

80 - PHYSICAL EDUCATION: PROMOTING GROWTH AND DEVELOPMENT FOR A LIVING WITH QUALITY THROUGH MATROGINÁSTICA

JUNIOR, ENORI, E. S.¹
 ROSA, JAQUELINE C.¹
 CANCI, TÂNIA¹
 DAL PAZ, CLAUDINARA B.²
 MORAES, VERA L. R.³

1. Acadêmicos: Curso Educação Física URI Campus de Frederico Westphalen, RS

2. Mestranda Educação Física – MINTER UFPR/UNIPAR- Curitiba PR- Brasil UFPR/UNIPAR - Curitiba PR.

3. Mestre em Educação - Universidade Regional Integrada do Alto Uruguai e das Missões - Frederico Westphalen, RS
 zmoraes@tcheturbo.com.br

INTRODUCTION

The school focused on the full development of children and adolescents seeking alternatives to the educational process pleasurable and challenging. Proposals for educational intervention can characterize events to include more arrests of knowledge, reflection and reframing, enabling improvements in the quality of teaching and learning.

Accordingly, Physical Education can assist in the educational process through which bodily activities aimed at solving cognitive and motor problems and encouraging the expression of feelings, promoting affection and sociability. The exercises engines used in school are carriers of meaning and intentionality, conscience clear, expressing the existence and coexistence, in order that education may mean more traction than a know-how, know how to be a (heath, 1995). And yet, Nanni (1998), the fundamental skills and specialized when developed under the aspect of play, to encourage the active participation of the child, you learn to release and express their emotions through the use of movement, space and time rhythm.

Another factor considered important to the success of educational goals is the presence of family in school, Morrison, Rimm-Kaufman and Pianta (2003), through the harmonious interaction with their parents children acquire the cognitive and social skills needed for school development.

Thus, activities of Physical Education, when performed by students along with their families, can be a way of teaching resource encouraging social interaction and knowledge acquisition. The lack of motivation, attention deficit disorder and indiscipline are factors listed among some of the students in public schools elementary schools. For this reason it is necessary to use different pedagogical methods, able to minimize evasion and failing the students, and assist in building human values of these students.

The teaching resource used in this project is to Matroginástica, which consists of physical exercise in a family of playful and affectionate way, allowing a greater relationship and closeness among family members through movement.

This project aims to provide ways to strengthen the bonds between the students and families through the exchange of experiences, sharing knowledge and experience, consolidating spaces for mutual education, with a view to encouraging family presence at the school, promoting the welfare and higher school performance of child / adolescent. Just as the scientific proposal of promotion to the university, in particular the line search - Corporate Culture and Education through Movement, Group of Interdisciplinary Research and Study of the Body and Movement (GIEPCOM), seeks to strengthen the extension and undergraduate research among academics, teachers and educational institutions. Especially the integration of teaching, research and extension. On this occasion linked to the discipline of Teaching Methodology of Gymnastics, Recreation and Leisure Physical Education Course Mode - Degree (URI / FW).

2. REFERENCIAL THEORETICAL

2.1-SOCIALIZATION, LEISURE AND PLAYFULNESS

The human being is linked to his fellow man at any distance. "The law of interdependence exists and can never be ignored, for all elements, all energies, from bacteria, viruses and even individuals are inter-related, whether they like it or not. They live in a web of connections that surrounds on all sides, making them sympathetic (BOFF, 2001, p. 2). Being aware of this interdependence is a very important factor to see how cooperation and collaboration between individuals makes sense in the local and global context. However in most cases, people still ignore this condition. In a way, this denial is the result of a fragmented view, individualistic and selfish human being, this has not been educated to perceive themselves dependent and interrelated with their peers. Considering the words of Boff, cooperation, solidarity and socialization is one of the solutions to personal and collective projects.

