

86 - CONTRIBUTION OF THE PROJECT GUANABARA FOR THE DEVELOPMENT OF THE SKILLS

ANA CAROLINA SOARES FERREIRA
 CLARISSA LUCIANA SAN JUAN FARIA
 ANA CLÁUDIA PORFÍRIO COUTO
 ESCOLA DE EDUCAÇÃO FÍSICA, FISIOTERAPIA E TERAPIA OCUPACIONAL -
 UFMG - BELO HORIZONTE - MINAS GERAIS - BRASIL.
 k_rol192003@yahoo.com.br

INTRODUCTION

Guanabara project (PG) is a social project executed at the School of Physical Education, Physiotherapy and Occupational Therapy - Federal University of Minas Gerais, in partnership with the Ayrton Senna Institute (AIS). It has systematized technology education through sport for human development as a way of developing the potential of children and young Brazilians, using sport as a strategy of conducting their daily activities. PG aims at creating opportunities for students to develop their potential, to make right choices in the future. Such opportunities are in the fields of sport (physical education), the arts, supporting education and health that promote the development of skills through the pillars of education and promotion of the values. Thus, the students are able to use these values in society.

PG uses sport as a structural axis, guided by the pillars of education. According to Couto and colleagues (2002, p.31), "The priority of sport in the Guanabara project is the promotion of values, the recovery of self-esteem and, the most important, the formation of ethical citizens."

Through the pillars of education of UNESCO, PG tries to reflect on the values that influence the companies seeking a social life guided by justice. The pillars of education are: Learn to Live, Learn to Know, Learn to Be and Learn to Do. These refer to the skills that are developed based on the promotion of values: personal competence, social competence, productive competence and cognitive competence. (DELORS, 2001)

The main question that guide this study was how the student is absorbing and developing the skills and values developed in the PG through the pillars of education in their lives.

The Education Through Sports program (EEP) aims at promoting human development of its participants through the sport.

Based on this, we seek to analyze the influence of the pillars of education in developing skills in the sport education program, starting from a general approach to all areas that make up the program.

METHODOLOGY**Procedures of the study**

The interviews were carried out at the general office of PG individually with all students of the PG Betim and Campus from 7 to 14 years. With young people it was conducted a focus group.

The interviews were analyzed based on the technique of content analysis, in the form of the categorical system, previously defined. The method was based on a semi-structured interview developed from the theoretical and the objective of this study.

The interviews were recorded and transcribed, according to the statements and answers of the students.

For instance

148 students from 7 to 14 years of the PG Betim and Campus.

10 students over 15 years of Guanabara project and Jovens em Senna.

INTERPRETATION**Category - Importance of the colleague / to learn to coexist: competence relacional;**

A. To coexist.

Coexisting is the relation with other, the meeting with you and with other, living joined and principally the relation of mutual exchange that happens between the persons:

"... I play them talk, the people keep company." (Ent. S (C) - 1)

"... any world has to live joined then he is important." (Ent. S (1) - B)

Category B - Taste for the reading / to learn to know: cognitive least competence – Reading and writing;

Knowing is the investment of the life it is in everything that surrounds us. The school, the projects, the family, the society, the environment completely this is a result of knowledge, of apprenticeship and of teaching.

"it likes reading pickaninnies, newspaper and you announce. It learns on friendship, love, not to fight, reading more and to write straight" (Ent. (C) - 1)

It is important quote those pupils who do not like reading, it reports them to me,

"I do not like, learn them to myself what is written" (Ent. (I) - B)

Category C - Identity and I manage meeting even / to learn to be: personal competences;

Being is to be, to be accepted; what has more value between the educandos the aesthetic and / or personal thing? How does he see himself? How does he like you? To go up in value, to recognize what has been of better, to offer to other and the society.

"It likes. Because I believe that we have that in valuing to be happy. It is found cheerful, extrovert, happy, of good with the life, educated." (Ent. To (C) - 3)

But also we realize that they all the aesthetic thing to a people in his words;

"I like. I find myself legal. I learn the jokes what my coleguinha does and teach the children. I like my spot of my face and the one that has inside my eye." (Ent. (C) - 1)

Since they also recognize the defects;

"Taste, but the defects make me nervous: Because the adolescents, we principally the girls think that it has defect. I am pretty, gordinha, rise." (Ent. (C) - 3)

Category D - Project of life / to learn to be: personal competences;

Being is to live to carry out the future. The majority wants for his projects of life immaterial goods, to help the family,

- “Yes, to attend medicine, to have children.” (Ent. (C) - 1)
- to be independent and to live with dignity,
 “Good things, that I have a good job that I have not to need my mother, because she has her businesses...” (Ent. (C) - 2)
- They are preoccupied by the world, by the persons, by the environment;
 “What is good, that the city of Belo Horizonte will be clean, that the very pretty nature, the animals, is good the nature preserves.” (Ent. (C) - 1)
- Besides the personal acquisitions, the educandos also long for the conquest of material goods.
 “Everything of good one, to have a car, a house, an apartment...” (Ent. (C) - 1)

Category E - Heterogestão-/Aprender doing: productive competence;

To do, for in practice what was learnt, which it built of knowledge along the life.

