103 - POULTRY IN A SCHOOL OF PHYSICAL EDUCATION IN SCHOOL CHILDREN IN SCHOOL UCRIA: A CASE STUDY

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INTRODUCTION

During the colonization of Brazil, the Portuguese were keen to implement an economic model which yielded enough profit in a short time. However, they would need cheap labor and as yet had sufficient resources to import African slaves and buy the best alternative was to use the indigenous people who inhabited it, they were rewarded for products that brought the Lusitanian practice of barter, type of commodity exchange (REBOUÇAS, 2010).

Around 1570, through a Royal Charter, Portugal and decrees prohibiting the enslavement of Indians, or was only allowed to have Indian as a slave, those Indians who revolted against the settlers, to rebel or devour the Portuguese. And if indeed it did, the settlers could keep the Indians as slaves (Fernandes, 2003).

From the decree that prohibited Indian slavery, the Governor General Tomé de Souza encouraged the arrival of the first African slaves to Brazil, which according to Petta (1996) occurred in mid-sixteenth century, being natural of different tribes.

Brought brutally taken from their land force, were crammed into slave ships and cellars in appalling conditions and without the least poor hygiene or food, bringing only their culture, traditions, habits, customs, religion and dances (SANDS, 1996; FUGIKAWA et al., 2006).

Once arrived in Brazil, since the condition of slaves, Africans were placed in the public square, like animals, so that the plantation could choose and buy. Prices varied considerably, the "merchandise" was analyzed according to their fitness, age, gender, abilities and ethnicities, and healthier worth double the weakest.

Humiliated, upon arriving at the farm, sleeping in slave quarters filthy, with poor nutrition, especially for men, who suffered a lot working on sugar plantations, gold mines or building houses. With women the pain was no different, for work as domestic servants, washing, moving, packing and cooking (FERNANDES, 2003).

Slaves were forbidden to practice their own customs - religion, dances and rituals - and must follow and obey the orders of the planters. However, even with all those taxes and rules, not left to practice and express their habits and customs, so logically hidden and camouflaged.

For Capoeira (2000), slaves could not have or use weapons to defend themselves from their enemies, just looked through their bodies, an art of self defense and fighting demonstrating strength, flexibility, agility, dexterity, reacted to black slavery: developed capoeira.

Today capoeira is part of popular culture, is considered a mix of fights, dances, games and rhythms, and that involves working the body and mind. It's a fight that was created and developed in Brazil, faced many cultural interference being seen and considered by laymen as a practice of "vagrancy".

Only the penal code and in 1934, Getúlio Vargas extinguishes the decree - law that prohibited the practice of capoeira and african-Brazilian cults. Capoeira can their "liberation." It then divides into two styles, created by the Regional Manoel dos Reis Machado, Traditional and said "of Angola," kept by Vicente Ferreira Pastinha, each with its own characteristics.

Capoeira Regional is known as an uncharacteristic capoeira, modern, with a game high and fast, aggressive and without malice, secular and free of religious symbols, with an expression of domination practiced by white middle and upper social strata. And Capoeira Angola's main features: the original, traditional, low and high play, recreational and malicious, wrapped in religion and mysticism, integrated black culture and practiced by marginalized social strata (VIEIRA, 1998).

It is necessary to reflect that capoeira is a physical activity that helps in the development and training of the human being and works seamlessly with the motor aspects, cognitive and affective-social, and practice helps to develop the physical qualities, the quick movements and encourages courage, confidence, cooperation and also works aspects of motor coordination, flexibility, dexterity, laterality, the spatial-temporal orientation, rhythm, speed, muscle strength (MORAIS, 2003; SILVA & HEINE, 2008).

So Fugikawa et al. (2006) and Seffair (2003) point out that the involvement with capoeira can bring many benefits to human health, as well as the development of physical culture, expansion and understanding of the socio historical Brazilian, capoeira is part of folklore, culture, but mainly in Brazil's history.

At school, capoeira faced many difficulties and prejudices until you win your space, and slowly, has been adopted as the content. And in the late 70th and early 80's there was a rapid growth of schools that taught capoeira, which was fundamental for the expansion of the school.

