79 - THE PILLARS OF EDUCATION AND OLYMPIC VALUES IN CLASSES OF PHYSICAL EDUCATION AS A MEAN OF INTEGRAL DEVELOPMENT STUDENTS

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INTRODUCTION

Education in values through sport comes with the arrival of Physical Education in Brazil in the mid-nineteenth century. The Physical Education classes aimed at developing the physical and moral population through exercises that had as a central concern the valuation of health and hygiene habits. During this period, the physical exercises were based on medical concepts, in which health is linked to a biological body that needed intervention to keep within the social control mechanisms. To achieve this goal, it was deployed in the country, a movement created in Europe during the Industrial Revolution which received the name of Movement Hygienist.

Then replacing the Movement Hygienist, the country began importing Methods Gymnastic also from Europe for use in physical education classes until the country was able to create a method of national gymnastics. Been imported successively Methods Gymnastic German, Swedish and French, and each one had peculiarities that made them more useful to the country at the time of importation and use.

With the beginning of the period of military dictatorship, the country has emerged a new model of physical education that was characterized by classes exclusively practices. During this period the schools as well as the military had the objective of selecting individuals through methods Gymnastic, always looking the stronger and more physically fit.

Also in this period (mid-70s) the sport becomes incorporated into physical education classes sportivization School initiating this discipline. This incorporation process was initiated due to the popularity gained by practicing sports in the country during the military regime, which led the sport to become middle and end of physical education classes in schools.

The sport and the Model Hygienist and Methods Gymnastic emerged in Europe (more precisely in England) in the late nineteenth century during the Industrial Revolution. The troubled environment from which such practices were created just for conveying these characteristics relate to the reality experienced at the time.

Nowadays the sport is characterized according to the resolution CONFEF No 046/2002 by:"Activity competitive, institutionalized, performed as techniques, skills and goals defined by sports, determined by pre-established rules that gives shape, meaning and identity, may also be practiced freely and playful purpose established by its practitioners held in different environment inclusive in nature (games: nature, radical, orientation, and other adventure). The sports activity applies also in health promotion and in accordance with the educational diagnosis and / or expertise to complement the interests and voluntary / community organizations or groups of individuals and non-specialist. "

From the characterization of the sport, nowadays it has come to be recognized according to the purpose of their actions in three distinct manifestations, such as: Sport Participation, Performance Sports and Sports Education.

Sport Participation is one whose purpose is recreation and leisure. This has aimed at practitioners promote relaxation, fun and also social participation. It is characterized by institutional rules do not need to, in order to achieve the aforementioned goals through playful practices. The Performance Sports is practiced in order to compete. Shows the criteria of selectivity, where the fittest are selected contesting championships organized by institutions, which may be federal, state, municipal etc. which uses pre-established rules and ethical codes to conduct competitions. Sport Education is practiced within the educational institutions that aims to promote culture, leading students to understand the values, skills and abilities typical of such arrangements. The sports in these institutions act together to educational processes and lack selective character, and is therefore a means of inclusion to sport.

Due to the changes that the sport has undergone over time, the sportivization classes of physical education, and dissemination of sports in society, it was seen as an option for the full development process of the students. Thus, the sport can be understood as a means from which is offered to students training through the acquisition of motor and psychosocial aspects, besides enabling the acquisition of values when working together with other philosophies as the Pillars of Education and Olympism.

The sport education that situation presents itself as an important possibility of human development, as it offers great contributions in terms of motor development, social integration, and the promotion of peace. Besides, the sport as a curricular component, should be able to promote the effective participation of learners in terms of experience as well as working notions of rules, conduct, cooperation, respect, competition, and cultural issues that are tangled with sports .

So, the educational sports can contribute to the process of education of students, working to promote the acquisition of experiences and values consciously and reasoned, and it is be able to extend the promising link between sport and education.

This article was made, therefore, with the bibliographic research methodology aimed at a study from which the sport as school discipline, be worked in order to demonstrate their potential contribution to the process of human development, taking practice coupled with Pillars of Education and the Olympic Values.

PHYSICAL EDUCATION SCHOOL WITH FOCUS ON OLYMPIC VALUES AND THE PILLARS OF EDUCATION

The Physical Education in Brazil has been regulated by the Law of Guidelines and Bases of National Education (LDB) n.69.450/71, which highlights the requirement that discipline in all cycles of basic education. This law has undergone a makeover (LDB n. 9.394) in 1996 and went on to asure the mandatory teaching of physical education at all educational cycles, adjusting activities to age, conditions of the school population, and pedagogical proposals of the institutions.