Morin (1996), explains that everything connects to everything and, reciprocally, a network of relationships and interdependent, and understood as part of an interconnected whole is to see if another connection in an open and inclusive, under an optical free prejudices, appearances, and adversity. Develop socialization as a means of improving interpersonal relations is no more a projection of future but a present need.

Thinking of reaffirming this feature cooperative and contributes to the socialization experiences, so important in school contexts, identifies himself, games, recreation, leisure, which are the means of integration between people, and a playful form of expression reproduces the socio-cultural relations in a community, confirming that culture in its infancy.

The play has been recognized as an essential feature of psychophysiology of human behavior. So the definition is no longer synonymous with the simple game. The implications of the need surpassed the boundaries of the playful spontaneous play. Passing the basic need of the personality, body and mind. The play is part of the essential activities of the human dynamic. Be characterized by spontaneous functional and satisfactory.

Traditional schools, focusing on the transmission of content, does not include a model of play. It is so frequently hear statements that support and laud the importance of play to be present in the classroom, and complaints of future educators, as well as those that are already on teaching, they talk about the importance of playfulness, are discussed concepts of playfulness, but not live play activities. There is talk, but not done.

Today, the school has taught us much about the outside world and little about social values and the inner world. This was the subject of a report by the International Commission for Education, also known as Delors¹ report, entitled "Education contains a treasure." This report describes the difficulties of teachers to assume the role of educators, since they also educate for life and, given the many skills that must be transmitted to children and adolescents during their school year, the formation of values just staying in the background.

2.2-RELATIONSHIP AND FAMILY SCHOOL

The school and family share social functions, political and educational, to the extent that contribute and influence the formation of the citizen (Rego, 2003). Both are responsible for transmitting knowledge and building culturally organized, changing forms of psychological functioning in accordance with the expectations of each environment.

The school, in turn, represents a diverse background of development and learning, that is, a place that brings diversity of knowledge, activity, rules and values and that is permeated by conflicts, problems and differences (Mahoney, 2002). It is a multicultural environment that involves a range of people with different characteristics that also covers the construction of bonding and preparation for reintegration into society (OLIVEIRA, 2000).

So with the family is involved in the formation of a human being is important to integrate these two institutions with common goals, to understand the process of development of the students and from this understanding to adopt measures to subsidize the education.

Factors such as violence and school dropout can be influenced by relationships and everyday family. That is, the anti-social behavior to the absence of the habit of studying, missing classes and behavior problems in the family has a strong contribution. And although the school is an agent of change, it is necessary the presence of other contexts that influence the students' learning and values, including family (Fantuzzi, Tighe and Childs, 2000).

When we talk about school life and society, there is no mention as Paulo Freire (1999 p. 18) when he says:

[...] Education alone can not transform society, without it neither the society changes. If option is progressive, if you are not in favor of life, not death, not of equity and injustice, of law and not of arbitrariness, of living with different and not its denial, there is no other way if not living option that is chosen. Embody it, thus decreasing the distance between what one says and does.

However, this view certainly helps to have a greater clarity of what you can do in facing the socio-educational in the whole social movement. In pedagogical actions that schools can enable support for families should be part of their school projects in everyday life. Emphasizing actions and fight in your favor so you can give a better quality of living well for all involved.

Therefore, the family and the school emerged as two key institutions for the evolutionary processes of individuals, acting as driving or inhibiting their growth physically, intellectually, emotionally and socially. At school, the curriculum and instruction to ensure understanding of knowledge, there is a central concern with the teaching-learning process. Already, the family, the objectives, contents and methods differ, fostering the socialization process, protection, the basic conditions for survival and development of its members in social, cognitive and affective.

2.3-MATROGINÁSTICA

The Matroginástica is the practice of physical exercise in a family of playful and affectionate way, allowing a greater relationship and closeness among family members through movement. This new view of physical education, where children play with their father, with mother and siblings, began in Brazil in 1975, a course taught by Prof. Helmut Schulz, Germany and ended up with the name matroginástica literally gym with her mother (Lorenzetti, 2010).

