159 - ANALISYS OF INTERVENTION OF AN ELEMENTARY SCHOOL IN THE PRESENTATION AND RESCUE OF CULTURAL VALUES

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INTRODUCTION

The school fulfills functions that are given to it by the society historically. The school practice show, therefore, social-political conditionings that configure different conceptions of man and society. Show, also, different estimated about their function: learning, relationship teacher/student, pedagogical techniques, etc (VERALDO and OLIVEIRA, 1991).

The education must transmit, in fact, each time more knowledge, because it is bases of the future abilities. Moreover, must organize itself around of four fundamental learners that, throughout, will be someway, to each person, the knowledge's pillars: learn to know, whatever, to acquire the understanding instruments; learn to make, so then can act on the environment; learn to live together, in order to participate and to cooperate with the others in all the human activities; learn to be, essential way that integrates the three precedents (DELORS, 2001).

The education is a continue and dynamic process, which develops theirs bio-psycho-social abilities of critical form, and the Physical Education is a movement that intervene and collaborates for essential form in the educational process of the person with the purpose of teaching to live cooperatively, in society, accepting the social differences and rules without discriminations or prejudice, democratically (VERALDO and OLIVEIRA, 1991).

To Freire (1991), the benefit of the physical activity in the development of a child is unquestioned and is important to verify how this benefit happens inside the school. The Physical Education must give opportunities to all the students to develop their abilities, democratically and not selectively aiming to their improvement as human beings, certifying the students' practice of the corporal culture, contributing to the construction of a personal style to exert them and offering capable instruments and to evaluate them critically. The school should use the local culture, starting of the lives experiences, but also certify the access to experience that hasn't out of the school (PCN, 2000).

According to Marconi and Presotto (2005), the culture (*colure* and *cults,* cultivate or instruct), is used with the purpose of demonstrating the man development using the education and instruction. The culture is related with custom, ways, uses, structures, social and familiar organization, therefore beliefs, knowledge and conceptions of social values of the community (SATRIANI, 1986).

In accordance with Article 58 of the Statute of the Child and the Teenager, Federal Law 8.069, in the educational process should be respected the cultural, artistic and historical values, proper of the social context of the child and the teenager, guaranteeing their free creativity and the access to the cultural sources. Among the productions of the corporal culture, some had been incorporated by the Physical Education in its content: the game, the sport, the dance, the gymnastics and the fight. These have in common the corporal representation, with playful characteristics, of diverse human cultures; all of them give another meaning to the corporal culture and do it by making use of a playful attitude (BRASIL, 2000).

The cultural diversity could be referred, in a generic way, to different cultures like occidental and oriental, the Latin or Anglo-Saxon, or the Brasilian or Argentineans. The cultural diversity, if put in a restrict angle, can appoint differences inside the society. (ENAREL, 1997)

Each generation, inside the same country, receives as heritage some certain intellectual and artistic traditions what represents most of only one product, of only one social class. The common stocage of symbolic gains is always shipped by diverse social districts, even when the contribution of groups is unequalited. (FORQUIN, 1993)..

On the other hand, according to Dumazedier (1999), the mass culture obey relatively independent yield laws from the claim of individuals and keep submissed to the market's law, explicit by the necessary of the mass consume. The underlaw cuture, showed em great scales by the comunications methods, have nothing of popular, e it´s the culture of persons whose had been separeted of the great tradition, at the same time who the popular culture is been languished. (FORQUIN, 1993).

Some spaces is like a notices to peoples become togheter, around some objectives with objectives inside a partner-socio context. The fact of concern some space is the same of be subordinated at some cultural containts whose are denominated like "physical, artistic, intelectual, social and manuals" (STUCCHI, 1997).

Like the physical interests, the physical actuvity it´s inside the cultural maniphests more searched and more diffused by the media. Our country, is a top of artistic manifestations, inside the popular culture and the folklore manifestations. The central topic and the search of the pleasure are intrinsec colligate whit the activities of the reasoning whose include the intelectual interests. We detach like social interest the activies who the principal element is exactly the promotion and de the development of sociability, We call manual interests those pleasure are find fundamentaly thorough the object (MELO e ALVES JUNIOR, 2003).

