

**104 - THE ETHICS AND MORALITY IN THE USE OF SCHOOL PLAYING**

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**INTRODUCTION**

In view of the scientific proposal of promotion to the university by the MEC, in particular the URI, the line search - Corporate Culture and Education through Movement, the group INTERDISCIPLINARY STUDY AND RESEARCH AND BODY MOVEMENT seeks to strengthen the scope and scientific initiative between students and teachers. Primarily aimed at the integration between teaching, research and extension, this time linked to the subjects of Introduction to Physical Education and Teaching Methodology of Gymnastics and Sports Grounds Pedagogical Course of Physical Education, Bachelor modality (URI FW). The proposed project intends to link the line of research has already identified and inserting in academic scientific initiative.

The theme of games and ethics intended to exclude elements of reality in the specific school of observable behaviors of relations, social rules, technical rules and morals. We seek to analyze the participation of children in games, in free moments at school, intending to capture the ethical and moral from these experiences to catalog, map and carry out any interference, as well as help in building a responsible citizenship (social rules).

The advances that the proposed project, besides being original (contributions) are: Bringing education and moral practice exercised in daily by children and adolescents; Check the types of games played and plan interventions; produce knowledge from the scientific discoveries performed. In this direction, the Physical Education Course Bachelor of URI - Frederico Westphalen and the Interdisciplinary Group for Study and Research on line 01 Corporate Culture and Education through Movement, agreed to access for students of Physical Education to visit the extension project of Children's Straws Feevale the intention of assisting in the creation of an extension project in Physical Education - URI and promote the PIC program (Scientific Initiation project) consolidating the line of research by the Corporate Culture and Education Movement.

The theoretical methodology chosen, so for this research is descriptive, qualitative interpretive case study with. The interpretive paradigm is also called (synonymously) of humanistic, qualitative, naturalistic, phenomenological, and ethnographic. Qualitative research is centered on the study of meanings of social life and human actions, and ethos in the school / community, replacing notions of explanation, the quantitative method, by notions of understandings, meanings and actions of explanation, the quantitative method, by notions of understandings, meanings and actions, thus closing with the initial purpose of this study. Based in the reasons of authors such as Hammersley Y Atkinson (1983), Bogdan Taylor Y (1996), Perez Serrano (1994), Cauduro (1998), Cauduro (2004), Arnal et al (1992), among others, and confirming our interest to interpret and understand the ethos where the projects occur in this paradigm by identifying them.

The instruments of data collection that will be used in this investigation will be according to the theoretical and methodological framework based on the authors based; questionnaires, semi-structured non-participant observation, research diary, formal and informal documents. The analysis and interpretation of data will be made through the triangulation of data referenced by the authors cited. The results and or products is expected to consolidate the scientific initiative, as well as to research, promote the extension projects and the creation of others, creating a generation of new knowledge and disseminating knowledge.

**THEORETICAL FRAMEWORK**

The globalization of the economy totally changes the framework of vocational training. We have to make the construction of a new pedagogy, another teacher profile and professional. In this scientific and technological competence to articulate the demand for ethical competence in the dimension of political commitment to education, quality of social and productive life.

For ethical competence, we mean the set of values that guide human behavior in relation to other men in the society we live, ensuring the welfare, or ethics is the way man should behave in their environment social. Already, the set of rules that regulate human behavior in society, understood as moral, and these rules are acquired by education, by tradition and routine. It would be a science of morals. The moral, so would the customs, habits, human behavior, rules of conduct adopted by communities.

Professional ethics provides for the exercise of a profession that requires a certain predisposition of character, vocation that is not restricted to possible technical qualities, but also a social and personal conviction of who will act on it. Every profession to be pursued must be based on pillars: technical (expertise), professional knowledge (depth), ethics and morals (character, values, norms).

The function is to provide the university where a new teacher should be able to draw on the humanities, social and economic, to understand the changes occurring in the workplace and build categories of analysis that allow you to learn the pedagogical dimensions present in social relations and productive in order to identify new demands of education and whose interests they are linked.

