

119 - THE CAPOEIRA AS A FACILITADOR IN THE LEARNING, DEVELOPING AND RISING PROCESS OF CHILDREN AT THE AGE OF 0 TO 10 YEARS OLD.

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1 - A BRIEF OUTLINE ON THE ROLE AND IMPORTANCE OF PHYSICAL EDUCATION AND HISTORY OF CAPOEIRA:

The National Curricular Parameters (PCN) of Physical Education in 2001, points out that the work in the area of Physical Education has its roots in the concepts of body and movement. Or put another way, the nature of work in this area has a close relationship with the understanding that you have these two concepts. No matter what the chosen content, the teaching and learning should consider the characteristics of students in all its dimensions (cognitive, bodily, emotional, ethical, aesthetic, interpersonal relationships and social integration).

Some of the objectives of the General Physical Education in elementary school, according to the National Curriculum Physical Education / Ministry of Education 2001:

- Participate in physical activities by establishing balanced and constructive with others, recognizing and respecting the physical characteristics and performance of self and others without discriminating on personal characteristics, physical, sexual or social;

- Recognition as an integral element of the environment, adopting a healthy lifestyle, hygiene, food and bodily activities, linking them with the effects on their health and recovery, maintenance and improvement of community health.

- Understand, appreciate, respect and enjoy the diversity of manifestations of physical culture of Brazil and the world, perceiving them as a valuable resource for integration between people and between different social groups.

To meet these goals we chose to represent the sport Capoeira teaching tool used here to stimulate growth, development and student learning. The history of capoeira began in the sixteenth century, at the time that Brazil was a colony of Portugal. The manpower of African slaves was widely used in Brazil, mainly in plantations (farms producing sugar) in northeastern Brazil.

The practice of poultry occurred in terraces near the slave quarters (houses that served as living quarters for the slaves) and had as its main functions to maintain the culture, the relief of stress from work and maintenance of physical health. Often, the fights occurred in fields with small shrubs, called at the time of poultry or Brushwood. The name of this place came the name of fighting / art.

1.1-ACTION STRATEGIES:

Here we present the root for the treatment of artistic expression, dance and play, guided by the principles of sports training: Principle of Individuality and the Principle of Biological adaptation. Thus, proposing some theoretical positions in relation to the body object of study in physical education, as well as the movement and play in the search for language evolution.

According to Jean Le Bouch (1983), noticed the body in the following ways:

- Lived Body (0 / 3 years):
- Need to explore all that surrounds it.
- Perceived or Body discovered (3/7anos old):

Diversity and complexity of experience makes a rapid change occurs at the level of perception. Become aware of your body characteristics and verbalize. Period Focusing in the body itself, but given the perception in space represented in part (body functional utility).

- Body Represented (+ 7 years of age):

The psychomotor pluralism with its historical setting its origin in the practices and body schema, the key concept of building their therapeutic and reeducate the importance of their experience and awareness.

Jean Piaget (1974) in Genetics Epistemologia / psychogenetic development are the following phases of human development:

- sensorimotor (0-2 years):

Sensory perceptions create motor schemes to solve the problem. Uses a pre-logical intelligence innate reflex / motor schemas are more complex. The goal is defined by its use of the notion of U.S. construction.

- Pre - Operative (2-7 years):

Emergence of symbolic function (representative projects) oral language. Egocentric thinking, animism.

- Operative Formal (7 to 13 years old):

Concrete thinking (abstractions do not. Reasoning Based on more perception than in the real and the fantastic differentiate. Serear Capable, sort, classify, etc.)..

- Operative Concrete (From 13 years of age):

Logical thinking. Reality and reality as possible, hypothetical deductive reasoning.

To better understand the relationship between body and poultry we list some of the characteristics of this style: slow musical rhythm, punches thrown lowest (close to the ground) and a lot of malice. The regional style is characterized by a mixture of malice of Capoeira Angola game with quick movements, the sound of the berimbau. The strokes are fast and dry, and the stunts are not used. The third type is the contemporary capoeira, which combines a little of the first two styles. This latter style of capoeira is the most practiced today.