In correspondence with Stucchi (1997), the ways of utlizations of "time of workingless" and of space are determinated by a socio-cultural context. In all social classes, the biggest part of persons stays a half of leisure time in front of a television set, listening radio, reading newspaper and magazines, going to see movies (DUMAZEDIER, 1999)

In accordance with Veraldo e Oliveira (1991), the school needs, independently of some external or internal point, certitude to everybody the possibility of appropriation of the basic scholar content have a great resonance in their lifes. The physics eduational professional, have be creator and inovator, make the undergraduate be with science of the changes, in one reflexion critic and risening of the process of learn-and-teach, in relation of the actions relationated with the containt. With this visio, whas purposed this study, whose have with the objective parallet the expective of relatives and childrens of a underlyng school (1st to 4th classes), whilst the presentation and ransom of cultural values inside the physical educational classes.

METHODS

The sample was composed by fifty-eight individuals, being thirty-one of the feminine gender and twenty-seven of the masculine gender, students from 1st to 4th series of a private school, located in the south area of Belo Horizonte, Minas Gerais, besides forty-six parents or responsible for those students.

The volunteers were informed regarding the objectives and methods of the study and that could stop participating in

the research at any moment without any damage type. All of the individuals signed a term of free and illustrious Consent to participate in the research.

Two models of quantitative questionnaires were elaborated, and one was sent to the parents or responsible, through the students and the other was answered by the students during the schedule of class, in the own school.

Both questionnaires contained two dimensions: diagnosis as for the popular culture and the expectation of parents and of students as for the presentation and rescue of cultural values in the classes of Physical Education in the extents intellectual, physical and associative.

In relation to the diagnosis as for the popular culture, games and festivities of the regional folklore were mentioned and the volunteers should mark the activities that knew, they knew how to play or they had already played.

For the second dimension of the questionnaire eleven subjects related to the expectation were elaborated in relation to the presentation and rescue of cultural values in the classes of Physical Education of a private school, in which the participants attributed values in a zero scale to three, in agreement with the importance that attributes to each one of the activities and/or described actions.

The questionnaires were applied for the own researchers that stayed at the place to explain any doubts.

For the statistical analysis the statistical package Microsoft Excel for Windows was used. After the tabulation of the data in tables, it was used of descriptive statistics to calculate the absolute value, maximum value, medium value, percentile of the answers and the average of all the volunteers' satisfaction. It was certain the level of value of 5%, p = 0,05. For the comparison of the values of the averages of the volunteers' satisfaction, it was accomplished the test T of Student no matched (T-independent) and unicaudal, for known elements no parametric.

RESULTS AND DISCUSSION

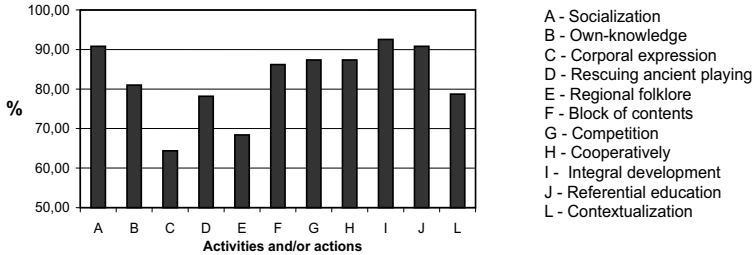
When compared parents' and students' answers about diagnose related to popular culture, about regional folklore tricks and commemorations, we can see that the most known activities by the parents are the same as their children, this shows that the activities are teached by the parents to the kids, from generation to generation (TABLE.1).