The URI - Campus de Frederico Westphalen, covers the region of High Uruguay and Missions and the Central West is currently one of the spaces in franco development process in the State of Rio Grande do Sul. Thus, increasingly, a set of well-qualified professionals are being asked for the proper functioning of not only the market but, mainly, of society as a whole. Put on your global stage, that the society is undergoing changes, caused by economic globalization, technological advancement, new relationships, new social and cultural concepts in the search for new mechanisms to improve the quality due, poses new challenges to economic and educational relations. We live a time of globalization, in which the processes, people and ideas, while living with regional situations feel the pressures of the global scenario.

The process of modernization and advancement of qualification of technologies has been dealing with the increased complexities of the relationships socais, inequality, with the economic stresses, that these facts have been demanding of educational commitment to the collective good, in which projects are provided with support and rational ethics.

The URI has been building, over the years in which search spaces to establish itself as an institution committed to

community aspirations and, in particular with the construction of a fairer and more equal, the chance the population in the inflow quality course, which offer a better future for her students graduates. We propose to investigate the conditions of life, the lifestyle, the life situation in which these children and adolescents are embedded social practices and practiced. Moreover, to verify whether these practices are raising awareness for the leisure and quality of life motivated by ethics, how, and how they feel and think about their lives. According to Eisenstein and Souza (1993), the conditions of poverty, deprivation, inadequate housing, family breakup, lack of education and violence which, often, these children and teenagers go, they are risky situations which hinder the development. According to the authors (1993, p.18): Risk is the likelihood of some undesirable event. The risks are not isolated or independent of social event. Are interrelated in a complex web of factors and interests cultural, historical, political, socio-political and environmental.

Physical education must first identify the objectives, content, teaching methods and assessment depending on the characteristics, needs and social background in which they are involved, otherwise it creates a negative Physical Education, without content and principles set for your practice, Oliveira (1991), quoted by Daolio (2004). Without a systematic, organization is not able to develop a meaningful learning and that meets the needs of learners.

Therefore this study area is ample, may be called physical culture where themes or forms of bodily activities are implemented, the man enters his body culture featuring intentionality concept of body awareness service produced by Collective Authors of the book (p.62). According LEONTIEV (1981), quoted by the collective of authors, "the meanings are not elected by man, they enter relationships with the people who make their sphere of actual communications, the activities have different meanings depending on the reality of each student, the their daily lives, personal relationships and perspectives. Therefore, it is odd to investigate the moral ethical issues in these contexts.

### **GAMES AND EDUCATION**

Trying to understand, more broadly, the meaning of the game from a cultural and philosophical approach, we resort to Huizinga (2007), who understands the game as part of human culture. And specifying further this vision, the author proposes that the game is prior to culture, since it presupposes the existence of human society since before the birth of society, animals have played. The author states that "the existence of the game is not tied to any particular degree of civilization or to any conception of the universe" (2007, p.06).

However, competition was built and has been reaffirmed, gradually, by the man himself, so his practice depends on the culture of members of a community. So it makes sense to propose and construct, with children and adolescents, the cooperative spirit through teaching processes that have the tool of choice cooperative games.

HUIZINGA points when the character "not serious" during the game, not to say that the child's play is not serious for her. Laughter, play, the comic are opposed to work, an activity that is considered serious, seconded by KISHIMOTO (1999, p.24) and also states that the game has to be a voluntary action, free, if imposed ceases to be game. In this context it is easy to see the moral and ethical issues.

From the philosophical and cultural Huizinga (2007), about the meaning of the game, you can better understand the emergence of Cooperative Games, as well as its social function. 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 the Delors 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 the school year, the formation of values end up in the background. Tania Fortuna (2001) contributes to this thesis by stating that education involves a large and affectionate, though not the only nor the most important, is determining its character as much as the other dimensions of education, since their base is the common aspiration to transform the human condition. Based on our assumptions, this research will serve as a parameter to bring the reality of schools and, if necessary, plan interventions.

