69 - PHYSICAL EDUCATION AND DEVELOPMENT OF RECREATIONAL ACTIVITIES 1ST TO 4TH GRADE: EMPHASIZING SOCIAL BEHAVIOR OF STUDENTS IN THE SCHOOL CONTEXT

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1-INTRODUCTION

Posing as a retrospective of Physical Education, one realizes that it arises from the practical and social needs has changed considerably through various educational trends. In the 1980 Physical Education began to be challenged in the context of educational institutions, discourses have introduced new thinking in physical education in the human being more inspired, more concerned with the free and just social order, less submissive. In the early 1990s, different pedagogical concepts stand out in a school setting. One can point out the critical insights, constructivist, surpassing critical, critical-emancipatory and open classes, among other ones.

According to Ribeiro (2006), Physical Education has been characterized as an atypical course, a department isolated and independent of the others in the school context, however does not exist by itself and should be part of the educational system, where they discuss kinds of people and society want for this country.

Physical Education dealing with body movement, which is the main resource of man in relation to the world should be understood as the discipline that seeks through movement to help people express themselves, express their affection, and acting upon objects is communicate. It is through the movement of embodiment, that man not only improves your domain motor, cognitive and socio-emotional but also about reality.

This study addressed the issue of physical education and development of recreational activities from 1st to 4th grade, emphasizing the social behavior of students in the school context, planning ways in the learning process, in which students learn and understand what is being taught, starting the known reality, encouraging learner autonomy, building new concepts, based on what the student knows.

Thus, the overall objective of the proposal was to promote multiple and significant experience in recreational activities, focusing on improvements in social behavior of students in the school context.

Was used as a Research Methodology action research, which Thiollent second definition quoted by Gil (1999, p.46):

[...] Is a kind of empirical social research that is designed and carried out in close association with an action or to solve a collective problem and in which researchers and participants representative of the situation or problem involved the a cooperative and participatory.

The subjects were students from 1st to 4th grade, with ages ranging from 6 to 12 years, and the sample of approximately 145 students at a school in the state education system in Lages, SC.

The realization that the educational proposals should seek to overcome the fundamental forms of education, not only related to the transmission of content in the form of expertise, not restricting his practice to the motor act, but must be taken into account the reality experienced by students seeking to expand, recombine and reconstruct concrete concepts obtained through everyday experiences. The development of classes should not emphasize the competitive nature, carried out in an unattractive and without innovation, a practice which among other problems promotes aggression and spirit of rivalry.

Specific objectives were to seek to promote classes, which have effective participation of students as protagonist of the class, encouraging them to conquer their own forms of expression without being tied to models or performers, increasing knowledge content in relation to recreation, where the learning is not measured and calculated by the results, but the educational process established.

In this sense, the teacher should organize and conduct learning situations in a different way, taking into account the situation - problem of students, ie, characteristics, rhythm and motivation of students.

For the development of classes used the methodology of intervention Constructivist whose founder John Baptist Freire. Sought with this methodology to allow students, through their knowledge and skills, overcoming limits their possibilities of self-determination and coodetermination in teaching, seeking to form a subject able to interact, relate and live in the school context in a positive way.

2-PHYSICAL EDUCATION 1ST to 4TH GRADE

As the environment changes a school where the student gains new experiences, different from your everyday life, leading him to humanize the new changes, it serves to improve the process of socialization.

for Vaz (2006), socialization has a transforming character and requires strategies that encourage and facilitate exchange of experiences and values between the subjects involved in the educational process.

Concurrently with the transmission of knowledge, in any social exchange, there is also the transmission of values and beliefs that seek to reproduce the same social formation (Althusser, quoted by VAZ, 2006).

The socialization process can occur basically in two ways: The first search the conformation of individuals to a certain way of seeing the world and act on it, the second works with the possibility to change it, turning first the individual and then from there others in your social group and perhaps one day, society.

According to Vaz (2006), the teacher's role is to propose a pedagogical action that contributes to the construction of a man more humane and less animalistic, education is an indispensable tool for this purpose, the school as a means of education should offer a great opportunity to motor learning and practice positive social values, as these aspects are essential and crucial for the overall development of the child.

Childhood is the age par excellence of play. According to Pain (1992) should give the child the opportunity to experience a large number of motor, since its development is related to these experiences, thus the greater the number of motor experiences the greater the future performance in motor tasks performed for them.