To Guiselini 1985, on the Matroginástica there are a number of reasons for planning a program of activities, highlighting among others: The importance of providing meaningful experiences of movement, care of the child development (motor, cognitive, and affective), integration of motor skills and physical abilities, the value of previous motor experiences, the formation of self-concept (availability, acceptance, trust, authenticity, empathy), the absence of comparisons and competition, respect for individual differences, the value of cooperation.

In addition, motor activities implemented in school significantly influence the acquisition of body awareness, characterized by the perception of the student about himself and the relationships you have with yourself and the world. Through body awareness to reduce the unconscious determination of behavior, extending the field of conscious actions (Freitas, 1999).

This study is seeking new working methods to tackle this chaos which is our schools. The tasks in Matroginástica consisting of activities between parents and children, based on the play, appropriating an important resource for physical education, mental and emotional of the pupil, as shown in previous paragraphs.

3. METHODOLOGY

To meet the proposed objectives of the study, which is to promote interaction between family and school as well as to encourage intra-family relations with Matroginástica practices, in schools, through recreational activities, we seek a qualitative methodology, descriptive. We draw upon in the reasons of authors such as ANDRE, M.; LUDKE, M. (1986), HART, A. L.; BERVIAN, P. A. (1983), TRIVIÑOS, A. N. S. (2001) among others, and confirming our interest in interpreting and understanding the ethos where the projects occur in this paradigm by identifying them.

Actors research: children and adolescents from kindergarten and elementary school, parents and teachers from four schools in four counties of the region covered by the URI Campus de Frederico Westphalen. The schools were chosen by criteria of representativeness, after application of these activities in a pilot school. Data collection: observation, document analysis, questionnaire. The analytical process aims to highlight new forms of relationship with the school community, thereby improving dynamic playful at school, within the schools studied.

4. REFERENCES

- ANDRÉ, M.; LÜDKE, M. Pesquisa em educação: abordagens qualitativas. São Paulo: EPU, 1986.
- BOFF, Leonardo. Ou mudamos ou morremos. 2001. Disponível em: <<https://www.ecodebate.com.br/portalecodebate>>. Acesso em 20 jun/08.
- CERVO, A. L.; BERVIAN, P. A. Metodologia Científica. 5. ed. Pearson: São Paulo, 1983.
- DE MARCO, A. (org.). Pensando a Educação Motora. Campinas, SP: Papirus, 1995.
- FANTUZZO, J, TIGHE, E, & CHILDS, S. Family involvement questionnaire: A multivariate assessment of family participation in early childhood education. Journal of Educational Psychology, v. 92, n. 2, p.367-376, 2000.
- FREIRE, Paulo. Pedagogia da autonomia. Saberes necessários a prática educativa. 11 ed. Rio de Janeiro: Paz e Terra. 1999.
- FREITAS, GG. O esquema corporal, a imagem corporal, a consciência, corporal e a corporeidade. Ijuí: UNIJUÍ, 1999.
- GUISELINI, Mauro A. Matroginástica – ginástica para pais e filhos. São Paulo: CLR Baileiro Editores, 1985.
- LORENZETTO, LA. Matroginástica: Brincar e Compartilhar. Disponível em: http://www.motricidade.com/index.php?option=com_content&view=article&id=152:matroginastica-brincar-e-compartilhar&catid=50:gestao&Itemid=90. Acesso em 20/05/2010.
- MAHONEY, AA. Contribuições de H. Wallon para a reflexão sobre as questões educacionais. In V.S. Placco (Org.), Psicologia & Educação: Revendo contribuições. São Paulo: Educ., 2002.