### **ETHICS AND MORALITY**

As the topic of study is about morals and ethics, it is put that sometimes words are used as synonyms: set of principles or standards of conduct. Ethics can also mean the Moral Philosophy, therefore, a reflective thinking about the values and norms that govern human conduct. In another sense, ethics can refer to a set of principles and rules to establish a group for their professional practice (eg, codes of ethics of physicians, lawyers, psychologists, etc.). It can also refer to a distinction between principles that give direction to think without, beforehand, to prescribe precise forms of conduct (ethics) and precise rules and closed (moral). So we can put that morality has a central idea and value the concept of good, which can be understood as anything that promotes and develops the human being. From this central idea are taken from the principles and guidelines to arrive at moral standards that influence human behavior and mentality. Ethics is the way man should behave in their social environment. So we can say that ethics is of principles, not commandments. Therefore we must be clear that there is no standard finished, definitely rules exist, is a perennial think, reflect and build. And the school should educate their students, to take part in this construction, being free and autonomous to think and judge.

Morality has its origin in Latin, which comes from "mores," meaning custom. Morality is a set of rules that regulate human behavior in society, and these rules are acquired by education, by tradition and routine. Durkheim (2006), Moral explained how the "science of morals", and something the previous society. The moral character is required.

However, the fact that, historically, to verify the presence of concern for the moral education of the student is still not strong enough argument. In fact, some might think that the school for various reasons, never be able to give an acceptable moral formation, and therefore must abstain in this endeavor. Others might respond that the goal of school is to teach knowledge accumulated by mankind and not worry about a broader training of their students. In this sense, the great challenge of the teacher can be considered as creativity. Assuming that the content worked in the classroom or elsewhere should be grounded in accordance with its principles and the practical needs of the student, first in everything it does not make much sense to a child or adolescent and may do more afternoon. Make the lesson interesting and attractive makes a big difference in teaching and learning.

### **METHODOLOGY**

The theoretical methodology chosen, so for this research is descriptive, qualitative interpretive case study with. The interpretive paradigm is also called (synonymously) of humanistic, qualitative, naturalistic, phenomenological, and ethnographic. Qualitative research is centered on the study of meanings of social life and human actions, and ethos in the school / community, replacing notions of explanation, the quantitative method, by notions of understandings, meanings and actions of explanation, the quantitative method, by notions of understandings, meanings and actions, thus closing with the initial purpose of this study.

Based in the reasons of authors such as Hammersley Y Atkinson (1983), Bogdan Taylor Y (1996), Perez Serrano (1994), Cauduro (1998), Cauduro (2004), Arnal et al (1992), among others, and confirming our interest to interpret and understand the ethos where the projects occur in this paradigm by identifying them.

To perform this kind of research the researcher's methodological processes require a lot of reading and responsibility. According to Andrew and Lüdke (1986) the researcher, in that:

[...] Who engages in a natural situation, is rich in descriptive data, has an open and flexible and focuses on the reality of a complex and contextualized. For its diversity and flexibility, which is designed qualitative research does not allow precise rules applicable to a range of cases (p. 18).

The instruments of data collection that will be used in this investigation will be according to the theoretical and methodological framework based on the authors based; questionnaires, semi-structured non-participant observation, research diary, formal and informal documents. The analysis and interpretation of data will be made through the triangulation of data referenced by the authors cited. The screenplay of questionnaires and observations will be drawn from the recognition of the field of study (input field) and requires a qualitative (immersion in the ethos studied). Therefore only the second or third month in the field. We can draw the roadmap for research, not be "contaminated by interference of the researchers.

In this project, the first data collection will be done through field observations and questionnaire which, according Triviños (2001), "generally is used in the initial stages of research, when the researcher wants to collect information varied widely, from a considerable number of participants" (p. 86).

The questionnaire will be delivered by the researchers / mentors for research collaborators who will be the teacher's field of study. After the return process of the instrument, we will make a list of important meanings of which will be done through analysis of the categorization of information. The schools are to study two state schools in the suburbs, with children and adolescents, both low-income, with different social problems. The indication of the schools was the responsibility of the researchers after several conversations with managers of low-income schools. The main criterion for the indication of each of the schools is the number of children and adolescents in schools.