2-METHODOLOGY:

Tissier (1894) studied the theoretical matrix Psychomotricity, analyzing the complex relationship between movement and thought, Reformulating critical paradigms between the body and brain. According to Vitor da Fonseca (2004) in the

psychomotor epistemological terms not only closes the history of concepts of physical exercises, motor skills and body, but also the study and causal analysis of adaptation and learning conditions that make possible human behavior.

The game, another organizer of the content is a leisure activity, physical or mental, organized by rules that allows students to participate actively in the learning process, assimilating experiences and information and embodying attitudes and values. It is a valuable teaching resource, as it constitutes a natural impulse that satisfies an inner need. The player facing the pleasure and develops spontaneous effort.

3 - GROWTH, LEARNING, DEVELOPMENT AND NEUROLOGICAL ASPECTS:

It is known that the concepts of growth, learning and development are distinct, however, make intercession. Growth refers to biological aspects of bone growth in organic and physical structures. The learning is in the process of interaction with the environment.

Human development is a process of growth and change at the physical, behavioral, cognitive and emotional development throughout life. At each stage specific features emerge. The development guidelines apply to most children at each stage of development. However, each child is an individual and may reach these stages of development earlier or later than other children their age, without speaking, properly, there are problems.

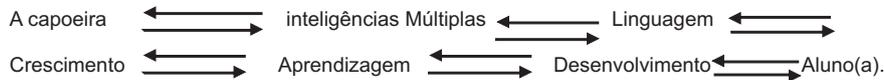
Lev Semenovitch Vygotsky developed interesting theory, demonstrating the importance of social integration as a source of knowledge. The theory is based on the individual's interaction with the social environment where he can move beyond its current development to some extent, with the help of other individuals. Vygotsky describes two levels of development, called real development and development potential. The real development is that which has been consolidated by the individual in order to make it able to deal with situations using their knowledge autonomously. The development potential is the guy who can build with the help of others. Vygotsky called the ability to perform tasks independently of actual developmental level, which determines how far the child has arrived, ie, the steps already conquered by the child. It is from these two levels of development: actual and potential that Vygotsky defines the zone of proximal development.

The nervous system can be described based on their functions and their spatial distribution in the body. Regarding the functional part, there are two types of neural pathways to send and receive information. They are called the afferent and efferent. The afferent nerves are those affected by their surroundings, and known as sensory neurons.

They sense the environment (such as pain, heat, pressure) and any changes in the environment, and inform the central nervous system. The nerves efferent effects on their surroundings and are composed of the motor neurons. After the central nervous system receives information from the sensory neurons, the brain decides what to do next. He conveys this decision to the rest of the body via efferent nerves and these, in turn, among other actions, are responsible for movements of muscle contraction and relaxation.

Today we know that humans have mirror neurons much more insightful, flexible and highly evolved than those found in monkeys. The human brain has multiple mirror neuron systems specialized in implementing and understanding not just the actions of others but their intentions, the social significance of their behavior and their emotions. When you see me perform an action, you automatically simulate the action in your brain. Inhibit brain circuits to move, but you understand my action because your brain has a pattern of action based on its own motion, Marco Iacoboni, a neuroscientist at the University of California, Los Angeles (UCLA).

That said, we present the practice of capoeira with the use of models and having the individual himself as a starting point. Starting from the understanding of the functioning of afferent and efferent neurons have structured the following schedule:



4 - PATHS TO TREAD:

The role of the teacher or caregiver and others and seek to be attractive, keeper of resources pertinent to the stimulation of human skills through experiential activities and relationship with the environment.

Organization and knowledge in Education: Planning teaching and learning assessment.

Essential elements for teaching: The teaching (re-signification) portrays the teachers' professional practice to research and reflect on their teaching.

In the teacher - student, the dialogic approach (problem-issue) is key.

In the conduct of Learning, the teacher has two basic functions: the function motivator and guiding role.

Planning and syllabus; Planning supposed-analysis, reflection and prediction (conditions, actions, alternatives). Plan-Results of a schedule.

4.1-SELECTION AND ORGANIZATION OF CONTENT:

Selection and organization of content is the basis for acquiring information, concepts, principles, and to develop habits, skills and attitudes.

The contents should be: conceptual (concepts, principles and facts organized into units and subunits), procedural (the actions and tools that will enable the search, analysis, organization, systematization of knowledge. It includes the development of reading skills, research annotation, comparison of data) and attitudinal (attitudes, values and norms).