Physical Education in the early grades is very important for the development of motor skills, socialization, cooperation and respect, so you can work the recreation activities in a planned manner, with consistency, linked to the reality of the child who needs time to playing so well, learning experiences may be more enjoyable and enriching.

The purpose of this study and intervention is to promote education through the joy and fun, considering the vast knowledge of children's culture full of meanings, historically developed and often ignored by educational institutions.

Recreation is the basis of what makes the human being in search of pleasure, free of obligations. Establishing probably many different situations such as joy, sadness, emotions, achievements, feelings that transcend time and space.

So recreation is synonymous with entertainment in any case, because the element that defines and characterizes the recreation pleasure it provides, regardless of any other characteristic.

Cavallari and Zacharias (2001, p.15), "[...] emphasize that recreation is not the activity, but the fact that she is realizing that yearning. Recreation is a condition, an attitude. «

Teach the child ways to play with and without material, improvise games and use the free time in a healthy and productive, is also the job of Physical Education. Choose activities that comply with the rules and other emotional withholding, will run and other slow moving, large and small exercising muscle groups, activate the senses and memory through sensory games, intellectual and emotional, are tasks of the teacher's action . They learn to accept, to control your emotions and your feelings expand, creating new situations and live in groups. It is important that activities meet the multiple interests.

Through Physical Education can discover the child's personality, because it shows what you feel and what kind of temperament has: shy, restless, aggressive, cheerful, calm, moody etc.. We can channel the temperaments and modify the behavior of children while they are still small. Hence the importance of recreation in the world of children. In the school recreational activities should seek the following objectives: the integration of the individual to the social environment, develop mutual understanding and group participation, facilitate grouping by age or affinity, develop occupation for idle time, acquire habits of interpersonal relationships, disinhibit unlock and develop verbal and nonverbal skills play discover, develop emotional adjustment, discover, value systems, and vent the excess energy and increase the capacity of the individual mind.

3- RESULTS AND DISCUSSION

In the school context, it is in physical education classes that students interact more intensively, go out and create different types of actions. In this context, are the numerous possibilities of intervention in the practice of Physical Education. In this universe of possibilities, the physical education teacher can depending on the option proposed methodology along with activities that students can improve attitudes, emotional expressions, cooperation between actors from classes.

From this the teacher must be aware of the expressions and behaviors of the students, not only the motor aspects, characteristic of physical education classes where students compete, play, finally, some experience endless possibilities not always pleasurable, such as losses , slaps, scratches that are routinely present in physical education classes, but it is up to the teacher to make these experiences as a starting point for behavior change of students, contextualizes also that not only there are difficulties in the classroom, but also in our daily lives.

Seeking to improve relations in the context of social class, we used the constructivist approach, where students interact in the construction of knowledge through its activities.

During the development of pedagogical lessons were aimed at the socialization of students and not emphasizing the competitive nature, sought to provide different experiences, where there was always the participation, involvement and enthusiasm, and above all the students could share their add new knowledge and opinions. Thus it will allow the effective participation of students in class even committing them in carrying out the proposed activities.

At the start of school students formed a circle, to be presented the proposal to work, then the situation was questioned, allowing students to cast their ideas for activities where there was participation by all, as the lesson we suggested new activities previously planned, which established relationship with the objectives of the work. At this point fulfills the role of the teacher beyond the proposition of students presents other activities, thus increasing their knowledge about different recreational practices.

Students always participated in the execution of activities, were rare moments when there was full participation in class, showed enough curiosity in new activities, were somewhat busy, but they were not unruly and not aggressive, which facilitated the work, socialization interaction, cooperation and respect.

The education proposal assumes that each student has their own culture, its own characteristics, both social movement, characteristics that are manifested in the socio-cultural relations, relations with nature, time and space. The most significant are the differences and difficulties in carrying out activities but the union and cooperation of all in the quest for solving the problems. For example, in the photo below there is a class of students seeking the solution of the problem situation released during class.

Photo 1 - Students in classroom activity



Personal files

4 –FINAL CONSIDERATIONS

This pedagogical proposal, based on the application of constructivist methodology (FREIRE, 2003) allowed us to understand that it is also interfering with the progress of the lessons that children understand their social reality, appropriating the environment and giving meaning to the adult world, we can say that, faced with an innovative recreational activity or even with traditional games the child is motivated to participate in class. The social relationships that children establish during recreational

activities are different from those presented at other times. It is this sense that recreational activities are as possibilities, since one of its peculiarities is to offer the possibility of a new play or play. It is this characteristic that we can find an overcoming of the current state of the school and perhaps society itself interacting in a dynamic and meaningful.