TABLE 1
Diagnose related to popular culture

Atividades	Pais (%)	Crianças (%)
'Amarelinha'	86,96	96,55
'Elástico'	76,09	77,59
'Cinco Marias'	65,22	84,48
'Escravos de Jô'	76,09	70,69
'Queimada'	95,65	100,00
'Pular Corda'	95,65	96,55
'Bolinha de Gude'	76,09	79,31
'Bente Altas'	17,39	10,34
'Boca de forno'	30,43	12,07
'Maestro'	23,91	39,66
'Mestre Mandou'	69,57	87,93
'Nunca Três'	0,00	13,79
'Coelhinho sai da Toca'	50,00	86,21
'Cabra-cega'	89,13	96,55
'Corre cutia'	63,04	87,93
Folia de Reis'	34,78	3,45
'Congado'	32,61	5,17
'Festa Junina'	86,96	89,66

The showed results are all in accord to what was cited by Felipe (2000). He told that culture, tradition, life in society, at last, people knowledge, presents some characteristics, like being popular and traditional, assimilated, rebuilted and incorpored to the people wisdom; vulgar and collective, with ample knowledge and social of a group; durable, when passed from generation to generation, anonymous, determined by the preexisting culture; spontaneous and existential, because it is the people's routine in a free and creative way.

Analyzing the graph, whe can see that the students' bigger expectation related to the physical education is to search for intellectual, physical and social development (92,,53%), be a socialization environment (90,80%) and offer a referenced education (90,80%) (GRAPH 1).

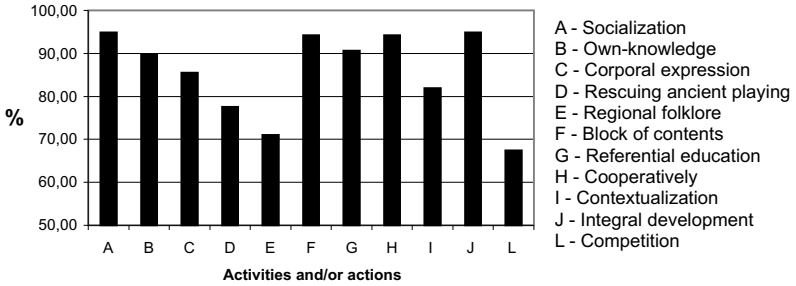


GRAPH 1 - Percentage of children's hope in relation of the presentation and rescuing of cultural values in classes of Physical Education.

According to the 2nd and 3rd articles of the Basis and Direction law of education, Federal law 9.394/1996, the education has the mission of promoting the hole student's development , his capacity for citizenship exercising and his qualification for the work out, being the teaching give with basis in the principles: equality of conditions for success and permanence in school; liberty for leaning, teaching, searching and divulging the culture; pluralism of ideas and pedagogical conceptions; quality guarantee standard. The results of the present study showed that the parents hope that these proposes have to be work.

When the graph is analyzed, one's realize that the major parent's hope related to classes of Physical Education is to be a socialization place (94,93%), to increase cooperation (94,93) and promote the experiences of these activities: playing, sport, dancing, working out and fighting (94,20%) (GRAPH.2).

GRAPH 2 - Percentage of parent's hope in relation of the presentation and rescuing of cultural values in classes of Physical Education.

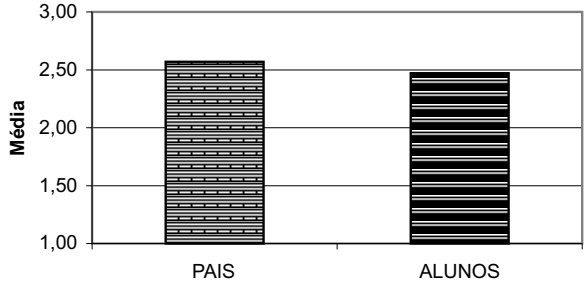


The results of the present study showed that is very important to parents that contents blocks have to be work: playing, sport, dancing, working out and fighting. To Brasil (2000), these corporal practices provide the person experimenting and expressing a set of characteristics of his personality, his personal style of playing, fighting, dancing and playing. In these practices, the students show to themselves and to others, the way they are, how they imagine the way they are, the way they would like to be and, finally, know and allow them knowing themselves through the others.

