

148 - THE SPORT AS A TOOL FOR LEARNING VALUES

MARIA AUXILIADORA VILLAR CASTANHEIRA
 FABIO HEITOR OKAZAKI
 INSTITUTO COMPARTILHAR, CURTIBA, PARANÁ, BRASIL
 dora-castanheira@hotmail.com

INTRODUCTION

A "quality education" has been the main topic of the political agenda of our government as a way to promote the transformation of Brazilian society towards development and improvement of life's quality. From this perspective, there are schools that still maintain an education for sustainable development as an urgent need for the current and future generations in view of the problems that the mother Earth, our home, has suffered from the negative impacts of the capitalist model of development adopted by countries: inequality and social injustice, poverty, low levels of human development, strong competitiveness and individualism, violence, environmental degradation and natural resources, among others. When considering that the planet's resources are limited and many of them non-renewable, Boff (2006) argues that states that if the consumption pattern of developed countries is more globalized, there is a need for at least three planets to supply the resources needed to meet consumption needs. This means that the Earth does not support them "greed and violence of this mode of production and consumption" (BOFF, 2006, p. 1).

For the proponents of this trend, education for sustainability must seek a construction of social capital quality. Social capital is seen as systems that allow people to cooperate, help each other, care for the public good and promote prosperity. With this concept, the inequality would be minimized through coordinated action based on cooperation and solidarity among various social actors in a democratic way. Live with differences, cooperate with the "unequal" has become a challenge of education for sustainability - a new ethic of development based on respect and cooperation among people as a way of continuing the survival of human beings on the planet. According to Boff (2003) the ethics of conquest should be replaced by the ethic of care. In this perspective, values and beliefs of society tend to influence the level of participation, cooperation and definition of common objectives to be pursued in relation to sustainable development. Thus, social capital and cultural capital are closely related, one favors the development of another. Within this perspective, this study attempted to look at education in the construction of ethical values with teens, especially in school, and to this end, we sought an experience of working with values through sport, for being an important element of our Brazilian culture and great educational potential. When you consider that Brazil will host the two next sports mega-events, World Cup Soccer and Olympic Games, there is a great expectation that the legacy of social development effectively occur in the country. And in this case, education and sport have a key role in this process of change.

There is no intention here to resume the debate on school sport versus performance sport. The sport is understood here as a phenomenon socio-economic-cultural-political historically constructed in time and space. That is, sport is a polysemic concept, performs several functions and has various manifestations that are intimately related: income, education, participation and recreation. That is to say, even in sports at school there are elements of sport performance as income sport has elements of sport education.

The school and education in values

Salvador et al (2000, p. 322) believe that values are socially constructed representations and influence the way people perceive and represent the world as they are located and how it influences and how they are influenced by it. Therefore, the values should be understood as a dynamic process, based on a historical moment, social and cultural. For the authors, learning values assume experience them in a concrete and reflective way:

[...] create a personal subjective configuration according to the positive and negative experiences, giving meaning to certain behaviors and attitudes. Suppose a cognitive work to relate, to represent, to define conceptually and analyze situations and attitudes. The more relationships and clarification are carried out, this system is more consistent and more significant is the learning (Salvador et al, 2000, p. 326-327).

However, there are two important issues in working with values in school. How to develop values of cooperation, respect and solidarity in a society characterized by individualism, selfishness and highly competitive? How to structure the values and ethics work in school as a privileged space for the training of citizens to build the social capital required for sustainability?

According Zabalza (2000), there is no education without values, in other words, no style of education is possible if you are not committed to values. For Carvalho (2004), this education can not be performed by experts or be the result of an isolated action, but assumes a continuous and joint action of the whole social environment. And in his opinion, the greatest challenge remains how to put these values into practice with a view to changing values that entails a cultural change that is, a change in vision, thought and action, both for teachers, students, school and community. Taille (2000) reported in his study on the structure of work values in school, the majority chose ethics as a cross-cutting issue, considered as a duty (ethics Kentish) and should permeate all disciplines, with emphasis on social interaction in school. In this view, ethics should be inspired by the Human Rights, in particular the justice (ethics), since everyone wants to be treated fairly (moral).

Zabalza (2000) corroborates the fact that the school should opt for the more general themes and values, to emphasize that some values can not be matched to people, for example, religious education. Therefore, schools should be committed to promoting students' autonomy, solidarity, respect yourself, others and nature; to commit to the weakest; be sensitive to multiculturalism, develop a culture of peace and equality among peoples and individuals.

