144 - CONTRIBUTIONS OF THE DANCE GAÚCHO ROOM FOR GENDER RELATIONS LESSONS FROM THE PHYSICAL EDUCATION.

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Among all the differences that are present in students, some becoming more visible and others less. People are accustomed to consider the differences in social class, ethnicity, physical appearance, and often is not a matter of differences remarkable for humans: the human being or a woman.

In most school subjects boys and girls live together, share failures, successes and resolve problems among themselves.

Noting some lessons of Physical Education school realizes that there is great distance between theory and practice as in theory one should provide a lesson for all of Physical Education, where boys and girls participating together, but what is present in class Fitness is for boys and girls here to get there.

Maybe this separation occurs because teachers do not know yet what the school Physical Education intends to hold with students or simply to reduce conflict in relations between genders, thus facilitating the work of the classroom and teacher.

Why not give lessons of Physical Education mixed, providing links between genders in all kinds of ways, thereby facilitating interaction between boys and girls within the school and thus in society? Is that relations between genders in the classes of Physical Education could contribute to reducing the social conflict?

PEREIRA (2004, p. 41), argues that many teachers choose to adapt or create strategies to avoid exclusion, especially of girls in games and activities driven, but this is a move that may raise some controversy. Determining that a goal can only be realized after all the children have touched the ball, or just allow the girls to mark them are examples of such adaptations. If such rules solve a problem, create others, it breaks the momentum of the game and, ultimately, the girls are blamed for this, because it was for them that the rules were changed (SOUZA & Altmann, apud PEREIRA, 2004, p . 41).

BRACHT (1997, p.26) says that the central purpose of Physical Education is the instrumentalization of the student to occupy their free time with physical activities. And, so that this occupation can occur independently, critically and creatively, there is a need to use various forms of body movements.

In this case there is the practice of dance as an instrument of great importance to the relationship between gender in physical education classes, school and society. Because the dance in addition to enrich their bodily expressions, movements through autonomous, can provide an interaction between genders.

Thus, this research looks the contributions of the dance hall of gaúcha for relations between genres from lessons of Physical Education applied to elementary school students from the State College Castelo Branco in the municipality of San Miguel do Iguacu - PR.

GENDER

According GROSSI (1998, p.01), gender is a cultural construction, a process that inevitably skin formal and informal education for women and men, expelling the common sense that sex is a biological legacy that determines, in itself, male behavior and women. The Gender allows us to understand the social relationships between women and men, they generate conflicts in various walks of life, whether in private or in training.

GROSSI (1998, p.01), says that in the course of his life, always hear phrases related to relations between genders, "equal rights!", Say women. "Obligations equal," the men dispute. The women claim that all men are equal and that they do not understand. The men agree that it is difficult to understand them, because they are strange beings.

VIANNA & RIDENTI apud PEREIRA (2004, p.16), establish a concept that is fundamental to show the development of this study:

In our society, inequalities between men and women are heavily attributed to distinctions of gender, with obvious connotations biological. Thus, gender refers to the physical differences between men and women. [...] Many times these characteristics are used by individuals in the construction of a set of social representations and cultural values and social responsibilities. That is what we call Gender.

GOELLNER (2006, p.35), says that as an analytical category "gender", lets reflect on the relational character of the sexes, showing, above all, it is not just the sex that provides biological differences between men and women, but also, social, historical and cultural. If the gender varies according to season and is related to cultural patterns, it can be changed throughout history.

According ROMERO (1990, p. 01-02), a child grows and behaves according to the cultural and historical patterns within which is educated. The role that sex will play will be punished or strengthened, according to the culture and social context in which it is inserted.

CARVALHO (2004, p.41), says that if you want to handle properly the issues of gender, needs to be approached her as the educational process, which so far beyond the individual dimensions, is immersed in social and cultural aspects. The work of gender in education is divided into two roles, the school and the family.

When speaking in desirable family-school partnership and convenes to parental involvement in education, especially for duty at home as a strategy to promote school success, are not considered: the historical changes and cultural diversity in ways of education and social reproduction ; Power relations between these institutions and their agents; the diversity of family arrangements and the material and cultural disadvantages of most of the families, the relationship of gender to structure the division of labor at home and at school. (CARVALHO, 2004, p. 41)

According SALES apud PEREIRA (2004, p. 16) says, the school, in their daily lives, grows and reproduces actions that separate and demarcate what is considered socially to the world as belonging to the world male and female.

