

140 - THE INFLUENCE OF COOPERATIVE GAMES FOR CHILDREN SOCIALISATION AT RISK IN SCHOOL SOCIAL PROF^o NILTON BALIEIRO MACHADO.

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INTRODUCTION

Macedo and Bomfim (2009) the act of violence is an event that covers all social classes, including genres and generations. Beyond geographical boundaries, Painless diverse ethnic, political, so it is misleading to think that it is a particular fact of a certain place or social environment, in a segment or group.

It is worth mentioning that the same authors emphasize that violence does not exhibit a unique way, since no one approaches a universal, natural and static fact. She goes on to have another meaning, as occasions, spaces, and perceptions affinities.

Because of the violence nowadays be something as common causes small violent acts are trivialized by society, to the extent that it is happening contributing to that society becomes increasingly violent (Salles E SILVA, 2008).

Given this situation the rate of violence in school is considered extremely high, generally violent actions begin at home by family structure and arrive at school in a multifaceted way. Due to family financial condition, most of the students served by the school has needed to enter the labor market early, in addition to being "forced" to take responsibility imposed by the financial precariousness of parents as: taking care of household chores and younger siblings, which leads there early growth, but they have immature face of such responsibilities that are required to take.

This scenario can also be observed in the school which is not seen by these children as an educational environment, said it is possible to observe in physical education classes a reflection of children's behavior, such as aggression with peers, disobedience of rules, disregard of the limits proposed by the teacher.

However, scientific studies have shown that inserted into the Physical Education School cooperative games help in socialization among participants as well as contribute to building moral values and create an environment of respect and brotherhood, and these actions transcend the game and may favor life in society.

Thus, this Article has as a tool to nurture the socialization of children at social risk through cooperative games and help the school community to combat violence within the school, since through these games children can be encouraged to participate and follow the rules seeing that all work together can change the outcome of the game, observing colleagues as teammates and not as rivals.

METHODS

That survey was conducted in the State School Nilton Balieiro Axe is located in a peripheral area of the city of Macapa that serves students Goiabal residents of neighborhoods; Marabaixo I, II, III, IV, V; km9 and Heart.

For the realization of the study The research-action is the commitment of the research staff and involvement with the community declared in the practice of social group estudo através field diary, participant observation and semi-structured interview was conducted. As a sample, we used 4 classes at school, with 2 of 5 and 2^a serie 6th series, 5 questions were asked with 4 to 7 students from 5th series and 3 in the 6th grade. And from then created an action agenda for change, and such changes will be managed and negotiated in the collective (Driessnack et al, 2007; FRANCO, 2008; THIOLENT; 2009).

ANALYZE AND DISCUSSION, RESULTS

My first contact was with the school supervisor, I reported it on the same research and provided to any contribution, then informed him that I needed to know the history of classes in which research could be carried out, reported it had a class that much needed that time, the class was 514, because the day before some students in the class had brought down one of the bars of the school, knowing that it is the class in which teachers find it difficult to teach their classes, being seen as the school gang problem. As well as classes 512, 611 and 612. Mentioned before the case felt a concern of staff to resolve issues of class as well as the school.

Faced with me asturmas I began research on the diagnosis, which were notable placements from supervisory teacher trying to teach his class, and a group of students who were not in their places hindered the performance of others. The teacher at the end of the class provided a time to talk with the class about the research, start with the presentation of which is Cooperative Games and then asked students' opinion on the subject, most do not know what it was, and noticed the curiosity in students on the subject, when I explained that they had to work together, respect the colleague, a student turns around and says: boring stuff! After the student has exposed his opinion the class felt the urge to speak what they thought about the games, and then began to appear as opinions: Cool is competing; And if I do not like such a person will not help; has football in this game? Once the diagnosis (MARQUES, Chagas E LUCAS, 2011) says that the low applicability of Cooperative Games in schools happens by reason of preference of students for competitive games, it is important to verify that the qualities that provide the development of education are not lost and training of being.

After the conversation the games were applied so that they could experience how it worked teamwork.

During the week I spent in school games were applied: "Human Knot" "cooperative power" "Picking Up Balloons" "save with a hug" "FutPar" "affection," "web quality" "queimadacooperativa" "fetch with Bladder" "zigzag" and "Iamarú".

Almeida (2010) says that "we should teach boys and girls to play together, work together, as it should do in adulthood, and also teach children not only to share efforts and goals but love and peace."

At the end we talked about cooperative games and the majority said, it was fun, work in groups, it was easy everybody

together , and we were waiting for our next meeting . I could see a greater acceptance of these classes , perhaps because they are different activities which were accustomed to practice Durantes classes . In this regard Almeida (2010 , p.100) says it is " possible to see a whole class working in groups without stopping a single second , solving their own problems by proposing new activities , talking , suggesting , listening , helping isolate withoutanycompanion" . .

In this type of game, the result is not the main caring, but the entertainment of playing the distraction , the union of groups that do not undermine with failure or success, to win or lose (BROTTO,1999).