A. School

What they would do regarding the school if they were a president of Brazil:

- “to reform the block, to buy wallets, to buy balls for physical education.” (Ent. (I) - E)
- They preoccupy with the teaching and the development of the values,
 “It would improve the library, it was increasing the teacher's volume and the apprenticeship ...”
 (Ent. To (C) - 2)

B. PG

What they would do for the PG, the majority reports the lack of a space.

- “To create an alone space for the project Guanabara.” (Ent. (C) - 3)
- The infrastructure and materials also appear in the words, besides the sport,
 “... to leave the put in order project, it would put the block in order, would put the canteen in order, it would not drop eaten in the ground and not even to tread in the garden.” (Ent. (I) - A)
- “Of Friday the sixth one to have swimming, football and more free time-table.” (Ent. (C) - 3)
- “Basket of basketball...” (Ent. (I) - C)

But there exist those what,

- “I do not know, it is completely legal.” (Ent. © - 1)
- “Here it has not anything to reform this one completely perfectly.” (Ent. (C) - 1)

C. Street

“It would reform the houses of the persons, would put the streets in order, would put traffic signals, belt of pedestrian, would put the plates in order of I go, it would put snack bars.”
 (Ent. (C) - 2)

The preoccupation with the garbage and the cleaning of the streets also appears in the words,
 “It would put garbage can, would put the drain in order...” (Ent. (I) - A)

And there exist what they preoccupy with the security,

“Security, police officer...” (Ent. (I) - C)

D. Children

The concern is big as for the food, the dwelling and the health:

- “It was donating basic baskets every week” (Ent. (C) - 1)
- “It would not let the children grasp the street” (Ent. (C) - 1)

The education and the values are axles of change, besides the practice of sport and of the amusement:

- “It would improve the respect, friendship.” (Ent. (C) - 2)
- “It would mount a project would invest in the children.” (Ent. (I) - B)

CONCLUSION

The PG has a important role in human development of students, creating opportunities to develop human values. Our students are deprived of opportunities, it increases the desire of educators to develop strategies to be taught the learning of the pillars of education using sport as a structural axis, developing the potential to make the best choices in the future.

The speeches of the students show us that they are developing the skills and values given by the PG. And they are disseminating them among colleagues, at school, in PG, in the street and in the project of life.

The relational skills reinforce the living, most of the students speaks about the importance of being together, having a colleague in the PG to talk, teach and learn, help others and concern for the community; as the PG works the sport structural axis, is confirming that it enables the development of living skills with a difference, living with victory and defeat, the collective commitment to improving the living of students with colleagues, family and community.

Cognitive skills requirements may say that most students like to read and improves reading and writing, as well as the expansion of knowledge and human values. PG works to support the education proving the speech of students on the taste for reading books, comics and texts.

The personal skills, identity and find himself, faced with a dialog that states the importance of personal values to physical values like the taste of your personality, intelligence, living with others and their human values.

The PG's role is to reinforce the students combined with the pillar to learn, to respect, to love and to value what we have best to offer each other.

Personal skills as they relate to design choices in life project we find that most students yearn material property as a profession, study, family, changes in society such as violence and drugs. Proving with this that the action is being directed to the individual, the social, productive, relational, cognitive potential as well as the PG. Nevertheless also design your future with material interests.

Management skills, allied to learn to do, the students proved in dialogues that lead to your school, PG, street and children, what they have learned, what they know and what they can teach these. They are excellent managers because they develop the ability to manage themselves and manage groups that are around him, so thinking in social change but mainly to develop human values.

REFERENCES

COUTO, A. C. P The physical education by the light of the movement of the cultural school Investigation centered in

the Project Guanabara in the city of Belo Horizonte Minas Gerais - Brazil. 2006. 300 f. Dissertation (When Faculty of Sport, University of Porto Was Given the doctor's degree in Science of the Sport) -Universidade do Porto, 2006.