Sai Baba Sathya, an Indian professor, conceived the Program of Education in Human Values, Educare, and for thirty years has been applying this method for free in schools and universities in several countries as part of their social works. Through techniques, the method seeks to rescue the universal values of human beings, in particular, truth, righteousness, peace, love and nonviolence. For the Indian master, the first challenge is the internal change that must occur at the teacher, because "only those who practice can flourish in young people's interest and motivation for them to experience the daily experiences that will sustain these values" (MESQUITA, 2003, p.23).

Jean Piaget (2006, p.154), "to educate is to adapt the individual to the social environment." For him the development of moral values is given from the child's interaction with the various social environments where she/he lives, a relationship of daily living, especially with adults. This process of assimilation takes place in stages: anomie (up to 5 years old); heteronomy (up from 90

to 10 years) and autonomy. Understanding each stage of the teacher / educator will be better able to lead this process by leading the child to achieve his moral and intellectual autonomy.

The sport and the formation of values

The relation between values and sport is perceived by many authors. Elias and Dunning (1992) showed that there is a strong relationship between the development of sport and the civilizing process of society. The Civilizing Process, according to Norbert Elias, relates to the control of emotions. The UNICEF report on 'World's Children 2003', highlights the importance of sport in shaping values in children:

[...] The value of sports for the physical and mental development of a child is recognized for a long time. And much has been written about the values and social skills that are learned through involvement in sports teams, such as conflict resolution, cooperation, understanding with respect to the opponent and how to win and lose while maintaining respect for others (BELLAMY, p. 30).

According to Melo Neto and Froes (1999), the sport can potentially serve as an alternative to the formation and development of citizenship, especially in poor communities, once it gets to places and spaces where the state cannot reach. Thus:

[...] The massification of sport facilitates the processes of socialization and acculturation, as the sport is widespread in all social classes, age groups and communities (...) sport is a vehicle of education. Its practice involves the absorption of fundamental values such as respect for others, rules of civility and harmony, discipline, and many others. Through sports, you learn new attitudes, new behaviors are adopted and purchased it a sense of responsibility. The sport allows its practitioners to set improvement goals and vision of the future (MELO NETO and FROES, 1999, p.71).

In Physical Education there is good movement around education and educational practices for the development of values. The cooperative games (BROTTO, GONÇALVES & FISCHER, 2007) are a good example that education is seeking strategies / methodologies to bring this change we want in society. But one still observes a very difficult job of values in sport, for example, cooperation and respect, as the ethical culturally constructed reinforces competitive individualism and competition strongly.

Working values through volleyball

The methodology of the study was conducted an exploratory-descriptive study, qualitative, based on the perception of adolescents, from 11 to 14 years, the practice of values within an organized competition. We investigated the Internucleos Tournament from social sportive initiation volleyball program of Instituto Compartilhar developed 12 years ago in Paraná.

The theoretical basis used in this study was the concept of habitus of Pierre Bourdieu. This concept is important because there is an intention and a structure of this program to work values. And the habitus is regarded by Bourdieu (1983) as enduring systems of rules acquired by the individual during the process of socialization. The internalization of these values is essential in the socialization and manifests when the behaviors and values learned are considered natural, obvious, almost instinctive, that is, they do not require the individual to remember the rules explicitly to act. The structure is as structured and structuring, can maintain and reproduce social representations.

The Programa Esporte Cidadão Unilever develops a work of initiation to volleyball for teens, predominantly in state schools. Does the sport as a tool for education in values, strengthened by this sport, namely: cooperation (teamwork), respect (for differences, their partners, to the rules, opponents, arbitration), responsibility (with the group, himself and the environment), autonomy (decision-making capacity). These values are dealt with intentional, one for each category: cooperation in the 'baby' (9-10 years), responsibility on the 'mini' (11-12 years), about the '4 x 4' (13 years) and autonomy in 'volleyball' (14 years).

The value is practiced during volleyball class through the logistics of class organization and execution of exercises, and activities outside the classroom, as research and work in school and community. We depart from the principle that the value can only be built if it is practiced, namely in all environments where children live. The research took place during the event Internucleos Tournament with the presence of 30% of students from each of the 18 centers (schools) participated in the program during three days of mini volleyball's games, social and educational workshops, ride and fraternization party. The selection was made by each core, based on the work of values and not by the performance in sports. In addition to the fraternization of the students, the event sought to chance the experience of the values in an organized competition. Were awarded with medals children classified from 1st to 4th places for various groups. Some former students attended the event and assisting in the arbitration and organization. Each teen participant had a badge and a pen and should write a field badge as he practiced the learned value during the event, considering the whole structure, in the games, accommodation, off the court, etc. Specific objectives were also sought to ascertain the level of understanding and wider application of this value (cultural capital) in different environments where the child moved.