The game is part of the content of body culture , which can be worked in the school , making it " the essential role of the mediator , leaving him to print character to the rules , make a game vehicle of hatred or healthy environments tenderness and affection between the players and the others"(Vieira,2011). .

It is worth mentioning that the method used by physical education teachers to work with content games are connected to the educational system and pedagogical practice, so that the objectives of the lessons are relevant and which is not merely pass the time and much less to appeal to students (Marques & KRUG , 2009) .

INTERVIEW WITH STUDENTS

1.What is violence? And in theirfamily environment experienced violence ?

Student1: Violence begets violence , violence to me is mistreating a person . Yes , the new year a boy took a swing at my brother's head, I went and got a knife and stabbed the boy .

- Student2: I think violence too bad , because they are hitting . Only sometimes when my father and mother hit me , and let me grounded.

- Student3: I think a very crude thing , should talk . Yes , by my uncles .

- Student4: It's horrible violence , beating people around the world who look far to think that it has only marginal here in the school , I came here I thought those days had only marginal . I prefer not to talk .

- Student5: Violence is horrible , especially within the school and home. I have neighbors who are violent , whenever I witness violence around the house .

- Student6: Here is rare for police spending , now they come knocking , already picked up the police ... everyone practicing violence , violence begets violence. My father beat me a lot , thank God he's gone , no longer lives with us now in my house got better .

Because of the violence nowadays be something as common causes small violent acts are trivialized by society , to the extent that it is happening contributes to society becomes increasingly violent (Salles E SILVA , 2008) . This is clearly visible in the responses above , it can be noticed that some violent acts are part of the daily lives of these children , reflecting their social life within the school and still making them grow violent and even entering the world of marginality .

Levinsky (1997) and Marques (1997) suggest that family dysfunction are reflections for increased abuse or neglect , resulting in instances of family violence , consisting of often involuntary and exaggerated effect of physical force by adults .

2.Feel safe at school?

-Student1: I feel safe in school because my mom works here , otherwise would not feel .

-Student2: Do not think me safe inside the school because it has a lot of fighting , knife students bring into the school .

-Student3: Within the school did not find myself very safe because a lot of people stealing and fighting.

-Student4: I do not feel safe inside the school you people smoking , I wanted to change my school in coexistence .

-Student5: It has a lot of violence here at school , they fight in front of school , are trying to stick , hitting everyone .

-Student6: Type in the 5serie not chat with the gang of 6 , so do not pass on their side , so do not feel safe inside . The school is not a legal environment , everything is dirty.

Regarding the statements of students where everyone speaks that they do not feel safe due to various conflicts ,Charlot (2002) emphasizes that today 's school environment is not seen as a safe environment since many foreign quarrels lead into the school, such as street fights involving the body and the school structure in confusion .

This factor is very clear in the affidavit ALUMNI 2:05 , when reporting the fights that occur across the school and the fact they came armed into the school .

3.The violence in the school environment affects your performance?

-Student 1: Much as I am in the room and the boys arrive shouting and disturbing the class, and also the lady knows that when the fight starts everyone runs to see what happened .

-Student 2: Violence in school affect me in learning because we are trying to study and disrupt classes . .

-Student3: Alot.

-Student4: When we are studying well students invade the rooms , the teacher is impossible to pass the content.

-Student5: The fights at school hamper my learning.

-Student6: Affects, but not even want to know, we play out of him !

It is clear and unanimous in the responses of the students, as violence within the school undertakes the development of learning , even hindering the relationship pupil / teacher because sometimes these acts do not happen only among students , but also between student and teacher . Given our reality more and more cases of violence have become part of the school environment, teachers feel it is ineffective in the face of confusion , threats and attacks withintheclassroom(Correia,2010).

4.What is the Cooperative Games? And why is it important?

-Student 1: From what I saw cooperative games is important as it could bring me from my colleagues, making us work as a team.

-Student 2: The cooperative game is very good , the most interesting is the approach with others now prefer the cooperative game, because we work in a group.

-Student 3: The cooperative game is really cool, where one has to help the other . Has no separation of teams , and I approached people who had never even spoken . It is a group project.

-Student 4: I wish my classes were more cooperative games , because the games we unite and speak with everybody , because we need everyone's help.

-Student 5: Teaches you how to cooperate , grab the hand of my colleague and teamwork .

-Student6: As this game is very important , but I prefer to compete.

According Caparroz (2005)" The answers to the questions , the exposed end of the process , demonstrated that there was an understanding of the principles of Cooperative Games (p.06)." And how much it contributed to the socialization of the class , for the account of the student 3 makes clear when he quotes "... I approached people who had not ever spoken."

They present as fundamental the participation of all specialties , not elimination by capacity deficiency , the combination of groups and fun . In this type of game, the result is not the main caring, but the entertainment of playing the distraction , the union of groups that do not undermine with failure or success , to win or lose (BROTTTO , 2001).