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## ETHICS AND MORALITY IN THE USE OF SCHOOL GAMES

### ABSTRACT

This work is part of an early poll, which has the theme: The ethics and morality in the use of school playing in online search - Corporate Culture and Education through Movement, Group of Interdisciplinary Research and Study of the Body and Movement that seeks to strengthen the scope and scientific initiative between academics and teachers, the School of Physical Education, Bachelor of Regional Integrated University of High Uruguay and Missions RS. It aims to analyze the participation of children in play schools in spare moments, intending to capture the ethical and moral from these experiences to catalog, map and make any interference, as well as help in building a responsible citizenship (social rules). The problem of knowledge that underpins this study is: You can check the games played by children and adolescents in free time options used ethical and moral? The theoretical methodology chosen for this research is descriptive, qualitative interpretive case study with. The collection of data that will be used in this investigation will be

according to the theoretical and methodological foundations based on authors such as Hammersley Y Atkinson (1983), Bogdan Taylor Y (1996), Perez Serrano (1994), Cauduro (1998), Cauduro (2004), Arnal et al (1992), among others. The analysis and interpretation of data will be made through the triangulation of data referenced by the authors cited. The screenplay of questionnaires and observations will be drawn from the recognition of the field of study (input field) and requires a qualitative (immersion in the ethos studied). The schools are to study two state schools in the periphery, both low-income, with different social problems. The indication of the schools was the responsibility of the researchers after talking with several managers of low-income schools.

**KEYWORDS:** Ethics, morality and games

### **ÉTHIQUE ET LA MORALE DANS L'UTILISATION DES JEUX SCOLAIRES**

#### **RÉSUMÉ**

Ce travail s'inscrit dans le cadre d'un sondage au début, qui a pour thème: L'éthique et la moralité dans l'utilisation de jeu de l'école à la recherche en ligne - Culture d'entreprise et de l'éducation par le Mouvement, Groupe de Recherche Interdisciplinaire et d'étude du corps et du mouvement qui vise à renforcer l'initiative portée et scientifiques entre les universitaires et les enseignants, l'École d'éducation physique, Bachelor of Regional Integrated University de Haute Uruguay et RS missions. Il vise à analyser la participation des enfants dans les écoles jouent dans les moments de rechange, avec l'intention de saisir les enjeux éthiques et moraux de ces expériences au catalogue, carte et faire toutes les interférences, ainsi que pour aider à la construction d'une citoyenneté responsable (règles sociales). Le problème de la connaissance qui sous-tend cette étude est la suivante: Vous pouvez vérifier les jeux des enfants et des adolescents dans les options de temps libre utilisé éthiques et morales? La méthodologie théorique choisi pour cette étude est descriptive, étude qualitative de cas d'interprétation avec. La collecte de données qui seront utilisées dans cette étude se fera selon les fondements théoriques et méthodologiques fondées sur des auteurs comme Hammersley Y Atkinson (1983), Bogdan Taylor Y (1996), Perez Serrano (1994), Cauduro (1998), Cauduro (2004), Arnal et al (1992), entre autres. L'analyse et l'interprétation des données sera faite grâce à la triangulation des données référencées par les auteurs cités. Le scénario de questionnaires et d'observations seront tirées de la reconnaissance du domaine d'études (champ de saisie) et nécessite une analyse qualitative (immersion dans l'ethos étudiés). Les écoles sont l'étude de deux écoles publiques de la périphérie, à la fois à faible revenu, avec différents problèmes sociaux. L'indication de l'école était de la responsabilité des chercheurs après avoir parlé avec plusieurs responsables des écoles à faible revenu.

