93 - ANALYSIS OF THE QUALITY OF LIFE AND THE EMPHASIS OF INTERFERENCE OF BULLYING IN THE LEARNING PROCESS OF STUDENTS BETWEEN 09 AND 12 YEARS OLD, THAT BELONG TO THE SCHOOL DISTRICT OF THE CITY IPATINGA - MG: PILOT PROJECT.

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INTRODUCTION

The phenomenon is Bullying and functions in groups. This perspective seeks to understand this process, what happens in schools and how it became a big problem for students from Brazil and the rest of the world. Therefore, schools need to think and implement programs to prevent school violence should address more groups (schools, classrooms), than individuals. Bullying can manifest itself in different forms, such as physical, verbal, indirect and direct. And this work is justified by the need to develop strategies for prevention or intervention and must take into account the learning process of these children in public schools in the city of Ipatinga - MG.

The Bullying can be manifested in any place where there are interpersonal relations and not only in school, but for Freire, 1996, "It is also right to think, that it's the most vigorous rejection of any form of discrimination. We know that violence is an issue debated at international level and is greatly influenced by the violent behavior of students.

This topic has been discussed with emphasis in the Brazilian community: Do these children and adolescents who suffer bullying have some learning difficulties at school?

Consistent with Santos, Vargas (2011):

All educational activity is always complex and requires the observation of several factors. Therefore, it is not only influenced solely by individual behavior, but by those who provide education, especially parents and teachers. Cultural and social aspects also work deep into the educational process and psychobiological basis of each individual.

The Brazilian educational institutions are forced to deal with phenomena such as bullying, which have always existed in schools around the world, and now earn much more serious dimensions. This phenomenon not only exposes the intolerance of differences, but also spreads all sorts of prejudice and cowardice in the interpersonal relationships within and outside the school walls.

Bullying, which has become an endemic problem in schools, is of English origin and has no translation in Brazil, is used to describe violent behavior in school children. Among these behaviors, we highlight the aggression, harassment and disrespectful actions, all performed on a recurring and intentional basis by the agressor.

In the dictionary, the translation for the word bully is:,a provocative individual, intimidatesand harasses. The expression Bullying corresponds to a set of attitudes of physical and/or psychological, intentional and repetitive nature, caused by a thug (agressor) on one or more victims who cannot defend themselves.

Morita and Smith (1999) consider that bullying is a subcategory of aggressive behavior but a particularly pernicious type, since it is directed, often repeatedly to a victim, who cannot defend himself or herself effectively. The child victims present numerical disadvantages as well as being younger, weaker, or simply less self-confident. Even children who are or become aggressive take this opportunity to cause damage, and "appear" to seek psychological gratification status among their peers, or, sometimes, getting direct financial income, extorting money or objects from their own colleagues.

These children cannot be prepared psychologically to deal with the actions of their colleagues in the school environment, which should be peaceful, harmonious, providing pleasure and safe for their success.

The methodology for this research was Kidscreen validation questionnaire, which is a European cultural instrument that measures the quality of life in children and adolescents. His conceptual approach advocates the inclusion of ten dimensions, namely, (1) physical Activity and Health, (2) feelings, (3) global mood, (4) self-perception (about himself), 30 (5) autonomy / leisure, (6) family and environment of the family, (7) economic affairs, (8) friends (interpersonal relationships and social support), (9) environment and school learning, and (10) bullying (intimidation). Gaspar, T.; Matos, M.; Ribeiro, J. & Leal, I. (2005).

Pilot testing - This version was tested in a pilot study, first individually with five children aged between 09 and 12 years old in order to assess the understanding of the topics, the vocabulary used and the average time spent. The version obtained was applied in a pilot class in 5th and 6th grade classes. It was measured with the teachers' knowledge of the instrument and its application in this age group. This requires understanding the role of professionals and family in the learning process to understand that this reality should not be part of school life and should provide children and adolescents with knowledge and learning opportunities in a quiet environment and a better social life.

QUALITY OF LIFE

According to Nahas (2001), the lifestyle is now considered crucial in promoting health and reducing mortality from all causes. For most people, the greatest risks to health and well-being comes from the individual's behavior, resulting from both the information and will of the person, as well as the opportunities and social barriers present. You must be motivated, because there are several factors that determine the updated forms of behavior directed at a particular goal or even an active and intentional process, directed towards a goal that depends on personal factors.