This course is guided by the National Curriculum Parameters (PCN's), which are characterized by being a theoretical framework drawn up by the Ministry of Education (MEC) in order to improvethe quality of education in Brazilian schools.

This area of knowledge has the purpose to develop the students in their biological, social and motor skills, and to

achieve these goals, we use three blocks of knowledge within which are the contents of dances, games, wrestling, gymnastics and sports, plus a fourth block called transversals themes.

However the Physical Education today is understood as a discipline of the educational process, in which various experiments carried bodily from physical activities will be used to develop body and in the construction process of the human being. Within this context, sport is considered the means to develop the skills required to achieve this overall development.

Analyzing education and the means by which it can be promoted, UNESCO (United Nations Educational Scientific and Cultural Organization) has developed an important study, which aims to provide better opportunities for human development to children and teens in the century XXI. For this intervention were developed four pillars, which received the designation of Pillars of Education: Learning to know, learning to do, learning to live together and learning to be. And finally, four competences were added on each of these pillars which aims to enable students to acquire the necessary skills for development. The competences are cognitive, productive, relational and personal respectively.

"Learning to know, that is acquiring the instruments of understanding, learning to do, to be able to act on the environment, learn to live together in order to participate and cooperate with others in all human activities; finally learning to be, essential way that integrates the three preceding. "(Delors, 2001, p.90)

Learning to Know is the pillar that provides access to tools to promote knowledge, enabling the learner handling tools that they are essential for the conduct of life. The powers attached to that were the cognitive pillar, aimed at offering students a framework of knowledge can make them respond to the challenges in which they are inserted, providing the information they needed to develop critical people. Within the physical education classes, sports as a means of promoting development, it leads students to construct their own knowledge within blocks of the situations arising from the activities. Mistakes and successes, as well as the possibility to discuss the situations from games eventually offer this opportunity to knowledge.

The Learning to Do pillar is justified on the need to promote vocational training in order to guide children for the job market. For the development of a good professional is required to provide a range of these productive skills that aims to develop basic skills that will be the framework for the development of other skills and future competences. The sport as a means of promoting such skills is justified by present rules, principles and situations that require students' autonomy, respect and so many other skills that could internalize and that may be used in other off-court life projects.

Learning to Live Together is the pillar that aims to promote notions of leaving among equals. Therefore, it is necessary to allow the student the knowledge of their peers and society in which it is inserted, and make it able to make connections that are members of this society. The relational skills have been added to this pillar to develop skills in order to make them able to live with differences, including them in social participation and recognition of the other. Sport is a facilitator in the development of these relational issues, since it works the importance of socializing in groups, the presence of peers in sports, and the need for the other to perform a given activity, since it shows the inability to perform a dispute with a single competitor.

Learning to be is the pillar that has the task of contributing to the students' education, being able to lead them to self-knowledge. This pillar works with issues related to responsibility, autonomy and the needs that students have within the self-training process. Personal skills attached to this pillar have the intention to work with the student to the own identity of each, allowing this increased levels of self-esteem, self-confidence, self-acceptance and appreciation. Through sporting activities the student may feel body, mind and emotion, he becomes able to perceiving the body, to understand the biological changes that occur during activities.

Still thinking about the educational background from the sport in physical education classes in school, Olympism, the philosophy of Pierre de Coubertin in 1894 can be used as work aims to build more human aspects in society through sport.

Pierre de Coubertin believed that rescuing the Olympic values from antiquity could be built a project that promotes the development of physical and moral qualities using the sport, respect and goodwill towards building a better world.

The philosophy advocates the creation of a pacifist spirit that combines the qualities of body and mind with the sport, culture and education. You can still be regarded as a pedagogical proposal, which through an Olympic education transmits symbols and ideas in search of a restoration society.

"Olympism is a philosophy of life, exalting and combining in a harmonious whole the qualities of body, will and mind. When you join the sport with culture and education, Olympism proposes to create a lifestyle based on the joy of effort, the educational value of good example and respect for universal ethical principles. "Olympic Charter - IOC)

This Olympic education can therefore through sports, acting within the physical education classes providing training to the learners more humanistic and moral guidance that has as principles of Olympism. This guidance is therefore an element capable of contributing in education using practical and attractive features of the sport.