They also consider the great importance of working competitivity. As far as Freire concern (1991), one's can easily realize the change of the individual playing to the cooperating one, although, none children will be able to win a game if there is not another child that is competing with him. In this direction the competition gets the sense of truly cooperation. The school might explore meanly this competitive game aspect.

The parent's hope has a different point in relation of the students, they only agree that Physical Education can be a good place for socialization. The possibility of have experiences of socialization situation and of enjoying playful activities, without utilitarian character, are essential for healthiness and contribute to the collective well-being. (BRASIL, 2001).

When the parents and students satisfaction averages are compared, a statistical significant difference was not found (p=0,251955) between the values for a significant level p 0,05 (GRAPH. 3).



GRAPH 3 - Comparing between averages of parent's and student's satisfaction in relation of the activities developed during Physical Education classes.

FINAL CONSIDERATIONS AND CONCLUSION

The present study showed that the parents and students have similar knowledge about games and festivities of the regional folklore. The parents' expectation with relationship to the presentation and ransom of cultural values in the physical education classes is divergent, just agreeing as the physical education to be a good place for socialization. There was not it differentiates significant statistical when compared the averages of parents' satisfaction and students with relationship to the activities developed during the physical education classes.

Starting from those information, it is ended that there is a predominance of the preference of social values on the cultural ones, for students and your responsible, of a private school from 1st to 4th classes of Belo Horizonte, Minas Gerais.

It suggested that other studies plows accomplished using the larger sample, comparing the dates among schools of different areas, being publics and private.

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ANALISYS OF INTERVENTION OF AN ELEMENTARY SCHOOL IN THE PRESENTATION AND RESCUE OF CULTURAL VALUES

Knowing that the Physical Education should allow the exercise of different corporal activities, including the ones which came from several cultural manifestations, the aim of this study is to compare the expectation of parents and their children, students of a elementary school in Belo Horizonte, Minas Gerais, about the need of rescuing some cultural values, through playings, games and dances during the Physical Education class. Qualitative questionnaires were tested on students from 1st to 4th grade and their respective parents. As for statistical treatment, it was used descriptive statistics and T tests for non-parametric data, through the statistical package 'Microsoft Excel for Windows'. No significative differences were found (p=0,251955) about students and their parent's satisfaction referring to the content supplied in class. Results showed some divergences on parents expectation when compared to the student's. While students think that Physical education classes are important for intellectual, physical and social development, and that it should offer a good education; parents expect these classes to stimulate cooperation and provide activities such as: games, sports, dances, gymnastics and fights. Parents and students agreed that Physical Education classes have to provide socialization. To end it up, it is concluded that has a predominance of the preference of social values on the cultural ones, for students and parents.

Key- words: culture, lazer, physical education

RESUME- ANALISYS D'INTERVENTION D'UNE ÉCOLE PRIMAIRE DANS LA PRÉSENTATION ET LA DÉLIVRANCE DES VALEURS CULTURELLES

Sachant que l'éducation physique doit permettre que différentes pratiques corporelles issues des plus diverses manifestations culturelles soient experimentées, l'objectif de cette étude a consisté em la comparaison de l'expectative des parents et de celle des élèves de l'enseignement élémentaire d'une école privé de Belo Horizonte, Minas Gerais quand au besoin qu'il y aurais de faire revivre des valeurs culturelles, au travers d'amusements, de jeux et de danses pendant lês cours d'éducation physique. Des questionnaires qualitatifs ont été appliqués aux élèves des classe

de CE1 à celles de CM2 ainsi qu'à leurs responsables. Pour le traitement statistique, la statistique descriptive et le teste T ont été utilisés, à partir du paquet statistique Microsoft Exel For Windows. Aucune différence significative n'a été rencontrée (p=0,251955) quand á la satifaction des élèves et de leurs responsables à propos des contenus donnés pendant les cours. Les résultats montrent des divergences entre les expectatives des parents comparées à celles des élèves. Pendant que, pour les élèves, les cours d'éducation physique sont importants pour le développement intelectuel, physique et social et doivent offrir une éducation de référence; les parents, eux, espèrent que dans ces cours soit stimulé le coopérativisme et offert l'expérience d'activités de: jeux, sports, dances, gymnastiques et luttes. Parents et élèves sont d'accord pour dire que l'éducation physique est un très bon endroit pour la socialisation. On en conclut qu'il a une prédominance de la préférence des valeurs sociales sur les culturelles, pour des étudiants et des parents. Mots clés : culture, lazer, éducation physique