SALES (2002, p. 79), emphasizes that:

When entering or leaving of classrooms or when they were driving to the recreation and snacks, children are organized into separate queues of boys and girls; in the classroom sit separately, even when there are tables that allow sit in on

groups. [...] In these conditions, they are always being encouraged to break away, the children, even when they are available, such as playgrounds, playing separately. These experiences the children will contribute to that, little by little, can identify themselves to a particular form of social action that is related to different genres, so boys and girls, when they relate to each other and also with the social space the school will build their identities of gender.

The presence of a gender bias in the school environment affects boys and girls "and is based on the educational system that reproduces in some moments, the structures of power, privileges of one sex over the other in our society." (VIANNA & RIDENTI, 1998, p.102).

According CARVALHO (2004, p.47), as a process of socialization, education has two dimensions: social - transmission of a cultural heritage to new generations through the work of several institutions and individual - training arrangements and visions, acquisition of knowledge , Skills and values.

Since small children are separated by their genders, in queues to enter the premises, in the activities of Physical Education, among others, as a further classification system used in school. We must ask, why, really, is that necessary? This has some effect on the learning process? What kind of differences stimulates itself with these practices and what their motives? (ABREU, 1993, p.101-120).

The social practices experienced between boys and girls, involving the relationship of gender in everyday school, show that they are relying on old stereotypes and prejudices to indicate the existence of different opportunities for the use of freedom and the young. It demonstrates that even this difference, since formed in inequality, just favoring the male element of the relationship. (CARVALHO, 2004, p. 50)

PHYSICAL EDUCATION SCHOOL AND DANCE

ABREU (1993, p.111), says that in the Physical Education, through the Education School, is maintaining or even enhancing conservative values in human relationships and, moreover, contributing to emphasize models of behavior pre-determined by culturally society.

One can understand this, noting some classes of Physical Education School, because most of the time the teacher that separating boys from girls, so that does not happen a relationship between them. Leaving the company so their behavior.

SALES (2002, p.79), which brings in school, always being encouraged to break away, the children, even when they are available, such as playgrounds, playing separately. These experiences the children will contribute to that, little by little, can identify whether a particular form of social action that is related to different genres, so boys and girls, when they relate to each other and also with the social space the school will build their identities of gender.

According PEREIRA (2004, p.17), the class of Physical Education is one of the stages of school, where students experience a variety of behaviors, to work his body. Activities for Fitness allow them to experience the decision-making, creativity, courage, boldness, overcome challenges and questioning or accepting attitudes or results:

Students who do not understand his own body, which are not encouraged to use it in a conscious, creative, growing at a very early end to indifference, the mesmice. [...] Each brings his body written in memory of a life, a story, a family context. Knowing these bodies to look the uniqueness of each is the basis of a careful didactic, which values the subjectivity, encourages potential and realize the difficulties of expression, a result perhaps of temper or a history of repression. [...] The body has a story, a kind of memory that is imbued in muscles, tendons us in organs, the pattern of breathing. Affective memory of the times of childhood, memory muscle motor development early in life, and memory of each fall, every jump, every tumble, every dance (VIANA and Castilho, 2002, p.23-25).

The school, and inside the school, the Physical Education curriculum as a component plays an important role in the socialization process started in the family environment, is allowing the manifestation of the consolidation of the gender stereotypes, is investing in the training of subjects critical, challenging and processors. The figures about the physical practices need to be discussed and asked to start an education that brings to the pedagogical practice new ways of thinking about the relationship between the sexes in the various contexts of human movement. (PEREIRA, 2004, p.18 - 23)

The dance in school physical education should not prioritize the implementation of correct and perfect movements within a standard technical tax, generating the competitiveness among students. Must start from the assumption that the movement is a form of expression and communication of the student, to make it a critical citizen, participatory and accountable, able to express themselves in different languages, developing self-expression and learning to think in terms of motion. (SCARPATO, 2003, p.03)

VARGAS (2003, p.13) complete the activity of dance at the school includes the awareness and consciousness of students both to their postures, attitudes, gestures and actions and for the everyday needs to express, share, create, share and interact in society .

