA ESCOLAR

RESUMO

A prática pedagógica do professor de Educação Física Escolar parece lúdica, uma vez que suas propostas envolvem jogos e exercícios atrativos em que geralmente participa para demonstrar a atividade ou para compor equipes. Este estudo serve-se das teorias do jogo e do trabalho que implicam na educação como suporte necessário para a compreensão desta prática escolar. Tem como objetivo investigar a percepção de trabalho e jogo de um grupo de professores de Educação Física Escolar perante a sua atividade profissional.Se justifica pela oportunidade de contribuir para um projeto maior que pretende pesquisar o tema com mais amplitude e profundidade, visando a construção de um conhecimento válido para a área da educação e trabalho. Os resultados mostraram que o professor de Educação Física percebe-se trabalhando e jogando (percepção confusa) na sua atividade profissional, pois foram as respostas de 17 dos 21 sendo que os outros 4 apontaram a percepção de trabalho, ou seja, nenhum professor percebe-se como mais um jogador nas suas aulas.Como conclusão é possível apontar que este grupo de professores não joga no trabalho, tem o trabalho como atividade necessária a sobrevivência e trabalha com o jogo, entendendo-o como conteúdo da Educação Física Escolar.

PALAVRAS-CHAVE: Jogo; Trabalho; Educação Física Escolar