FINAL THOUGHTS

With the applicability of cooperative games in the school environment can reverse some cases of violence among students, as stated by them during the search action. Before the result of the research we can see how important cooperative content in physical education classes games is, once the socialization of children with difficulties working group thus achieving their main objective of this research occurred. Thus making an effective means in reducing rates of school violence.

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ABSTRACT

This study aimed to nurture the socialization of children at social risk through cooperative games . For this we used the method of action research is that the commitment of the research staff and involvement with the community declared in the practice of social group , through the field diary , participant observation and semi - structured interview . As a sample, we used 4 classes at school , with 2 of 5 and 2ª serie 6th series , 5 questions were asked with 4 to 7 students from 5th series and 3 in the 6th grade. The action research aimed to observe how they can socialize children at social risk in Physical Education classes through cooperative games. After collecting the data we can see how important cooperative content in physical education classes games is, once the socialization of children with difficulties working group thus achieving the main objective of this research occurred.

KEYWORDS : Socialization - Social Risk - Cooperative Games - Physical Education

L'INFLUENCE DE L'ACTION OPÉRATION JEUX POUR ENFANTS SOCIALISATION EN PÉRIL EN ÉCOLE SOCIAL PROFº NILTON BALIEIRO MACHADO

RESUME

Cette étude visait à favoriser la socialisation des enfants à risque social à travers des jeux coopératifs . Pour cela nous avons utilisé la méthode de la recherche-action est que l'engagement du personnel de recherche et de participation à la communauté déclaré dans la pratique de groupe social , à travers le journal de terrain , l'observation participante et entretiens semi-structurés . Comme un échantillon , nous avons utilisé 4 classes à l'école , avec 2 de 5 et 2ª série série , on a demandé aux 5 questions de 4 à 7 élèves de 5e série et 3 dans le 6e. La recherche-action visant à observer la façon dont ils peuvent socialiser les enfants à risque social en cours d'éducation physique à travers des jeux coopératifs . Après la collecte des données

, nous pouvons voir comment le contenu coopératif important dans l'éducation physique de classes de jeux est , une fois la socialisation des enfants avec des difficultés groupe de travail réalisant ainsi l'objectif principal de cette recherche s'est produite.

MOTS-CLÉS: Socialisation - risque social - Jeux coopératifs - éducation physique.

LA INFLUENCIA DE COOPERATIVAS DE JUEGOS PARA NIÑOS DE RIESGOS SOCIALIZACIÓN EN LA ESCUELA EN PROF SOCIAL° NILTON BALIEIRO MACHADO

RESUMEN

Este estudio tuvo como objetivo fomentar la socialización de los niños en situación de riesgo social a través de los juegos cooperativos . Para ello se utilizó el método de la investigación-acción es que el compromiso del personal de investigación y la participación con la comunidad declaró en la práctica de grupo social , a través del diario de campo , observación participante y la entrevista semi-estructurada. Como muestra , se utilizó 4 clases en la escuela, con 2 de 5 y 2ª serie sexta serie , 5 preguntas fueron hechas con 4 a 7 alumnos de 5º serie y 3 en el sexto grado. La investigación-acción encaminada a observar cómo pueden socializar a los niños en situación de riesgo social en las clases de Educación Física a través de juegos cooperativos. Después de recoger los datos , podemos ver cómo el contenido cooperativo importante en educación física clases de juegos es , una vez que se produjo la socialización de los niños con dificultades de grupo de trabajo logrando así el objetivo principal de esta investigación.

PALABRAS CLAVE: Socialización - Riesgo Social - Juegos Cooperativos - Educación Física.

A INFLUÊNCIA DOS JOGOS COOPERATIVOS PARA SOCIALIZAÇÃO DE CRIANÇAS EM SITUAÇÃO DE RISCO SOCIAL NA ESCOLA PROF° NILTON BALIEIRO MACHADO

RESUMO

O referido estudo teve como objetivo oportunizar a socialização de crianças em situação de risco social por meio dos jogos cooperativos. Para tanto utilizou-se o método de pesquisa ação que é o comprometimento do agente de pesquisa com a comunidade e o envolvimento declarado na práxis do grupo social, através do diário de campo, observação participante e a entrevista semi-estruturada. Como amostra utilizou-se 4 turmas da Escola, sendo 2 de 5ªserie e 2 de 6ªserie, foram feitas 5 perguntas para 7 alunos sendo 4 da 5ªserie e 3 da 6ª serie. A pesquisa ação teve o intuito de observar o quanto é possível socializar crianças em situação de risco social nas aulas de Educação Física por meio dos jogos cooperativos. Após a coleta de dados podemos constatar o quanto é importante o conteúdo jogos cooperativos nas aulas de educação física, uma vez que ocorreu a socialização de crianças com dificuldade em trabalhar em grupo alcançando assim o principal objetivo desta pesquisa.

PALAVRAS-CHAVES: Socialização - Risco Social - Jogos Cooperativos - Educação Física.