- MORIN, Edgar. Epistemologia da Complexidade. IN: SCHNITMAN, Dora Fried (org.). Novos paradigmas, cultura e subjetividade. POA: Artes Médicas, 1996.
- MORRISON, EF; RIMM-FAUFFMAN; PIANTA, RC. A longitudinal study of mother-child interactions at school entry and social and academic outcomes in middle school. *Journal of School Psychology*, n. 41, p. 185-200, 2003.
- NANNI, D. Dança educação: Pré-escola à universidade. 2. Ed. Rio de Janeiro: Sprint, 1998.
- OLIVEIRA, ZMR. Interações sociais e desenvolvimento: A perspectiva sociohistórica. *Caderno do CEDES*, 20, 62-77, 2000.
- REGO, TC. Memórias de escola: Cultura escolar e constituição de singularidades. Petrópolis, RJ: Vozes, 2003.
- TRIVIÑOS, A. N. S. Bases Teórico-Metodológicas da Pesquisa Qualitativa em Ciências Sociais. Idéias Gerais Para a Elaboração de um Projeto de Pesquisa. *Cadernos de Pesquisa Ritter dos Reis*. 2ª ed. Porto Alegre: 2001.

Vera Lucia Rodrigues de Moraes

Endereço: Rua Arthur Milani, 808/apto. 502 – Bairro: Centro - Frederico Westphalen CEP. 98400-000 - RS BRASIL
zmoraes@tcheturbo.com.br – moraes@fw.uri.br – (55) 9631 5852

PHYSICAL EDUCATION: PROMOTING GROWTH AND DEVELOPMENT FOR A QUALITY LIFE WITH THROUGH MATROGINÁSTICA

ABSTRACT

The study is a survey of the Interdisciplinary Group for Study and Research of the Body and Movement - GIEPCOM, Course of Physical Education Degree Mode of Regional Integrated University of High Uruguay and Missions, Campus de Frederico Westphalen, RS, in the line of research, Cultures Body and Education through Movement. The theme is MATROGINÁSTICA: Physical Education: Promoting Growth and Development for a Quality Life with through Matroginástica. The goal is to investigate the interaction with intra-family practices Matroginástica - activities between parents and children in schools through playful activities. The research problem: it is possible to approach the family of the school, promoting teaching and learning helping to build human values of students through Matroginástica? This qualitative research / descriptively. Actors research: children and adolescents from kindergarten and elementary school, parents and teachers from four schools in four counties in the region. The schools were chosen by criteria of representativeness, after application of these activities in a pilot school. Data collection: observation, document analysis, questionnaire. Intention is to highlight new forms of relationship with the school community. Thereby improving dynamic playful at school.

KEYWORDS: Matroginástica, playfulness, family and school.

L'ÉDUCATION PHYSIQUE: PROMOUVOIR LA CROISSANCE ET LE DÉVELOPPEMENT D'UNE VIE DE QUALITÉ AVEC PAR MATROGINÁSTICA

RÉSUMÉ

L'étude est une enquête du Groupe interdisciplinaire d'études et de recherches des corps et du mouvement - GIEPCOM, cours d'éducation physique Mode Degré de Regional Integrated Université de Haute Uruguay et missions, Campus de Frederico Westphalen, RS, dans la ligne de la recherche, les cultures Corps et l'éducation par le Mouvement. Le thème est MATROGINÁSTICA: l'éducation physique: Promouvoir la croissance et le développement d'une vie de qualité avec par Matroginástica. L'objectif est d'étudier l'interaction avec les pratiques intra-familiales Matroginástica - activités entre parents et enfants dans les écoles par le biais d'activités ludiques. Le problème de la recherche: il est possible d'approcher la famille de l'école, la promotion de l'enseignement et l'apprentissage aider à construire les valeurs humaines des étudiants grâce à l'aide de la recherche qualitative Matroginástica / descriptive?. Acteurs de la recherche: les enfants et les adolescents de la maternelle et du primaire, les parents et les enseignants de quatre écoles dans quatre comtés de la région. Les écoles ont été choisies selon des critères de représentativité, après l'application de ces activités dans une école de pilotage. La collecte des données: observation, analyse de documents, questionnaire. Le processus d'analyse vise à mettre en évidence de nouvelles formes de relation avec la communauté scolaire, ce qui améliore ludique dynamique à l'école, dans les écoles étudiées.

