

BODY, SOCIETY AND HUMAN FORMATION

CORPO, SOCIEDADE E FORMAÇÃO HUMANA

CUERPO, SOCIEDAD Y FORMACIÓN HUMANA



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| 1



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The body does not belong to an abstract domain of our life; it remains the unseen center of our existence and our most immediate experience of time and space (BAVCAR, 2003, p. 183, our translation).

Evgen Bavcar, blind iconographer – as he prefers to identify himself – when reporting on his work of capturing images using the camera is perceived as such because he understands that the images he captured are first anticipated in his head, therefore, a "mental act". Along with this performance, the author reflects on the challenges presented to him when he became visually impaired at the age of 11 in one of his experiences in Slovenia, Central Europe. Through these experiences, Bavcar interestingly speaks to us of the body as the undisputed mark of our existence/presence in time and space, distancing ourselves from a perspective of understanding it and conceiving it as belonging to an abstract field of human life.

The proposal that motivated the creation of this dossier is very close to this perception of body announced by Bavcar by gathering studies that demarcate varieties of experiences that involve the relations between body, society and human education, awakened by the experiences of teachers and teachers when participating in the extension course *Body, Human Education and Society*, in the second half of 2020. At that time, the impacts generated by the COVID-19 pandemic tried to place our bodies in an "abstract domain" of our existences. With this, and as the only way, the remote environment enabled us to meet various bodies, experiences and experiences that resulted in what we present here: a virtual ciranda of possibilities.

Before we started the discussion circle, we were invited to play. Meire Lôde-Nunes and Jaqueline Nunes, holding hands, open their arms calling us to join the wheel. Thus, this "theoretical joke" begins by verifying in the portal of the Brazilian Digital Library of Theses and Dissertations (BDTD) whether the relationship between body and human education is present in the context of contemporary society as an investigative theme in the production of current knowledge.

Human education represents, as Cristina Leite and Vivian Silva tell us, a "ciranda" of educational experiences that value and recognize "different knowledge" inspired by the process of teacher training triggered by "circles and games". The authors emphasize learning and teaching as essentially significant processes that are enhanced when motivated by the presence, encounter, touch of hands and the "eye in the eye", however, due to the context that affects us due to the current health crisis, the wheel has rotated in another way, virtually. Better or worse? Remediable, perhaps, since the expectation of touch, encounter, joining hands and singing does not cease, it is remediable.

In one of these meetings to "play", Evanize Siviero and Ivana Bittencourt conducted the

"game" in which the use of image associated with body movement inspired possibilities of expression of the "Process of Learning and Teaching". How to see and think the same image or body movement in a collective activity? The "*Zoom thinking routine*" was the guide axis of the proposed activities, described and analyzed in the study that integrates this dossier. We added that, according to the authors, "the look to learn is procedural", in this, we formulate and transmit knowledge from our memories, "transforming ourselves into other selves".

Looks that, as they go through the images and intersect in the cirandas, arrive transformed into the work of the authors Meire Lôde-Nunes, Talise Schneider, Thais Souza and Vanessa Lima. They invite us to observe differently, now, beyond the social and historical walls, for an iconographic study, an analysis of the image of the Crucifix of Padova painted by Giotto di Bondone (1266-1337), of the humanized body of Christ, presenting as an indication to the change of mentality, about the concepts of man and world that are consolidated in the Italian Renaissance. Changes in the look and way of understanding the image, the body, generating the movement and the possibility of reconstruction and transformations of values and concepts throughout history are instigated by the authors.

The game of images is also the proposal of Alexandre Loro when analyzing the representation of the teacher in the Manual of the Teacher of Physical Education, pedagogical artifact produced by the National Program of Book and Didactic Material (PNLD 2019). Images of the performance of the school Physical Education teacher in eight manuals of four publishers were investigated. Moreover, the teacher's lack of visibility in these materials from the iconographic perspective, where they appear, signal to the representation of participatory professionals during classes, which, according to the author, raises indications of a process of change, breaking with the reproduction of authoritarian and excluding stereotypes that involve the performance of these professionals throughout history.