EXTRACTO - ANÁLISIS DE LA INTERVENCIÓN DE UNA ESCUELA INFANTIL EN LA PRESENTACION Y RESCATE DE VALORES CULTURALES

Sabiendo-se que la Educación Física debe permitir que sean vivenciadas diferentes practicas corporales venidas de las mas diversas manifestaciones culturales, el objetivo del trabajo fue consistido en la comparación de la expectativa del país y de los alumnos del Encino Fundamental de una escuela privada de Belo Horizonte, Minas Gerais, cuanto a la necesidad de buscar-se valores culturales, utilizando como medio los juegos y las danzas, durante las clases de Educación Física. Fueron aplicados cuestionarios cualitativos en alumnos de la 1ª hasta la 4ª serie y en sus padres. Para el tratamiento estadístico, fue utilizada la estadística descriptiva e el Teste T para los dados no **paramétricos**, a través del programa estadístico Microsoft Excel for Windows. No fueron encontradas diferencias significativas (p=0,251955) en relación a la satisfacción de los alumnos y sus padres con relación a los contenidos ministrados en las clases. Los resultados mostraran divergencias cuanto a las expectativas de los padres cuando comparados con las expectativas de los alumnos. Aunque, para los alumnos, las clases de Educación Física sean importantes para el desarrollo intelectual, físico y social y ofrezcan una educación de referencia; para los padres, es esperado que en estas clases se estimule la cooperatividade y proporcione la vivencia de actividades como juegos, deportes, danzas, gimnástica y luchas. Padres y alumnos concordaran que la Educación Física es una buena clase para la socialización. Concluí-se que tiene un predominio de la preferencia de valores sociales en los culturales, para los estudiantes y los padres. Palabra-llaves: escuela, diversión, cultura

RESUMO - ANÁLISE DA INTERVENÇÃO DE UMA ESCOLA INFANTIL NA APRESENTAÇÃO E RESGATE DE VALORES CULTURAIS

Sabendo-se que a Educação Física deve permitir que sejam vivenciadas diferentes práticas corporais advindas das mais diversas manifestações culturais, o objetivo do presente estudo consistiu na comparação da expectativa de pais e de alunos do Ensino Fundamental de uma escola privada de Belo Horizonte, Minas Gerais, quanto à necessidade de serem resgatados valores culturais, através de brincadeiras, jogos e danças, durante as aulas de Educação Física. Aplicaram-se questionários qualitativos em alunos de 1ª à 4ª série e em seus responsáveis. Para tratamento estatístico, utilizou-se de estatística descritiva e teste T para dados não paramétricos, através do pacote estatístico Microsoft Excel for Windows. Não foram encontradas diferenças significativas (p=0,251955) em relação à satisfação dos alunos e responsáveis sobre os conteúdos ministrados nas aulas. Os resultados mostraram divergências quanto às expectativas dos pais quando comparadas às dos alunos. Enquanto, para os alunos, as aulas de Educação Física são importantes para o desenvolvimento intelectual, físico e social e devem oferecer uma educação de referência; para os pais, é esperado que nestas aulas se estimule a cooperatividade e proporcionem a vivência de atividades de: jogos, esportes, danças, ginásticas e lutas. Pais e alunos concordaram quanto a Educação Física ser um bom local para socialização. Conclui-se que há uma predominância da preferência de valores sociais sobre os culturais, por alunos e seus responsáveis.

Palavras-chave: Escola, lazer, cultura.