It is also known that there are many ways and possibilities to develop all the content of education, but for some reason are not enabled.

Recreation has several possibilities to act as a motivator, but it is up to the teacher to be prepared and aware of the construction of the educational process, which allows your child to new possibilities and new forms of knowledge without leaving aside the knowledge you have.

Even though there are several difficulties in school work is necessary to plan activities that meet the needs of children, is possible through a political process consistent pedagogical make school a place of great joy, with meaningful activities, using recreational activities as mediating process of learning.

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PHYSICAL EDUCATION AND DEVELOPMENT OF RECREATIONAL ACTIVITIES 1st to 4th GRADE: EMPHASIZING SOCIAL BEHAVIOR OF STUDENTS IN THE SCHOOL CONTEXT

ABSTRACT

This article presents the results of a pedagogical physical education focusing on the development of recreational activities from 1st to 4th grade, emphasizing the social behavior of students. Different authors recognize the importance of recreational activities in the educational context, War (1996), Kishimoto (1998), Cavallari (2001), Santin (2001). The research methodology was action research, which according to Thiollent (1985) quoted by Gil (1999) aims to achieve results that are understood in close connection with an action or to solve a problem, where teachers and students are involved to collaborate, inform and / or share knowledge. The overall objective of the study was to provide multiple and significant experience in recreational activities, focusing on improvements in social behavior of students in the school context. Specifically we sought to have classes that promote the effective participation of students, leaving them to conquer their own forms of expression without being tied to models or performers. For the development of physical education classes used the constructivist approach (Freire, 2003) which seeks to students through their knowledge and skills to overcome their limits, their ability to self-determination and coodetermination in teaching, seeking to form a subject able to interact, relate and live in the social context in a positive way. The subjects were students from 1st to 4th grades, ranging from 6 to 12 years, and the sample of approximately 145 students at a school in the state education system in Lages, SC. You can see that recreational activities can contribute to building a school and a more pleasant childhood, richer meanings, and that effectively contributes to the improvement of the social behaviors of students.

KEYWORDS: Physical Education, Recreational Activities, Social Behavior.

ÉDUCATION PHYSIQUE ET LE DEVELOPPEMENT DES ACTIVITES DE LOISIRS 1er au 4ème GRADE: SOULIGNANT COMPORTAMENT SOCIAL DES ÉSTUDIANTS DANS LE CONTEXTE SCOLAIRE

SOMMAIRE

Cet article présente les résultats d'une formation pédagogique physiques en se concentrant sur le développement d'activités récréatives de la 1ère à 4ème année, en insistant sur le comportement social des élèves. Différents auteurs reconnaissent l'importance des activités récréatives dans le contexte éducatif, guerre (1996), Kishimoto (1998), Cavallari (2001), Santin (2001). La méthodologie de recherche a été la recherche-action qui, selon Thiollent (1985) cité par Gil (1999) vise à obtenir des résultats qui sont comprises en relation étroite avec une action ou pour résoudre un problème, où les enseignants et les élèves sont impliqués de collaborer, d'informer et / ou partager leurs connaissances. L'objectif global de l'étude était de fournir une expérience de multiples et importants dans les activités récréatives, en se concentrant sur les améliorations dans le comportement social des élèves dans le contexte scolaire. Plus précisément nous avons cherché à avoir des classes qui favorisent la participation effective des étudiants, en leur laissant à la conquête de leurs propres formes d'expression sans être lié à des modèles ou des interprètes. Pour le développement de cours d'éducation physique a utilisé l'approche constructiviste (Freire, 2003) qui cherche à travers les étudiants leurs connaissances et leurs compétences pour surmonter leurs limites, leur capacité à l'auto-détermination et coodeterminação dans l'enseignement, cherchent à former un sujet capable d'interagir, se rapportent et de vivre dans le contexte social dans un sens positif. Les sujets étaient des étudiants de 1e à 4e catégories, allant de 6 à 12 ans, et l'échantillon d'environ 145 élèves d'une école dans le système d'éducation public de Lages, SC. Vous pouvez voir que les activités récréatives peut contribuer à construire une école et une enfance plus agréable, plus riche de sens, et qui contribue efficacement à l'amélioration des comportements sociaux des étudiants.

MOTS-CLÉS: éducation physique, activités récréatives, le comportement social.