Criteria for selection of the syllabus: Validity, utility, significance, appropriateness to the level of student development, flexibility and suitability for the available time.

Criteria for content organization, continuity, sequence and integration 9pautados the psychological and logical principles.

Criteria for selection of methods or techniques of teaching: The student is the reason for the job. Identify the type of learning undertaken and the student characteristics (age, level of maturity and mental development, level of interest and expectations of learning).

Types of Language and intelligence Capoeira

Musical Intelligence: Identifying sounds, read and write music with ease. Use of musical instruments, rhyming, conga, berimbau, rattle, dances, rhythms and clapping.

Intrapersonal intelligence: the ability correlative, turned inward, to itself.

Concentration in the wheel space, the rhythm of music, gestures and other body image and body schema.

Logical Mathematical Intelligence: Perception of the elements of greatness, weight, distance, time and others that involve action on the environment.

The move is a calculated, concept space and time, clapping, music rhythm, body schema,

selecting, organizing, sequence of movements. Volume body's own experiential activity.
Linguistic Intelligence: Used by poets, when worked leads one to express more clearly. Songs and a previous interpretations of the

movement itself and the movement of another language game in full.

Interpersonal Intelligence: the ability to understand other people. What motivates them and how to work cooperatively comungação of the collective well-being among the companions of the game.

Pictorial Intelligences: Observed at people who can express themselves through painting, drawing, sculpture or graphic.

Capoeirarte: Way to treat poultry as poetry forms and rhythms of plastics. The polish looks to the refinement of the movements, records of drawings at the end of the school (teacher's Projects) the use of tips especially for figures with autistic students.

Existential Intelligence: Ask basic questions about life. Featuring existential characteristics.

Dialectics: From the conception of self in the share of the dialogue of questions and answers game.

Ex: kick, dodge, dialogue between swings and alternate combinations of various moves.

Kinesthetic intelligence: Ability to solve problems, communicate, or to develop products using the body. The game of Capoeira in ts essence of movement, signs and dancing.

Space intelligences (Gardner, 1985). It is able to form a mental model and operate using that model. To understand the physical and temporal space. Socializing and interaction in the physical space of capoeira.

Naturalist intelligence: Competence of man to understand the world and nature, toperceiveand understand their mortality, and life as a whole and the differences between different types of life on the planet. Contact with nature, down to earth. Relationship with the rise and fall.

Table1 created by the author to demonstrate the similarities between intelligences and poultry.

| Tipos de Linguagem e inteligências | Capoeira |
|---|--|
| Inteligência Musical: Identificar sons, ler e criar músicas com facilidade. | Utilização de instrumentos musicais, rimas, atabaque, berimbau, chocalho, danças, ritmos e palmas. |
| Inteligências Intrapessoal: É a capacidade correlativa, voltada para dentro, de si mesmo. | Concentração no espaço da roda, no ritmo da música, nos gestos dos outros e em sua imagem corporal e esquema corporal. |
| Inteligência Lógico Matemático: Percepção dos elementos da grandeza, peso, distância, tempo e outros que envolvem ação sobre o ambiente. | Os movimentos são ações calculadas, noção espaço e tempo, palmas, ritmo da música, esquema corporal, seleção, organização, seqüência dos movimentos. Volume do próprio corpo em atividade vivencial. |
| Inteligência Lingüística: Utilizadas por poetas, quando trabalhada leva a pessoa a expressar com mais dareza. | Cantigas e interpretações prévias do próprio movimento e a movimentação do outro em pleno jogo de linguagem. |
| Inteligência Interpessoal: É a capacidade de compreender outras pessoas. O que as motivas e como trabalhar cooperativamente | A comungação do bem estar coletivo entre os companheiros do jogo. |
| Inteligências Pictográfica: Observada em pessoas que conseguem se expressar pela pintura, desenho, escultura ou imagens gráficas. | Capoeirarte: Maneira de tratar a capoeira como poesia de formas e ritmos plásticos. O lapidar do olha ao refinamento dos movimentos, registros dos desenhos ao fim das aulas (pedagogia por Projetos) Utilização de dicas por figuras em especial com alunos autistas. |
| Inteligência Existencial: Fazer perguntas básicas sobre a vida. Dispondo de características existenciais. | Dialética: Partir da concepção de si em no compartilhar do dialogo de perguntas e respostas do jogo. Ex: chute, esquiva; dialogo entre gingas e combinações altemadas de movimentos variados. |
| Inteligências Corporal Cinestésica: Capacidade de resolução de problemas, comunicar-se ou de elaborar produtos utilizando o corpo. | O jogo de Capoeira em sua essência de movimentos, signos e dança. |
| Inteligências Espacial: (Gardner, 1985). É a capacidade de formar um modelo mental e operar utilizando esse modelo. Para compreensão do espaço físico e temporal. | Convívio e interação no espaço físico da roda de capoeira. |
| Inteligências Naturalista: Competência do homem de entender o mundo e a natureza, perceber e compreender a sua mortalidade, e a vida como um todo e as diferenças entre os diversos tipos de vida existentes no planeta. | Contato com a natureza, pés no chão. Relação com o cair e levantar. |