Thus, in other signs, new ways of looking, of moving, of touching one another, to keep ourselves connected in this ciranda. Marcia Almeida, in her article, takes us to the performance-danced, in which the knowledge of dance is built through/by the sensitive body, which includes ideas, knowledge, thoughts, bones, lymph, nerves, flesh, fat, skin and everything we traditionally know constitutes it, as well as desires, loves, sensitivity, dreams. Marcia emphasizes that when we dance, we perceive every movement, not only of the body, but also of everything around us which she calls "body intelligence", which establishes a connection between the dancer and the environment, including the audience, the "body with dance touch".

Thinking about this pulsating dance, which connects with the life of those who dance and those who appreciate it, we saw through the testimonies of the participants themselves, who

were involved in the proposal to unite gymnastics, leisure and art activities, the authors Neil Franco, Fernando Crescencio, Bianca de Oliveira and Gustavo Branquinho, who managed to leave shyness behind, and by the creations of choreographies, gave space to fun and pleasure. This article brings us the sensitive perception that the practice of gymnastics goes beyond the propositions of physical fitness and high performance defined by the historical, social and cultural dimensions of Physical Education, evidencing that the perspective of inclusion and respect for differences, dialogued to the manifestation of body culture, in the space of teacher education, aims at the quality of life of those who practice it and enhance the studies of those who research.

In this same vein, on teacher education, ciranda continued to rotate and focus on the little practical preparation and direct contact with people with disabilities and/or any other Special Educational Need (NEE) of students in initial training in Physical Education. As Patrícia Oliveira, Jacqueline Nunes, Josiane Freitas, Patrícia Rossi-Andrion brought in their study, how important it is to follow and experience closely the work done with people with disabilities. They present us with ways for this to happen as supervised internships, both in regular schools that serve the public of Special Education, as well as in special education | 4 schools. It is clear that this type of experience should happen so that there are significant changes in discourse on inclusion, seeking equity during classes; perspectives for the reduction of the pre-concept, leaving the disability aside and emphasizing the functionality to meet the needs of each student in the inclusive environment; and the development of appropriate relationships and communication both when working with the public in question, as with professionals from other areas, focusing on interdisciplinarity, always collaboratively and extensively.

Everything must end one day! However, closing is usually temporary, opening new possibilities, meetings and learning; fact evidenced in the production of this dossier, which is the result of the reflections aroused from the participation of the authors and authors in the extension project Body, Human Education and Society by assuming the challenge of proposing, in a remote format, their face-to-face experiences in teaching, establishing links between teaching, research, extension, continuing education, and so many other expressions of human education.

Thus, we closed our presentation rescuing the circles, the cirandas and the games proposed by Cristina Leite in her book that thematizes on the *Play Circles*, reviewed by Vívian Silva, which reaffirms the body as "the unavoidable center of our existence" (BAVCAR, 2003, p. 183, our translation).

In this movement, as Vívian tells us when paraphrasing Cristina, playful-bodily experiences bring out human experiences marked by "stories, memories, affections, attachments, certainties, doubts, desires and, sometimes, many oppressions and impediments", leading us to understand that "feeling" is the matrix of reification of existence and dialogue that situates us in the world. Perhaps, a possibility of apprehension of a "three-dimensional vision" or "open vision" mentioned by Bavcar (2003) by which he perceives and interacts with the world around him through the path of other domains of his body, once affected by the "problem of the wounded gaze".

Finally, our perspective is that the wheel is always open to new expressions that embody us three-dimensionally, present us with verses, colors, songs, knowledge and unprecedented presences, but provisional, because, as Vívian tells us, "Opening the wheel and playing is a cry of re-existence."

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| 5

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