METHODS

This study was conducted by searching pre-trial, where this type of search there was no comparison between two groups because there was no control group, the search is performed with a single group, is just changing the conditions of this group, seeking relationships of cause and effect. (Suassuna, 2001, p.8)

The study was conducted in the municipality of San Miguel do Iguacu, in dependencies of the State College Castelo Branco, in the classes of Physical Education of a class of 7th grade of the morning round with 34 students. It was held in the first half of 2007, from February to May, in comments before and after school practices of dancing and conducting interviews with teachers of the class, after the application of lessons. 10 lessons were applied practice of Physical Education, between the months of March to May, involving the contents dance, and approximately 4 lessons per month.

The instruments that were used for data collection are listed below:

a) semi structured with no fixed itinerary;
b) Records of observation;
c) Recorder;
d) Pictures;
e) test pilot. The analysis of qualitative data was by way of content analysis by categorizing the answers.

ANALYSIS AND INTERPRETATION OF DATA

In the interview with the teachers of physical education, art education, mathematics and Portuguese after class practice of dance, you can analyze the data to two issues: whether there was a contribution of dance in relations between genders in their classes and the students found important learn to dance at the school.

When questioned if the teachers of the dance hall gaúcha contributed to a better relationship between genders in their

classes. All teachers said that the positive point of the lessons of ballroom dancing was gaúcha of the improvement in the relationship between students.

The physical education teacher noticed that students are more trust between them and which are most uninhibited, "... in time of warming, we find that are doing the dance steps. "

Already a professor of art education said that the relationship between students improved significantly and that "... they were more relaxed ...".

The person responsible for discipline of mathematics said that it contributes to dance yes, because "... improved the relationship between students. "

And for the Portuguese teacher of the dance contributed to a satisfactory way, because she saw more affinity between the class and added saying that "... with teachers until the students are having more freedom to get closer. "

As concerns the importance of de gaúcha learn the dance hall within the school notes that the teachers find of great value in this learning environment at school, because for them, can contribute in motor coordination of students, help with the socialization of outside the same school where they can participate actively in dances and parties and makes the students have contact with the culture of another region, with other musical rhythms, and comes in addition to those already enjoyed by them.

For the professor of physical education is important to learn the dance hall of gaúcha in school because it is a different culture and help in learning the student, "... working to motor coordination and promoting socialization. "

Already responsible for the discipline of art education says that learning the dance hall of gaúcha in school can help students know the tradition and culture of other regions, because the students are very concerned only with current rates. The professor also thinks the dance hall of gaúcha can let students have a greater "... contact and greater confidence among them by right, develops and helps very much that learning. "

A professor of mathematics think it important to learn the dance hall of gaúcha in school because improves motor coordination of students, helping them in knowledge and learning of new rhythms. It also adds, which may reflect the relations between genders out of school because students can begin to "... attend dances where have these rhythms, these genres, which maybe they had no interest before, and knew not even did not like. "

Already responsible for the discipline of Portuguese also commented that this type of dance taught at school will be a sum that with the public generally that the age of the students accustomed to this practice, as well as being a culture, it is good for any age. Complements saying that "... gaúcha worked in the dance school will contribute socially for men and women. "

This issue was also applied in the interview with the teacher after class practice of dance, because the researcher would like to know if the teachers found important pupils learn the dance hall gaúcha from inside the school and why. For teachers was very important, because it is a different activity that can serve as assistance both inside and outside the school.

The person responsible for discipline of physical education said it was important to be a different activity and making the student more participatory, saying it complemented the student "... can also use this activity outside school. "

A professor of art education also commented that as a different activity was very important for the students, "... we never had that before ...", completed his response saying that "... enriched enough knowledge of them in the culture of another people. "

For the teaching of mathematics an extra activity for students within the school, in the case of gaúcha dance hall, is very important because "... they may serve for a day at some point in their lives. "

And a full professor of Portuguese saying that some parents of students in the class asked to learn to dance too, here you can say that some students in one way or another, led by their families a little of what was learned in school. And the teacher saying that complements the students' ... are more animated e. .. so much more cheerful happy. "

FINAL CONSIDERATIONS

After the study carried out in the first half of 2007 with a group of 7th grade of State College Castelo Branco, where he tried to verify the contributions of the dance hall of gaúcha for relations between genders in school, it was concluded that in relation to Specific objectives of the research, the dance can help the relationship between boys and girls in school, the closer, improving their relationship and greater confidence between them, both inside and outside the classroom.