5 - EVALUATION:

We use basically the evaluation system of teaching styles for discovery-oriented style of education based on problem solving and evaluation Reciprocal featuring: FARIA JUNIOR., A. GOMES Started Didactics of Physical Education. Rio de Janeiro, Forum, 1974, p.31-33.:

Discovery Oriented Methodology is based on dissonance theory of Festinger. She believes that a cognitive irritation produces a need to find a solution which will remove the irritant

Troubleshooting: In this style, the teacher plays a facilitating role, the counselor, a catalyst. For this he abandons the preponderant role of human element of the learning process and the student is placed in the very midst of the educational process. Mutual Evaluation: The teacher here takes leading role in the process. It is he who chooses the goals, select strategies and requires organization.

The incentive to participate is based on "Interest on the results of the skills acquired»

6 - RESULTS:

Capoeira was effective in aiding the growth, learning and development of students average 200 per year for up to 10 years of age assisted by the program Laboral Fitness Physical Education has been running since 2006 in view of the vast majority of goals set by the CPN Education Physics for Elementary Education. With aprimoração general language through a better understanding and expression of the various types of language and intelligence, emerging manifestations of feelings and sensibilities. And also observed increased motor repertoire by facilitating the resolution of their problems. In the academic field better fine motor skills and crafts favoring broad and active participation in projects, with greater concentration and capacity for dialogue accelerating literacy in classrooms.

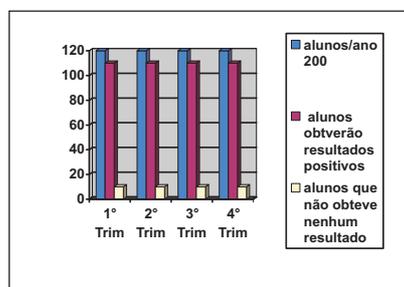
In the biological aspect, in particular improving the position of the pupil. Developments in the conception of himself and his behavior in the social inserted.

Purely in relation to motor marked improvement of the qualities basic physical coordination, endurance, strength and balance serving as a framework to numerous other combinations of physical qualities by enriching the diversity of adaptations to their students everyday activities such as, for example, greater independence in hygiene activities, food and dress. Cause for satisfaction, autonomy, self esteem and other creative possibilities, criticism and social events.

7.1 - ANALYZE THE RESULTS:

Based on the chart below on the sequence of motor development and test of Motor Proficiency-Oseretsky Bruininks (1972) which is based on the development of the motor system that takes an age and a motor quotient, and may specify what state the child's motor . The test consists of a complete battery of eight subtests that comprise 46 separate items, evaluating separately and individually, the general and specific ability of the student.

There is advance for all of all students enrolled in the program of physical education / poultry improving posture biopsychosocial healthy development. Save on average 6-8% of students who failed to evolve any measurable quantity of content presented. These cases are mostly related to lack of regularity and frequency of student classes, the process of unbound bonding between teacher and student or difficulty in the transfer process or trust with the parents or guardians of students.



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THE CAPOEIRA AS A FACILITADOR IN THE LEARNING, DEVELOPING AND RISING PROCESS OF CHILDREN AT THE AGE OF 0 TO 10 YEARS OLD.