The modern lifestyle, especially in big cities, tends to contribute to a sedentary lifestyle and obesity in the population. The Quality of Life, is the perception of well-being that reflects a set of individual parameters, socio-cultural and environmental conditions that characterize living human beings. The child must be in school with interest and focus for a better life in the future, related to health that allow professionals to obtain the necessary knowledge of neuroscience to develop various methods to promote quality of life. Health promotion has gained prominence in the field of Public Health from the 1980s. His conceptual framework and practice have been developed predominantly by international organizations and academics from Western Europe, Canada and the United States.

2011 Santos asserts:

The quality of life as desired by some human beings are faced with placements and interests that do not always come to meet human needs they generate but, the discussions on this topic. It can be seen in this way that the quality of life is a very

broad concept, which seeks to balance minimizing social inequality, eliminating poverty, promoting the full exercise of citizenship and social growth.

Quality of life is a concept linked to human development; it only means that the individual or social groups have the mental and physical health, but are good about themselves, about life, people around them, finally, to have quality of life in balance. And this balance relates to control over what happens around them, such as social relationships. But if the individual does not have or cannot have that control, the can control the way these events and actions react.

LEARNING

In every age the movement has significant features and the acquisition of certain motor behaviors has important implications for child development. Each of the previous acquisitions influences both motor and mental health through experience and exchange with the environment (Fonseca, 1988). All behavior involves specific neural processes that occur after the perception of stimuli to the effectiveness of the selected response. These processes allow neuronal behavior and learning that occurs in different ways in the brain.

Since we were born, the maturation of the nervous system allows progressive learning the skills to Elias (2001), the body does not speak is a dead body and not be noticed in society. While one area of the brain matures, the person exhibits behavior that corresponds to the mature zone, since this function is stimulated. This attention should be directed to the bullies that show sophisticated levels of social competence, understood as a huge drive and ability to manipulate others, but remain preserved socio-cognitive factors.

CONCLUSION

Therefore, it was concluded that socially maladjusted children had deficits or biases in the way they process social information at different stages of this process, and that these particular styles are distinctly different in the ways that socially adapted children process social information. We must be attentive to the wisdom of Cassirer (1994) who reports that, to know me, I cannot try to go beyond myself; I cannot drop, so to speak, over my own shadow. In the process of learning and development, the individual, to survive naturally in society, adopted the internal signs of mental representations that will give a subsidy to the real world, and most of the time will realize what this world is and who he or she is.

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SUMMARY

Quality of life is a holistic concept, related to current and past experiences of the person. The term bullying can be completely operated through an instrument, as there is reasonable doubt about its "best" definition. Requiring the intervention of adults, bullying includes various forms of aggression, being both intentional and repetitive, with or without any apparent reason. These attacks happen in school with one or more students against another, and are understood to cause trauma because of the unequal relationship between them. This practice of prejudice of class and race offends human dignity, and brings irreparable consequences to the school life of a child, causing the child to submit to anti-social behavior and learning difficulties. This type of violence manifests itself subtly in the form of jokes, nicknames, hazing, teasing and physical aggression (Lopes Neto and Saavedra, 2003; Fante, 2005). From the results found in the pilot project, from the five children studied, 60% had experienced some form of intimidation and lack of pleasure in going to school. Therefore, it is necessary to conduct research with a larger number of children for better scientific analysis, and then to take intervention measures.

ANALYSE DE LA QUALITE DE VIE ET PERTURBATIONS DES ACCENT SUR L'INTIMIDATION DANS LE PROCESSUS D' APPRENTISSAGE ÉLÈVES DE 09 À 12 ANS INSÉRÉES DANS LES ECOLES DE LA VILLE DE MUNICIPAL IPATINGA - MG: PROJET PILOTE.