COUTO, A.C.P.; FREITAS, H.; ALEIXO, I.; COUTO, M.; Sport and development of the child In: LEMOS K.; GARCIA, E. (org.) Current subjects II – Physical Education and Sport. Bookstore and Publishing Health. Belo Horizonte/Brasil, 2002. p. 27-32.

HANSENPFUG, W. N. Education for the sport: Education for the human development for the sport.1. ed. São Paulo: Saraiva: Ayrton Senna institute, 2004. 399p.

PINHO, B. C. A. The contents of the classrooms of physical education based on the education in values: Analysis centered in the classrooms of physical education of the schools of the municipal net of Belo Horizonte in the basic teaching 2004. 59 f. Monograph (Degree course in Physical Education) – School of Physical Education, Physiotherapy and Occupational Therapy, Federal University of Minas Gerais, Belo Horizonte 2004

ANA CAROLINA SOARES FERREIRA

STREET CASTLE OF LAMEGO, 390 – CASTLE – BELO HORIZONTE – MINAS GERAIS – BRAZIL.

k_rol192003@yahoo.com.br

CONTRIBUTION OF the PROJECT GUANABARA FOR THE DEVELOPMENT OF the SKILLS

ABSTRACT

Guanabara project is a social project executed at the School of Physical Education, Physiotherapy and Occupational Therapy - Federal University of Minas Gerais, in partnership with the Ayrton Senna Institute. It has a systematized technology education through sport for human development as a way of developing the potential of children and young Brazilians, using sport as a strategy of conducting their daily activities. The objective was to check how students are developing skills and values nurtured through the pillars of education. Interviews were conducted with pupils from 7 to 14 years, with young people was conducted a focus group, the interpretation was through content analysis.

We conclude that PG is important in creating opportunities, developing the potential of students to enable them to become critical people, autonomous and ethical influencing in the choices for your future life.

WORDS - KEY: Education, Sport, Pillars of the education.

RESUMÉ

Projet de Guanabara est un projet social de l'École d'éducation physique, de physiothérapie et d'ergothérapie - UFMG / Institut Ayrton Senna, qui utilise le sport comme une stratégie de mener leurs activités quotidiennes. L'objectif était de déterminer comment les étudiants développent les compétences et les valeurs développées à travers les piliers de l'éducation. Des entrevues ont été menées avec des élèves de 7 à 14 ans, avec les jeunes a été organisé un groupe de discussion, l'interprétation a été à travers l'analyse de contenu. Nous concluons que PG est important dans la création d'opportunités, de développer le potentiel des étudiants pour leur permettre de devenir des personnes critiques, l'influence autonome et éthiques dans les choix de design pour votre vie future.

MOTS CLÉS: l'education, Sports, piliers de l'éducation

RESUMÉN

El resumen del proyecto de Guanabara es un proyecto social de la Escuela de Educación Física, Fisioterapia y Terapia Ocupacional - UFMG / Instituto Ayrton Senna, que utiliza el deporte como una estrategia de llevar a cabo sus actividades diarias. El objetivo fue determinar cómo los estudiantes están desarrollando habilidades y valores desarrollados a través de los pilares de la educación. Se realizaron entrevistas con alumnos de 7 a 14 años, con los jóvenes se llevó a cabo un grupo de enfoque, la interpretación fue a través de análisis de contenido. Se concluye que el PG es importante en la creación de oportunidades, el desarrollo del potencial de los estudiantes para que puedan convertirse en personas críticas, autónomas y éticas influyen en las decisiones de diseño para su vida futura.

PALABRAS CLAVES: Educación, Deportes, pilares de la educación.

RESUMO

O Projeto Guanabara é um projeto social da Escola de Educação Física, Fisioterapia e Terapia ocupacional – UFMG / Instituto Ayrton Senna, que utiliza o esporte como estratégia condutora das suas ações diárias. Objetivou-se verificar como os alunos estão desenvolvendo as competências e valores desenvolvidos através dos pilares da educação. Foram realizadas entrevistas com os educandos de 7 a 14 anos, com os jovens foi realizado um grupo de foco, a interpretação foi através da análise de conteúdo. Conclui-se que o PG é importante na criação de oportunidades, desenvolvendo o potencial dos educandos para que sejam capazes de tornarem-se pessoas críticas, autônomas e éticas influenciando nas escolhas para seu projeto de vida futuro.

PALAVRAS - CHAVE: Educação, Esporte, Pilares da educação.

PUBLICAÇÃO NO FIEP BULLETIN ON-LINE: <http://www.fiepbulletin.net/80/a1/86>