ABSTRACT:

This present work is the evolution from the Article published on the FIEP's International Scientific Journal, vol. 77 – FIEP BOLETIN Special Edition II, 1 PAG 162. The goal at that moment was to identify ways that the Physical Education Teacher can take to improve the motor repertory of students diagnosed with autism. Now, this present contribution works on the evolution of this article mentioned and is based on the criterions of organization of the subjects: continuity, sequence and integration, aiming to help professionals that work with education and health, as well as the student's family.

This search procedure becomes relevant due to the importance of the subject and the absence of literature available in Brazil.

The classes that we based this application started in 2006, instructing a hundred of children at regular schools, hotels and clubs, continuing until nowadays.

This work is based on the methodology psicomotricity.

The project was almost totally developed and applied by the teacher Daniel L. Candido and ways oriented by Ms. Sérgio Eduardo Santos de Moura.

The results reached are directly related with the general improvement of language, enlarging comprehension and expression of students observed with a bigger motor repertory, academic and communicative, as well as the evolution of physical qualities, possibiliting psychomotor maturity and several students' adaptations to their daily activities, satisfaction and expressive socialization.

KEYWORDS: Learning, development, language

CAPOEIRA COMME ASSISTANT DU PROCESSUS DE CROISSANCE, APPRENTISSAGE ET DEVELOPPEMENT DES ENFANTS JUSQU'A 10 ANS

RÉSUMÉ:

Ce travail est l'évolution de l'article de l'éducation physique et l'autisme: études de cas. Publié en 2007 dans le Journal of International FIEP NIVEAU INTERNATIONAL EN VOLUME 77-FIEP BULLETIN Édition spéciale II página162. A cette époque, l'objectif était d'identifier les moyens que le Professeur d'éducation physique peut marcher pour élargir le répertoire moteur des élèves atteints d'autisme. Depuis cette recherche la contribution de l'évolution des travaux décrits dans les critères pour l'organisation du contenu, la continuité, la séquence et d'intégration. Basé à la complexité croissante des facteurs qui déterminent le processus de croissance, l'apprentissage et le perfectionnement des étudiants. Pour ce faire, nous visons à aider les professionnels qui travaillent dans l'éducation et la santé et de la famille dans la promotion de la capacité des élèves.

Cette procédure de recherche est pertinent en raison de l'importance de la question est le manque de documentation disponible au Brésil.

Les classes qui sont basés l'étude a commencé en avril 2006, des centaines d'enfants donné dans les écoles ordinaires, des gymnases, des hôtels et des clubs de la ferme et s'étend à la publication de cet article.

Le travail est basé sur la connaissance du domaine psychomoteur.

Le projet a été développé dans sa prévalence et appliquées par des enseignants spécialisés dans l'enseignement supérieur Daniel Laureano Candido et toujours guidé par Mme Santos Sérgio Eduardo de Moura, recevant également l'aide d'un professeur d'éducation physique et esp Capoeira. Raphaél Carvalho.

Les réalisations sont directement liés à la langue aprimoração générale à l'expansion de la compréhension des élèves et d'expression, observée par le répertoire supérieur du moteur, universitaires et communicative. Egalement dans l'évolution de la base de coordination des qualités physiques, l'endurance, la force et l'équilibre qui sert de cadre à de nombreuses autres combinaisons de qualités physiques em enrichissant la diversité des adaptations a leurs élèves des activités quotidiennes, de production de satisfaction et d'autres possibilités d'interaction sociale.

MOTS-CLÉS: apprentissage, le développement, la langue.

LA CAPOEIRA COMO AUXILIAR EN EL PROCESO DE CRECIMIENTO, APRENDIZAJE Y DESARROLLO DE NIÑOS HASTA LA EDAD DE 10 AÑOS

RESUMEN:

El presente trabajo es la evolución del Artículo Educación Física e Autismo: Estudio de caso. Publicado en el año 2007 en la Revista Científica Internacional de FIEP, DE NIVEL INTERNACIONAL, EM EL VOLUMEN 77 – FIEP BOLETIN, PAG 162. En aquel momento el objetivo era identificar los caminos que el profesor de Educación Física puede explorar para ampliar el repertorio motor de los alumnos diagnosticados con autismo. La presente contribución busca la evolución del trabajo con los criterios de organización de contenidos: Continuidad, secuencia, e integración basándose en el aumento de la complejidad de los factores determinantes al proceso de crecimiento, aprendizaje e desarrollo de los alumnos. Para esto tenemos como objetivo auxiliar a los profesionales de la Educación y la Salud así como a los familiares de los alumnos en el Estimulo de habilidades.