"Physical education, integrating the concept of Olympic Education, should seek ways to contribute to the self-esteem of man. To this end it is necessary that the student is in the leading role of the educational process and the teacher exerts a role of agent provocateur, challenged, stimulating, and indeed, this is becoming less restrictive, punisher, moralizing. " (OLIVEIRA, 2006, p.37).

Friendship, excellence and respect are the three Olympic values rescued the Olympic Games from antiquity, which together with the fair play that is not recognized as Olympic value, but that is often used in studies involving this theme, form the range of values that are to be worked through sport within schools in search of a more cohesive society and above all more loyal and humanitarian.

The friendship within the philosophy of Olympism is the value that allows the development of the ability to live in harmony with people independent of individual choices. Friends are necessary for life, through friendship a better world can be created. The sport can work with this value in order to contribute to the education of students working on issues related to interpersonal cohabitation in presenting situations involving teamwork, optimism and understanding. Excellence is the search for the best performance, even if the best is not enough to achieve success. Having excellence is to have goals and accomplish them seek the best possible way so that you can acquire growth with them. In sport the best performance is the quest of every athlete's achievements are the result of an arduous and grueling preparation. Therefore, this work value within the sport is a great option because once internalized this concept, it will be applied to other spheres of life of the students.

Respect is a value that needs to be done with others, with ourselves, and with all the activities we do. The sport helps to understand that value the measure that shows us that there is no respect game, and no opponent, and therefore must be respected to be a winner. Practice a physical activity is to be aware of everything that is worthy of being respected, and understood that within the sport a disrespectful act is almost always followed by a punishment.

The understanding of respect in sports leads us to the concept of fair play, considering the sport ethics that aims to guide the conduct competitive during practice. This concept has spread through Olympism and indeed in some cases be confused as an Olympic value, since guides respectful conduct competitive while practicing a sport.

Fair Play is characterized by so much as a sporting conduct by players from which the rules are complied with before

the adoption of an approach that aims to not only comply with the rules, but that includes the self-respect and respect for the opponent.

According to Oliveira (2006, p 54). "Olympism is therefore a kind of privileged vehicle for the dissemination of the idea of fair play as a means facing the development of ethical attitudes through sports."

CONCLUSION

During the lessons of Physical Education and sport content to be transmitted, should be developed so that their diverse potentialities may be valued towards an integral formation of the human person. using sport to joint Pillars of Education and the Olympism is due to wide acceptance that this has on the students.

The structuring of the sport as physical education classes is a way to promote values, since the situations arising from physical activities, knowledge may be used, transferred and internalized by students from lessons playful and pleasurable. With all the values inherent in sport are used during practices and ultimately contributing to the overall development of students.

Cognitive skills, productive, relational and personal, are present during sports practices and ultimately enhancing the skills able to lead the students an education that provides skills that can be used in other projects to life. Skills like as the search for solutions, autonomy, learn to respect the rules of the game, ability to reflect on certain situations and especially for them to obtain resolutions are characteristics inherent to the sport and are able to be internalized and used in other life situations of these young .

Another important aspect to be worked through these skills is the need of socializing with others. The sport offers situations that are inherent to their activity and serve to the understanding of group life, and so can be considered a means to achieve the socialization of students. Using something that at the same time for them is pleasurable and full of lessons, we can provide a context full of meanings when used properly can become great partners in the educational process. Moreover, it also offers the opportunity to self, since different situations occur in bodies and attitudes during a sports practice, and thus beyond coexistence, work is also important skills like self-control, friendship, respect and various other which are essential in the formation of human citizens.

Education through the Olympic values, another philosophy that enables the human from sports, needs to be worked out from the interaction of these three factors, where the sport and the Olympic ideal allies to an educational methodology, offer a sport within school Physical Education to glimpse a more human and peaceful.

Hence, the Physical Education to use sport as content of their classes should be able to promote the effective participation of the students, as well as enable the involvement of all classes, so that sport acts along with an educational approach is capable of offering its students an education that includes the development of all.

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THE PILLARS OF EDUCATION AND OLYMPIC VALUES IN CLASSES OF PHYSICAL EDUCATION AS A MEAN OF INTEGRAL DEVELOPMENT STUDENTS

ABSTRACT

The sport can be considered a means to develop skills and abilities necessary for human development. It can be understood as a social phenomenon to play an important role in the formation of man and of society. The Pillars of the sport coupled with education and Olympic values, developed in school physical education classes, aims to contribute to human development and the promotion of peace. The aim of this study was to investigate how the Olympic values and the pillars of education can be worked into the physical education classes in order to contribute to the process of human development of students. The literature review was the method used in order to highlight the relationship between sport, education and the Olympic values. Finally, it is of fundamental importance that physical education classes are organized based on the Olympic Education, so that cognitive skills, relational, personal and productive are developed and therefore students can use them in their life every day.