According to Silva (2006), the ritual that surrounds and is part of the poultry is important for the enrichment of african-Brazilian culture, which allows the knowledge of the history of a people strong and determined in their pursuit of freedom. Capoeira was originally offered to students from the turn of the normal schedule of classes as an extracurricular activity, or was practiced in a non-formal students (SILVA & HEINE, 2008).

Several authors (A GROUP OF AUTHORS, 1992, SOARES, 1996) put capoeira as a content to be worked in physical education classes, since it is part of the pack of sports, games, gymnastics and wrestling.

In this context, the school physical education classes can use Capoeira as an educational tool the teacher can create opportunities to work the exercise of citizenship, identity construction, self-esteem and autonomy as well as socialization and integration among its practitioners.

This study aimed to verify how the poultry is being worked in physical education classes in early childhood education in a private educational institution.

METHODOLOGICAL PROCEDURES

This work is characterized as a case study, containing descriptive research with a qualitative approach. It was based on literature review.

The non-probabilistic sample, and intentional on volunteering, being composed of a capoeira teacher male, with more

than 20 years of experience in capoeira, which signed a consent form authorizing their participation in research. We used to collect direct observation data intensive and extensive.

We used two techniques of direct observation in the intensive classes in capoeira, the unsystematic and non-participant. The systematic observation is to collect and record facts of reality without the researcher from using special technical means or need to ask direct questions (LAKATOS & MARCONI, 2008). And the non-participant is characterized by the researcher comes into contact with the community, group or studied reality without incorporating to it. Only part of the fact, without effective participation or involvement. Acts as a spectator (LAKATOS & MARCONI, 2008).

The observations were made of the lessons in the months of April and May of this year, they held in a room adapted the school attended by pupils aged 4 and 5 years of both sexes, with one class per week, which corresponds exactly 50 minutes of class for the classes of early childhood education. The coordination of teaching school a signed statement of authorization to conduct the survey.

PRESENTATION AND DISCUSSION OF RESULTS

When asked about the criteria of organization for the contents of capoeira, the teacher says "organizes the content according to the student's age that is under development."

For Borges (2002) the first year of life are of fundamental importance for the development of the child becoming clear the important role of pre-school education of the individual. And it is mainly up to the teacher to provide a pleasant environment that can facilitate adaptation in the first contact with the school and with other children through play games.

To Smith & Heine (2008) playing playing playing and playing, the child feels involved and motivated, demonstrating interest and participation in capoeira classes, allowing his experience will be a facilitator between the child and the school, promoting socialization, integration and development through the fundamental movements.

In this sense, Gallahue & Ozmun (2003) explain that the phase of the fundamental movement is the period when children want to explore and test their motor skills. Thus, children may develop movement stabilizers, locomotor and manipulative, through playfulness, because the games take up most of his life and can be considered as equivalent to work for the child.

It is noteworthy that the child at 4 years of age, is interested in learning what's real and what is "pretend" because of his imagination. And his jokes reflect the way between two worlds, helping thus to better understand the difference between them. Since the 5 year old, has or will have the beginnings of a consciousness considered right and wrong and a real personality to the self (BORGES, 2002).

The elementary stage involving children aged three and four years, and corresponds to the control and coordination of rhythmic movements key variables enhances the synchronization of temporal and spatial patterns of movement. And the mature stage are children aged between five and six years, in which the movements are controlled and coordinated (GALLAHUE & OZMUN, 2003).

The purpose for which the poultry is developed in physical education classes for children, the teacher states that it seeks "to develop coordination, balance, flexibility and musicality."

In all classes, the teacher jump rope tricks performed individually or in pairs, without falling or dropping the colleague, balance on one foot, as in hopscotch, objects back and forth with one hand and fast walking or running a straight line.

As discussed Mello (1996), coordination enables men to "take the awareness and execution of movements with maximum efficiency and economy." However, the balance is "a physical quality achieved by a combination of muscle actions in order to take over and sustain the body on a base, against the law of gravity", since flexibility is "the physical quality that limits the ability function of joints to move - ideal within the limits of certain actions. "

With regard to music, capoeira has a key role, because it is through, the instruments are played, the movements are performed and sung thieves (SILVA, 2008).