EDUCACIÓN FÍSICA Y EL DESARROLLO DE ACTIVIDADES RECREATIVAS EM PRIMERO A CUARTO GRADO: DESTACANDO EL COMPORTAMIENTO SOCIAL DE LOS ALUMNOS EN EL CONTEXTO ESCOLAR.

RESUMEN

Este artículo presenta los resultados de una educación física pedagógica centrada en el desarrollo de actividades recreativas, de 1 º a 4 º grado, con énfasis en el comportamiento social de los estudiantes. Diferentes autores reconocen la importancia de las actividades recreativas en el contexto educativo, la guerra (1996), Kishimoto (1998), Cavallari (2001), Santin (2001). La metodología de la investigación fue la investigación-acción, que de acuerdo con Thiollent (1985) citado por Gil (1999) tiene como objetivo lograr los resultados que se entiende en estrecha relación con una acción o para resolver un problema, donde los maestros y los estudiantes participan para colaborar, informar y / o compartir conocimientos. El objetivo general del estudio fue proporcionar una experiencia de múltiples e importantes en las actividades recreativas, centrándose en las mejoras en el comportamiento social de los estudiantes en el contexto escolar. Específicamente se buscó que las clases que promuevan la participación efectiva de los estudiantes, dejando a la conquista de sus propias formas de expresión sin estar atado a modelos o artistas. Para el desarrollo de las clases de educación física utiliza el enfoque constructivista (Freire, 2003), que busca a los estudiantes a través de sus conocimientos y habilidades para superar sus límites, su capacidad de autodeterminación y coodeterminaçion la enseñanza, tratando de formar un sujeto capaz de interactuar, relacionarse y vivir en el contexto social de una manera positiva. Los sujetos fueron estudiantes de primero a cuarto grados, que van desde 6 a 12 años, y la muestra de aproximadamente 145 estudiantes de una escuela en el sistema educativo estatal en Lages, SC. Se puede ver que las actividades recreativas pueden contribuir a la construcción de una escuela y una infancia más agradable, más ricos significados, y que contribuya eficazmente a la mejora de los comportamientos sociales de los estudiantes.

PALABRAS CLAVE: educación física, actividades recreativas, el comportamiento social.

EDUCAÇÃO FÍSICA E O DESENVOLVIMENTO DE ATIVIDADES RECREATIVAS DE 1ª À 4ª SÉRIE: ENFATIZANDO O COMPORTAMENTO SOCIAL DOS ALUNOS NO CONTEXTO ESCOLAR.

RESUMO

Este artigo apresenta o resultado de uma proposta pedagógica de Educação Física enfocando o desenvolvimento de atividades recreativas de 1ª à 4ª série, enfatizando o comportamento social dos alunos. Diferentes autores reconhecem a importância das atividades recreativas no contexto educacional, Guerra (1996), Kishimoto (1998), Cavallari (2001), Santin (2001). A metodologia de pesquisa foi a Pesquisa-Ação, que de acordo com Thiollent (1985) citado por Gil (1999) visa alcançar resultados que sejam compreendidos em estreita ligação com uma ação ou com a resolução de um problema; onde professores e alunos estejam envolvidos a colaborar, informar e/ou compartilhar conhecimentos. O objetivo geral do estudo foi promover experiências múltiplas e significativas no âmbito das atividades recreativas, enfocando melhorias no comportamento social dos alunos no contexto escolar. De forma específica buscou-se promover aulas que tenham a participação efetiva dos alunos, deixando-os conquistar formas próprias de expressão sem estar preso a modelos ou desempenhos. Para o desenvolvimento das aulas de Educação Física utilizou-se a metodologia construtivista (FREIRE, 2003) que busca possibilitar aos alunos através de seus conhecimentos e suas habilidades a superação de seus limites, suas possibilidades de autodeterminação e coodeterminação nas atividades de ensino, buscando formar um sujeito capaz de interagir, relacionar-se e conviver no contexto social de forma positiva. Os sujeitos de pesquisa foram alunos de 1ª à 4ª série, variando entre 6 a 12 anos, sendo a amostra de aproximadamente 145 estudantes de uma escola da rede estadual de ensino no município de Lages-SC. Pode-se constatar que as atividades recreativas podem contribuir com a construção de uma escola e de uma infância mais prazerosa, mais rica de significados, e que efetivamente contribui com a melhoria dos comportamentos sociais dos alunos.

PALAVRAS CHAVES: Educação Física, Atividades Recreativas, Comportamento Social.