SOMMAIRE

La qualité de vie est un concept holistique, est liée à des expériences actuelles et passées de l'individu. On peut difficilement être pleinement opérationnalisé par un instrument et le lieu de tout doute raisonnable au sujet de la "meilleure" définition. L'interférence terme intimidation besoins des adultes, par conséquent, comprend diverses formes d'agression, et ceux-ci, dans une intentionnelle et répétitive, avec ou sans raison apparente. Ces attaques se produisent à l'école par un ou plusieurs élèves contre un autre, et il est entendu que provoque un traumatisme en établissant une relation d'inégalité entre eux. La course d'entraînement des préjugés, classe, sexe atteinte à la dignité humaine et a des conséquences irréparables de la vie scolaire d'un enfant en prenant les mêmes pour soumettre des comportements antisociaux à l'âge adulte, ce qui pourrait se

transformer en agresseurs, battus ou spectateurs. Ce type de violence se manifeste subtilement la forme de blagues, des surnoms, le bizutage, l'agression physique et les taquineries (Lopes Neto et Saavedra, 2003; Fante, 2005). Les résultats des cinq enfants étudiés, 60% avaient une certaine forme d'intimidation et le manque de plaisir à aller à l'école. Il est donc nécessaire de mener des recherches avec les plus grand nombre d'enfants dans les meilleures analyses scientifiques et, plus tard si nécessaire, prendre des interventions d'action.

ANÁLISIS DE LA CALIDAD DE VIDA Y EN EL ÉNFASIS DE INTERFERENCIA DEL BULLYING EN EL PROCESO DE APRENDIZAJE DE LOS ESTUDIANTES DE 09 A 12 AÑOS, QUE PERTENECEN A LAS ESCUELAS DE LA CIUDAD DE MUNICIPIO DE IPATINGA - MG: PROYECTO PILOTO.

RESUMEN

La calidad de vida es un concepto holístico, se relaciona con las experiencias actuales y pasadas de la persona. El término bullying puede ser completamente operado a través de un instrumento ya que existe una duda razonable acerca de su "mejor" definición, requiriendo la intervención de los adultos, ya que comprende diversas formas de agresividad, siendo estas de manera intencional y repetitiva, con o sin motivos aparentes. Estos ataques suceden en la escuela por uno o más estudiantes contra otro, y se entiende que cause traumas debido a la relación de desigualdad entre ellos. La práctica de estos preconceptos de clase y de género ofende la dignidad humana y traen consecuencias irreparables de la vida escolar de un niño que toma estas conductas presentando comportamientos antisociales además de dificultades en el aprendizaje. Este tipo de violencia se manifiesta de forma sutil en forma de chistes, apodos, las novatadas, las burlas y agresiones físicas (Lopes Neto y Saavedra, 2003; Fante, 2005). De los resultados encontrados en el proyecto piloto, de los cinco niños estudiados, el 60% había sufrido algún tipo de intimidación y falta de placer en ir a la escuela. Por lo tanto, es necesario realizar una investigación con un mayor número de niños para lograr mejores análisis científicos, después de ello es necesario, tomar medidas de intervención.

ANALISE DA QUALIDADE DE VIDA E ENFASE NA INTERFERENCIA DO BULLYING NO PROCESSO DE APRENDIZAGEM DOS ALUNOS DE 09 A 12 ANOS INSERIDOS NAS ESCOLAS MUNICIPAIS DA CIDADE DE IPATINGA – MG: PROJETO PILOTO.

RESUMO

A qualidade de vida é um conceito holístico, relaciona-se com as experiências atuais e passadas do indivíduo. Dificilmente pode ser completamente operacionalizado através de um instrumento e coloca-se uma razoável dúvida sobre a “melhor” definição. O termo Bullying necessita de interferência dos adultos, pois, compreende diversas formas de agressividade, sendo estas, de maneira intencional e repetitiva, com ou sem motivos aparentes. Estas agressões acontecem no ambiente escolar por um ou mais estudantes contra outro, e é entendido que causa traumas estabelecendo uma relação de desigualdade entre os mesmos. A prática preconceituosa de raça, de classe, de gênero ofende a dignidade humana trazendo conseqüências e danos irreparáveis a vida escolar de uma criança levando as mesmas a apresentarem comportamentos anti-sociais quando adultos, podendo se transformar em agressores, agredidos ou espectadores. Este tipo de violência se manifesta, sutilmente, sob a forma de brincadeiras, apelidos, trotes, gozações e agressões físicas, (Lopes Neto e Saavedra, 2003; Fante, 2005). Os resultados encontrados das cinco crianças avaliadas, 60% apresentaram alguma forma de bullying e falta de prazer em ir para a escola. Sendo assim é necessário realizar a pesquisa com maior numero de crianças para melhores analises científico e posteriormente se necessário, adotar medidas de intervenções.