At first, the teacher sang songs (thieves), using the following instruments: tambourine, reco reco and berimbau in capoeira. Then the lesson continued as follows, everyone should stay on the wheel, because each would have the opportunity to play the instruments with the help of the teacher.

It was noted that all the children wanted to play the instruments during the capoeira roda, and that they felt satisfied and motivated when the teacher spoke "very well". It is noteworthy that in all classes, the teacher taught the children to play instruments, and the class V of the child already had a fine motor coordination and monitoring of the rhythm of the music a little more developed, in relation to children of four years of childhood IV.

For Silva (2008), the rhythm is potentially an element explored in musicality and has the power to generate momentum and movement in space, it also helps in the development of motor skills and sensory perception, and stimulate the affective state, and contribute some acquisitions, as language, reading, writing and mathematical logic.

Analyzing the Political Pedagogical Project of the School, it was established that it is based on the Law of Guidelines and Bases of Education - LDB 9394/96, the Brazilian Constitution and the Statute of Children and Adolescents, as well as the National Curriculum Parameters - PCNS .

Teaching children is considered:

"The first stage of basic education, aims at the holistic development of children up to six years old, in their physical, psychological, intellectual and social action supplemented the family and the community" (LDB, 2010, Article 29 of Early Childhood Education).

Thus, Borges (2002) states that "the pre-school education should come from meeting the basic needs of children, from what she already knows to get to subsequent learning avoiding skipping steps, because learning is a continuous process." According to Carneiro (2010), early childhood education is receiving children aged between zero and five years, according to Law No. 11274 of February 6, 2006, which is responsible for the amendment of Articles 29, 30, 32 and 87 of Law No. 9394 of December 20, 1996, establishing Guidelines and Bases of National Education.

Thus, the proposal to teach capoeira in Physical Education is to make it not only a physical activity that has an end in itself, but also show that we can achieve goals that contribute to the development of children, in order to think education in the movement (PINHEIRO, et al., 2010).

FINAL REMARKS AND RECOMMENDATIONS

During the observations, we found that the teacher seeks to work in all their classes, through movements of poultry and also the games, coordination, flexibility, balance, musicality, laterality, the notion of time and space as well as socialization and integration among children.

However, it is necessary that the teacher of capoeira, seek to organize and plan their lessons about teaching children,

as well as keep up to date through the courses that address the subject and pedagogical development of the child.

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POULTRY IN A SCHOOL OF PHYSICAL EDUCATION IN SCHOOL CHILDREN IN SCHOOL UCRIA: A CASE STUDY

SUMMARY

The present work had as main objective to determine how the poultry is being worked in physical education classes in early childhood education in a private educational institution. The study is characterized as a case study is a descriptive qualitative approach, non-probabilistic sample of voluntary and intentional, consisting of a professor of poultry males. We used two techniques of direct observation in the intensive classes in capoeira, the unsystematic and non-participant. Extensive direct observation was used only one technique, the questionnaire. The proposal to teach capoeira in physical education is to make it not only a physical activity that has an end in itself, but also show that we can achieve goals that contribute to the development of children, to think of education through movement. During the observations, we found that the teacher seeks to work in all their classes, through movements of poultry, coordination, flexibility, balance, musicality, laterality, sense of time and space as well as socialization and integration between the children. It is recommended that the teacher of capoeira, which seeks to organize and plan their lessons about teaching children, as well as keep up to date look through the courses that address the subject poultry, pedagogical practice and child development.

KEYWORDS: Capoeira, Physical Education, Childhood Education.

VOLAILLES DANS UN ECOLE D'EDUCATION PHYSIQUE DES ENFANTS SCOLARISES EN ÉCOLE UCRIA: UNE ETUDE DE CAS

SOMMAIRE

Le présent travail avait pour objectif principal de déterminer comment les volailles sont en cours d'élaboration dans les cours d'éducation physique dans l'éducation de la petite enfance dans un établissement d'enseignement privé. L'étude se caractérise par une étude de cas est une approche descriptive qualitative, non probabiliste de l'échantillon de volontaires et intentionnels, composé d'un professeur de sexe masculin de la volaille. Nous avons utilisé deux techniques d'observation directe dans les classes intensives dans la capoeira, le non systématique et non participante. Vaste observation directe a été utilisé une seule technique, le questionnaire. La proposition d'enseigner la capoeira en éducation physique est d'en faire non seulement une activité physique qui a une fin en soi, mais aussi montrer que nous pouvons atteindre des objectifs qui contribuent à l'épanouissement des enfants, de penser à l'éducation à travers mouvement. Pendant les observations, nous avons constaté