**MOTS-CLÉS:** éthique, la morale et des jeux

### **LA ÉTICA Y LA MORAL EN LA UTILIZACIÓN DE JUEGOS ESCOLARES**

#### **RESUMEN**

El presente trabajo integra el inicio de una investigación, que tiene como tema: La ética y la moral en la utilización de juegos escolares, en la línea de investigación – Culturas Corporales y Educación por el Movimiento, del Grupo Interdisciplinar de Estudio e Investigación del Cuerpo y del Movimiento, que recoge fortalecer la extensión y la iniciación científica entre universitarios y profesores, del Curso de Educación Física, licenciatura de la Universidad Regional Integrada del Alto Uruguay y de las Misiones RS. Objetiva analizar la participación de niños en juegos, en las escuelas en los momentos libres, en la intención de captar la ética y moral resultantes de estas vivencias para catalogar, mapear y realizar posibles interferencias, así como, auxiliar en una construcción de ciudadanía responsable (reglas sociales). El problema de conocimiento que sostiene este estudio: Es posible verificar en los juegos realizados por los niños y adolescentes en los momentos libres las opciones éticas y morales utilizadas? El marco teórico metodológico escogido para esta investigación es el cualitativo descriptivo interpretativo con estudio de casos. La colecta de datos que van a ser usados en esta investigación va a ser de acuerdo con el marco teórico metodológico utilizado y basado en las fundamentaciones de autores como Hammersley Y Atkinson (1983), Taylor Y Bogdan (1996), Perez Serrano (1994), Cauduro (1998), Cauduro (2004), Arnal et al (1992), entre otros. El análisis e interpretación de los datos serán hechos a través de la triangulación de los datos refrendados por los autores citados. El guión de los cuestionarios y de las observaciones será elaborado a partir del reconocimiento del campo de estudio (entrada en el campo) como requiere el corte cualitativo (inmersión en el ethos estudiado). Las escuelas para estudio son dos escuelas provinciales de periferia, ambas de baja renta, con diferentes problemas sociales. La indicación de las escuelas se quedó bajo la responsabilidad de los investigadores después de que dialoguen con varios gestores de las escuelas de baja renta.

**PALABRAS CLAVE:** Ética, moral y juegos

### **A ÉTICA E A MORAL NA UTILIZAÇÃO DE JOGOS ESCOLARES**

#### **RESUMO**

O presente trabalho integra o início de uma pesquisa, que tem como tema: A ética e a moral na utilização de jogos escolares, na linha de pesquisa – Culturas Corporais e Educação pelo Movimento, do Grupo Interdisciplinar de Estudo e Pesquisa do Corpo e do Movimento, que busca fortalecer a extensão e a iniciação científica entre universitários e professores, do Curso de Educação Física, licenciatura da Universidade Regional Integrada do Alto Uruguai e das Missões RS. Objetiva analisar a participação de crianças em jogos, nas escolas nos momentos livres, na intenção de captar a ética e moral resultantes destas vivências para catalogar, mapear e realizar possíveis interferências, assim como, auxiliar em uma construção de cidadania responsável (regras sociais). O problema de conhecimento que sustenta este é estudo: É possível verificar nos jogos realizados pelas crianças e adolescentes nos momentos livres as opções éticas e morais utilizadas? O marco teórico metodológico escolhido para esta investigação é o qualitativo descriptivo interpretativo com estudo de casos. A coleta de dados que vão ser usados nesta investigação será de acordo com o marco teórico metodológico utilizado e baseado nas fundamentações de autores como Hammersley Y Atkinson (1983), Taylor Y Bogdan (1996), Perez Serrano (1994), Cauduro (1998), Cauduro (2004), Arnal et al (1992), entre outros. A análise e interpretação dos dados serão feitas através da triangulação dos dados referendados pelos autores citados. O roteiro dos questionários e das observações será elaborado a partir do reconhecimento do campo de estudo (entrada no campo) como requer o corte qualitativo (imersão no ethos estudado). As escolas para estudo são duas escolas estaduais de periferia, ambas de baixa renda, com diferentes problemas sociais. A indicação das escolas ficou sob a responsabilidade dos pesquisadores após dialogarem com vários gestores das escolas de baixa renda.

**PALAVRAS CHAVE:** Ética, moral e jogos