The citations were tabulated and grouped by category and value. Most children had more than one quote, involving more than one value, for example: "I respected the decision of the arbitrator" and "cooperated with my mates in games." We sought to correlate the time of participation in the program to check the influence of time factor in expansion of vision / understanding of the value. Of the 665 participants, 240 (36%) returned blank buttons, no padding. According to event coordinators, the program had administrative problems that led to changes of teachers in seven schools and the downtime was significant loss of students. So many students only began operations in early September and the event took place on September 23rd, not having enough time or for the teacher to incorporate the methodology nor the students do the work of values at school before the event. Therefore, we can see that the teacher's intervention is fundamental to the work values.

Of the 425 completed cards appeared that 567 citations were classified in four levels, namely:

VALUES	Quote	%
Autonomy	43	7%
Cooperation	205	36%
Respect	207	37%
Responsibility	72	13%
All values (4)	3	1%
Others	37	6%
Total	567	100%

- Among the citations, the respect (37%) and cooperation (36%) were mentioned more frequently / practiced by adolescents. Autonomy was the value less evident in the competition for teenagers.

- Some quotes have appeared in many badges showing that there is a certain alignment and structure of work values by teachers of the program, it seems there is a certain "structured and structuring structure" (Bourdieu, 1983) for the work of values.

- From the actions of cooperation, "Cooperation in the games with my team" was the most committed (37%), followed by "cooperate with peers and teachers" (12%). The quote "I helped to empower girls from other teams." appeared only twice. This result may highlight the dominant or competitive culture, which is easier to cooperate with his peers, with those who have emotional bond (same time), than with the "uneven", with corroborating research on the value of cooperation developed by Castanheira & Lima (2008).

- "I have respected the rules, opponents, teachers, colleagues" was the quote on the value of respect, most evidenced 19%. But one important outcome was observed that there was a concern with respect to people in general (30%), in particular, the opponents: "Respecting the other teams / opponents" (15%), "Regarding the next / other" (15%). This result is very important to promote the change we want to learn to live and non-violence in schools.

- 33% of the citations of responsibility referred to the "responsibility to the schedule of games, be on time for the game."

- The value of autonomy arose different quotes, with a predominance of cases relating to the game: "we had to choose who would stay and who would go out and determine the positions," "decide the locations where they throw the ball," "when I made decisions to help the team". But there were important quotations from the development of autonomy, "Doing things without asking the other"; "Autonomy to decide right and wrong," "Cleaning the room and taking responsibility for my actions."

- There were many buttons just where participants wrote the name of the value of working, without putting a concrete situation. This may be related to students new to the program, or the lack of understanding of the activity.

- Older students could better express its practical value.

- Most of the citations were referring to game situations, which the coordinators say are the situations of the volleyball over worked, so evaluative and intentional in the classroom program.

- There were also several quotes from actions taken outside the court, showing that there is a group of students who managed to broaden their view of value addition to volleyball, which is the ultimate goal of working in the program.

CONCLUSION

The present study revealed that it is possible to work values through sports, even in situations of competition, going against the tide of those who do not believe in sports at school.

According to the research showed that the volleyball enhances the development of the values of cooperation and compliance in adolescents, which coincide with the values required for an education that aims at social inclusion and reduction of social injustice. But some questions remain: how to cooperate also with unequal? But one important point was highlighted: the concern of children to respect everyone, even the opponents and the "unknown". Respect everyone can be the beginning of the way to overcome the distance that separates us and we dream of a more cooperative and supportive. The testimony of a former student, who assisted at the event, shows the incorporation of required values in education today: "I saw that helping others can always count on someone and that respect is the key to a good relationship" (ARSV of Francis Beltran).

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Rua José Mario de Oliveira nº 671 apto 302
Bacacheri, Curitiba, Paraná, Brasil
CEP- 82520-550

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ABSTRACT

There is a consensus that education is the privileged way to promote the transformation of our society, to reduce social inequalities and promote improved quality of life. The ethical crisis of values, generated largely by the dominant development model, focused on competitiveness, consumerism and individualism, points to an urgent need for cultural change and values to build a more just and sustainable society. Considering that the sport has a great potential for development of values and taking advantage of the fact that Brazil will host two major sports mega-events, this study investigated how the sport can actually bring the legacy of values in education for adolescents, especially disadvantaged. It was conducted an exploratory study with 665 adolescents aged 11 to 14 years of public school, participants of mini volleyball competition of a social sportive Program from

Instituto Compartilhar called Esporte Cidadão Unilever. Each participant should write on their badge value actions learned in the program that he practiced during the event: cooperation, respect, responsibility and autonomy. The quotes from students were tabulated and classified according to the value and category. The study showed a predominance of actions related to the values of cooperation and respect, demonstrating that these values can also be developed through sports and volleyball in a competitive situation.

KEY-WORDS: Sport, Values, social.