MOTS-CLÉS: Matroginástica, ludique, familial et scolaire.

EDUCACIÓN FÍSICA: PROMOVER EL CRECIMIENTO Y EL DESARROLLO PARA UNA VIDA DE CALIDAD A TRAVÉS DE MATROGINÁSTICA

RESUMEN

El estudio es una encuesta del Grupo Interdisciplinario de Estudios e Investigaciones del Cuerpo y Movimiento - GIEPCOM, Curso de Educación Física Licenciado modo Regional Integrada de la Universidad de Alto Uruguay y Misiones, del Campus de Frederico Westphalen, RS, en la línea de investigación, culturas Cuerpo y Educación a través del Movimiento. El tema es MATROGINÁSTICA: Educación Física: Promover el Crecimiento y el Desarrollo para una Vida de Calidad a través de Matroginástica. El objetivo es investigar la interacción con las prácticas dentro de la familia Matroginástica - actividades entre padres e hijos en las escuelas a través de actividades lúdicas. El problema de investigación: es posible acercarse a la familia de la escuela, promover la enseñanza y de aprendizaje ayudando a construir los valores humanos de los estudiantes a través de la investigación con Matroginástica cualitativo descriptivo?. Agentes de la investigación: los niños y adolescentes de jardín de infantes y escuela primaria, los padres y maestros de cuatro escuelas en cuatro condados de la región. Las escuelas fueron seleccionadas por criterios de representatividad, después de la aplicación de estas actividades en una escuela de pilotos. La recolección de datos: observación, análisis de documentos, cuestionario. El proceso de análisis tiene por objeto destacar las nuevas formas de relación con la comunidad escolar, mejorando así la dinámica lúdica en la escuela, dentro de las escuelas estudiadas.

PALABRAS CLAVE: Matroginástica, alegría, familia y escuela.

A EDUCAÇÃO FÍSICA: ESTÍMULO AO CRESCIMENTO E DESENVOLVIMENTO PARA UMA VIDA COM QUALIDADE POR MEIO DA MATROGINÁSTICA

RESUMO

O estudo é uma pesquisa do Grupo Interdisciplinar de Estudo e Pesquisa do Corpo e do Movimento – GIEPCOM, do Curso de Educação Física modalidade Licenciatura da Universidade Regional Integrada do Alto Uruguai e das Missões, Campus de Frederico Westphalen RS, na linha de pesquisa, Culturas Corporais e Educação pelo Movimento. O tema é MATROGINÁSTICA: A Educação Física: Estímulo ao Crescimento e Desenvolvimento para uma Vida com Qualidade por meio

da Matroginástica. O objetivo é investigar a interação intra-familiares com práticas de Matroginástica - atividades entre pais e filhos, nas instituições escolares por meio de atividades lúdicas. O problema da pesquisa: é possível aproximar a família da escola, promovendo um ensino aprendizagem auxiliando na construção de valores humanos dos educandos por meio da Matroginástica? Pesquisa de abordagem qualitativa/descritiva. Atores da pesquisa: crianças e adolescentes da Educação Infantil e Ensino Fundamental, pais e professores de quatro escolas públicas de quatro municípios da região. As escolas foram escolhidas por critério de representatividade, após aplicação dessas atividades numa escola piloto. Coleta de dados: observação, análise de documentos, questionário. O processo analítico pretende evidenciar novas formas de relacionamento com a comunidade escolar, com isso, aprimorar dinâmicas lúdicas no cotidiano escolar.

PALAVRAS-CHAVE: Matroginástica, ludicidade, família e escola.