Esta investigación se convierte en relevante debido a la importancia del asunto y la falta de literatura disponible en Brasil

Las aulas en las que se basó el estudio fueron iniciadas en Abril del año 2006 atendiendo centenas de niños en escuelas regulares, academias (gimnasios), hoteles y clubes y se extendieron hasta la publicación de este trabajo.

El trabajo se fundamenta en las metodologías ABA (Análisis del comportamiento Aplicado) y PNL (Programación Neuro Lingüística); Sonrise, Pedagogía por proyectos, Psicomotricidad. El proyecto fue principalmente desarrollado y aplicado por el profesor y especialista en Docencia Superior Daniel Laureano Candido; siempre orientado por el Ms. Eduardo Santos de Moura y auxiliado por el profesor de Educación Física y Capoeira Esp. Rafael Carvalho.

Los resultados obtenidos están directamente relacionados a la mejora general del lenguaje con una mayor comprensión y expresión de los alumnos observado en un mayor repertorio motor, académico y comunicativo. La evolución de las cualidades físicas básicas, coordinación, resistencia, fuerza y equilibrio sirviendo de base para otras inúmeras combinaciones de cualidades físicas que enriquecen la adaptación del alumno a sus actividades de la vida diaria, generando satisfacción y otras posibilidades en la convivencia social.

PALABRAS CLAVES: aprendizaje, desarrollo, lenguaje.

A CAPOEIRA COMO AUXILIAR AO PROCESSO DE CRESCIMENTO, APRENDIZAGEM E DESENVOLVIMENTO DE CRIANÇAS DE ATÉ 10 ANOS DE IDADE

RESUMO:

O presente trabalho é a evolução do Artigo Educação Física e Autismo: Estudos de caso. Publicado no ano de 2007 na Revista Científica Internacional da FIEP, DE NÍVEL INTERNACIONAL, NO VOLUME 77-FIEP BOLETIN Special Edition II, página162. Naquele momento o objetivo era de identificar os caminhos que o Professor de Educação Física pode trilhar para ampliar o repertório motor dos alunos diagnosticados com autismo. Já a presente contribuição busca a evolução do trabalho pautado nos critérios de organização de conteúdos: Continuidade, seqüência e integração. Com base, no aumento das complexidades dos fatores determinantes ao processo de crescimento, aprendizagem e desenvolvimento dos alunos. Para Tal, temos como objetivo auxiliar profissionais que atuam em Educação e Saúde bem como os familiares dos alunos no estímulo de habilidades.

Tal procedimento de pesquisa torna-se relevante devido à importância do assunto é a carência de literatura disponível no Brasil.

As aulas as quais se baseou o estudo foram iniciadas em Abril do ano de 2006 atendendo centenas de crianças em escolas regulares, academias de ginástica, hotéis fazenda e clubes e estende-se até a publicação desse artigo.

O trabalho fundamenta-se na área do conhecimento psicomotricidade.

O projeto foi em sua predominância desenvolvido e aplicado pelo professor especialista em Docência do Ensino Superior Daniel Laureano Candido e sempre orientado por Ms. Sérgio Eduardo Santos de Moura, também, recebendo o auxílio do professor de Educação Física e Capoeira esp. Raphael Carvalho.

Os Resultados Alcançados estão diretamente relacionados à aprimoração geral da linguagem com a ampliação da compreensão e expressão dos alunos, observada por maior repertório motor, acadêmico e comunicativo. E também na evolução de qualidades físicas básicas coordenação, resistência, força e equilíbrio servindo de arcabouço a outras inúmeras combinações de qualidades físicas enriquecendo a diversidades de adaptações dos alunos as suas atividades de vida diária, gerando satisfação e outras possibilidades de convívio social.

PALAVRAS CHAVES: Aprendizagem, desenvolvimento, linguagem.