que l'enseignant cherche à travailler dans toutes leurs classes, à travers des mouvements de volailles, coordination, souplesse, équilibre, la musicalité, la latéralité, le sens du temps et l'espace ainsi que la socialisation et l'intégration entre les enfants. Il est recommandé que le professeur de capoeira, qui vise à organiser et planifier leurs leçons sur l'enseignement des enfants, ainsi que maintenir à jour regarder à travers les cours qui traitent de la volaille sujet, la pratique pédagogique et le développement des enfants.

MOTS-CLÉS: capoeira, l'éducation physique, éducation de la petite.

AVES DE CORRAL EN UNA ESCUELA DE EDUCACIÓN FÍSICA EN ESCOLARES EN LA ESCUELA UCRIA: UN ESTUDIO DE CASO

RESUMEN

El presente trabajo tuvo como objetivo principal para determinar cómo las aves de corral se está trabajando en las clases de educación física en la educación infantil en una institución educativa privada. El estudio se caracteriza por ser un caso de estudio es un enfoque cualitativo descriptivo, muestra no probabilística de carácter voluntario e intencional, que consiste en un profesor de sexo masculino de aves de corral. Se han utilizado dos técnicas de observación directa en las clases intensivas en la capoeira, la sistemática y no participante. La observación directa extensa sólo se utilizó una técnica, en el cuestionario. La propuesta de enseñar capoeira en la educación física es hacer que sea no sólo una actividad física que tiene un fin en sí mismo, sino también demostrar que podemos lograr los objetivos que contribuyen al desarrollo de los niños, a pensar en la educación a través de movimiento. Durante las observaciones, se encontró que el profesor busca trabajar en todas sus clases, a través de los movimientos de aves de corral, la coordinación, flexibilidad, equilibrio, musicalidad, la lateralidad, la noción del tiempo y el espacio, así como la socialización y la integración entre los niños. Se recomienda que el profesor de capoeira, que trata de organizar y planificar sus lecciones sobre la enseñanza de los niños, así como mantenerse al día mirar a través de los cursos que abordan el tema de aves de corral, la práctica pedagógica y el desarrollo del niño.

PALABRAS CLAVE: capoeira, educación física, educación infantil.

A CAPOEIRA NAS AULAS DE EDUCAÇÃO FÍSICA NO ENSINO INFANTIL NA ESCOLA UCRI: UM ESTUDO DE CASO

RESUMO

O presente trabalho teve como principal objetivo, verificar de que maneira a capoeira está sendo trabalhada nas aulas de educação física no ensino infantil em uma instituição de ensino particular. O estudo caracteriza-se como um estudo de caso, sendo uma pesquisa descritiva com uma abordagem qualitativa, amostra não probabilística, e intencional por voluntariado, sendo composta por um professor de capoeira do sexo masculino. Foram utilizadas duas técnicas da observação direta intensiva nas aulas de capoeira, a assistemática e a não participante. Da observação direta extensiva foi utilizada somente uma técnica, o questionário. A proposta de ensinar a capoeira na educação física é fazer dela não somente uma prática de atividade física que tenha um fim em si mesmo, mas também mostrar que podemos alcançar objetivos que contribuam para a formação integral da criança, de modo a pensar numa educação pelo movimento. No decorrer das observações, foi possível verificar que o professor busca trabalhar em todas as suas aulas, através dos movimentos da capoeira, a coordenação motora, flexibilidade, equilíbrio, musicalidade, lateralidade, noção de tempo e espaço, bem como a socialização e a integração entre as crianças. Recomenda-se ao professor de capoeira, que busque se organizar e se planejar com relação as suas aulas no ensino infantil, bem como procure se manter atualizado através dos cursos que abordam o assunto capoeira, prática pedagógica e desenvolvimento da criança.

PALAVRAS-CHAVE: Capoeira, Educação Física, Ensino Infantil.