KEYWORDS: Sport, Olympic Values, Pillars of education.

LES PILIERS DE L'EDUCATION ET VALEURS DE L'ENSEIGNEMENT SCOLAIRE OLYMPIQUE COURS PHYSIQUE COMME MOYEN DE DÉVELOPPEMENT INTÉGRÉ DE L'ÉTUDIANTS

RÉSUMÉ

Le sport peut être considéré comme un moyen de développer les compétences et les capacités nécessaires au développement humain. Il peut être comprise comme un phénomène social par le jeu un rôle important dans la formation de l'homme et de la société. Le alliée au sport et les valeurs olympiques Piliers de l'éducation, développé dans les classes d'éducation physique, vise à contribuer au développement humain et à la promotion de la paix. L'objectif de cette étude était d'étudier la façon dont les valeurs olympiques et les piliers de l'éducation peut être travaillé dans les cours d'éducation physique afin de contribuer au processus de formation humaine des élèves. La revue de la littérature a été la méthode utilisée pour mettre en évidence la relation entre les valeurs du sport, l'éducation et olympique. Enfin, il est d'une importance fondamentale que les cours d'éducation physique sont organisées sur la base de l'éducation olympique, de sorte que les compétences cognitives, relationnelles, personnelles et productifs sont développés et donc les élèves puissent les utiliser dans votre vie quotidienne .

MOTS-CLÉS : Sport, valeurs olympiques, piliers de l'éducation.

LOS PILARES DE LA EDUCACIÓN Y LOS VALORES OLÍMPICOS EN LA CLASES DE EDUCACIÓN FÍSICA EN LA ESCUELA COMO MEDIO DE DESARROLLO INTEGRAL DE LOS ESTUDIANTES

RESUMEN

El deporte puede ser considerado como un medio para desarrollar las habilidades y capacidades necesarias para el desarrollo humano. Se puede entender como un fenómeno por el juego Social un papel importante en la formación del hombre y de la sociedad. El aliado con el deporte y los valores olímpicos Pilares de la Educación, desarrollado en las clases de Educación Física, tiene como objetivo contribuir al desarrollo humano y la promoción de la paz. El objetivo de este estudio fue investigar cómo los valores olímpicos y los pilares de la educación se puede trabajar en las clases de Educación Física con el fin de contribuir al proceso de formación humana de los alumnos. La revisión de la literatura fue el método utilizado para poner de relieve la relación entre los valores del deporte, la educación y olímpico. Por último, es de fundamental importancia que las clases de Educación Física se organizan sobre la base de la educación olímpica, por lo que las habilidades relacionales, cognitivas, personales y productivas se desarrollan, por lo que los estudiantes puedan utilizar en su vida cotidiana.

PALABRAS CLAVE: Deporte, valores olímpicos, Pilares de la Educación.

OS PILARES DA EDUCAÇÃO E OS VALORES OLIMPICOS NAS AULAS DE EDUCAÇÃO FÍSICA ESCOLAR COMO MEIO DE DESENVOLVIMENTO INTEGRAL DOS EDUCANDOS

RESUMO

O esporte pode ser considerado um meio para o desenvolvimento de competências e habilidades necessárias para o desenvolvimento humano. Pode ser compreendido como um fenômeno social por desempenhar um importante papel na formação do homem e da vida em sociedade. O esporte aliado aos Pilares da educação e aos valores Olímpicos, desenvolvido nas aulas de educação física escolar, visa contribuir para o desenvolvimento humano e na promoção da paz. O objetivo deste estudo foi investigar como os valores olímpicos e os pilares da educação podem ser trabalhados dentro das aulas de educação física, a fim de contribuir para o processo de formação humana dos estudantes. A revisão da literatura foi o método utilizado, de modo a destacar a relação entre esporte, educação e os valores olímpicos. Por fim, considera-se de fundamental importância que as aulas de educação física são organizadas com base na Educação Olímpica, a fim de que as competências habilidades cognitivas, relacionais, pessoais e produtivas sejam desenvolvidas e consequentemente os estudantes possam utilizá-las em sua vida cotidiana.

PALAVRAS – CHAVE: Esporte, Valores Olímpicos, Pilares da Educação.