LE SPORT COMME OUTIL D'APPRENTISSAGE DES VALEURS RÉSUMÉ

Il ya un consensus que l'éducation est la voie privilégiée pour promouvoir la transformation de notre société, à réduire les inégalités sociales et de promouvoir une meilleure qualité de vie. La crise des valeurs éthiques, générées en grande partie par le modèle dominant de développement, axé sur la compétitivité, le consumérisme et l'individualisme, les points à un besoin urgent de changement culturel et les valeurs pour construire une société plus juste et plus durable. Considérant que le sport a un grand potentiel pour le développement de valeurs et en prenant avantage du fait que le Brésil sera l'hôte de deux grands sports méga-événements, cette étude comment le sport peut effectivement porter l'héritage de valeurs dans l'éducation pour les adolescents, particulièrement défavorisés. Elle a été réalisée une étude exploratoire de 665 adolescents âgés de 11 à 14 ans de l'école publique, les participants de la compétition de volley-ball mini d'un programme social sportive de l'Instituto Compartilhar appelé Esporte Cidadão Unilever. Chaque participant doit écrire sur leurs actions à valeur badge appris dans le programme qu'il a pratiqué lors de l'événement: la coopération, le respect, la responsabilité et l'autonomie. Les citations des étudiants ont été compilés et classés en fonction de la valeur et la catégorie. L'étude a montré une prédominance des actions liées aux valeurs de coopération et de respect, ce qui démontre que ces valeurs peuvent également être développés à travers le sport et de volley-ball dans une situation concurrentielle.

MOTS-CLÉS: Sport, valeurs, social.

EL DEPORTE COMO HERRAMIENTA DE APRENDIZAJE DE VALORES RESUMEN

Existe un consenso de que la educación es el camino privilegiado para promover la transformación de nuestra sociedad, para reducir las desigualdades sociales y promover una mejor calidad de vida. La crisis de los valores éticos, generados en gran medida por el modelo dominante de desarrollo, se centró en la competitividad, el consumismo y el individualismo, apunta a la urgente necesidad de cambio cultural y los valores para construir una sociedad más justa y sostenible. Teniendo en cuenta que el deporte tiene un gran potencial para el desarrollo de valores y tomando ventaja del hecho de que Brasil será la sede de dos deportes principales mega-eventos, este estudio investigó cómo el deporte puede en realidad llevar el legado de valores en la educación de los adolescentes, especialmente desfavorecidos. Se realizó un estudio exploratorio con 665 adolescentes de 11 a 14 años de la escuela pública, los participantes de la competencia mini voleibol de un programa deportivo social del Instituto Compartilhar llamado Esporte Cidadão Unilever. Cada participante debe escribir en sus acciones de valor insignia aprendido en el programa que practicó durante el evento: la cooperación, el respeto, la responsabilidad y autonomía. Las cotizaciones de los estudiantes fueron tabulados y clasificados de acuerdo con el valor y la categoría. El estudio mostró un predominio de las acciones relacionadas con los valores de cooperación y respeto, lo que demuestra que estos valores también se pueden desarrollar a través del deporte y el voleibol en una situación competitiva.

PALABRAS CLAVE: Deporte, Valores sociales.

O ESPORTE COMO FERRAMENTA PARA O APRENDIZADO DE VALORES RESUMO

Há um consenso de que a educação é o caminho privilegiado para promover a transformação de nossa sociedade, no sentido de reduzir as desigualdades sociais e promover a melhoria da qualidade de vida. A crise ética de valores, gerada em grande parte pelo modelo dominante de desenvolvimento, centrado na competitividade, consumismo e individualismo, nos aponta para uma necessidade urgente de mudança cultural e de valores para construirmos uma sociedade mais justa e sustentável. Considerando que o esporte tem um grande potencial de desenvolvimento de valores e aproveitando o fato de que o Brasil irá sediar dois grandes megaeventos esportivos, o presente estudo buscou investigar como o esporte de fato pode trazer o legado na educação de valores em adolescentes, especialmente os menos favorecidos. Foi realizado um estudo exploratório descritivo com 665 adolescentes de 11 a 14 anos de escola pública, numa competição de mini vôlei de um programa socioesportivo do Instituto Compartilhar denominado Programa Esporte Cidadão Unilever. Cada participante deveria escrever no seu crachá uma ação referente ao valor aprendido no programa que ele praticou durante o evento: cooperação, respeito, responsabilidade e autonomia. As citações dos alunos foram tabuladas e classificadas de acordo com o valor e categoria. O estudo evidenciou uma predominância de ações referentes aos valores de cooperação e respeito, demonstrando que estes valores podem também ser desenvolvidos através do esporte voleibol e numa situação de competição.

PALAVRAS-CHAVES: Esporte, Valores, Social.