During the practical classes in dance has been a great development of students, since the first classes was difficult to keep the interaction between boys and girls and teach dance steps from the same time, as well as being a completely new activity for them, they were not accustomed to interact together, to make it happen the teacher had to be always intervened. But as the classes were to develop, it was found that students were losing their shyness and has been related by yourself, because that content was no longer new to them.

In the interview with the teacher after class practice of dance was unable to verify that the dance hall of gaúcha can contribute to a better relationship between genders in physical education classes and other disciplines, for teachers to dance the increased confidence and improved the relationship between the pupils, making more participatory and less timid, helping even the relationship between student and teacher, the closer. The gaúcha of dance hall, according to teachers, can also help ensure that students were aware of the culture of peoples of other regions. Some teachers responded that students could use the learning of dance outside the school's dependencies, and can actively participate in feasts and dances.

According to professor of physical education, one can see that in class, at the time of warming, some students are doing in the footsteps of some dances they learned.

Therefore, one can conclude that the dance hall of gaúcha can contribute to a better relationship between genders in school by stimulating and facilitating the practice of dancing in the south and rescuing cultural values. For this relationship to happen we need to have effective participation of teachers, both inside and outside the classroom, always encouraging and giving students in activities that they may be related is because the students themselves do not seek interact with the opposite gender, not to be having some interest.

For the gaúcha of ballroom dancing, or any other dance, is performed in school, you need to have trained professionals who teach and provide in addition to routine activities for students, always using the same methodology, to promote a different and pleasant lesson , So that all participating school, without excluding anyone.

The gaúcha of ballroom dancing can provide moments of joy not only in school but outside it too, because at the time that pupils learn to dance, dance that can be used also in society.

The results of this research suggests that the lessons of physical education is included the contents of dance, as well as being part of the Curriculum Guidelines of the Network of Public Basic Education of the State of Parana may give students moments of pleasure both inside and outside the school, making them connect with the opposite gender and not be excluded from school and society.

It also suggests a course of training for teachers interested in applying this content in their classes and can enrich the

content thereof as well as broaden their cultural horizons.

You can also conduct courses in dance hall gaúcha from inside the schools, including teachers and students, giving this community a school activity different and a better relationship between students and teachers.

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CONTRIBUTIONS OF THE DANCE GAÚCHO ROOM FOR GENDER RELATIONS LESSONS FROM THE PHYSICAL EDUCATION.

Noting some lessons of Physical Education school realizes that there is great distance between theory and practice as in theory one should provide a lesson for all of Physical Education, where boys and girls participating together, but what is present in class Fitness is for boys and girls here to get there. Thus, this research looks the contributions of the dance hall of gaúcha for relations between genres from lessons of Physical Education applied to elementary school students from the Indiana State College in the municipality of San Miguel do Iguacu - PR. This study was conducted by searching pre-trial, in the municipality of San Miguel do Iguacu, in dependencies of the State College Castelo Branco, in the classes of Physical Education of a class of 7th grade of the morning round with 34 students. It was conducted through observations before and after school practices of dancing and conducting interviews with teachers of the class, after the application of lessons. 10 lessons were applied practice of Physical Education, between the months of March to May, involving the contents dance, and approximately 4 lessons per month. The instruments that were used for data collection are: semi structured with no fixed itinerary; sheets observation; recorder, photos, test pilot. The analysis of qualitative data was by way of content analysis by categorizing the answers. From the analysis of the data, we can conclude that the dance hall of gaúcha can contribute to a better relationship between genders in school by stimulating and facilitating the practice of dancing in the south and rescuing cultural values.

KEY WORDS: Fitness - Dance - Gender

CONTRIBUTIONS DE LA DANSE GAUCHO CHAMBRE POUR LES RELATIONS ENTRE LES SEXES ENSEIGNEMENTS TIRÉS DE L'EDUCATION PHYSIQUE.

Prenant note des leçons de l'éducation physique scolaire se rend compte qu'il ya une grande distance entre la théorie et la pratique comme en théorie, on devrait fournir une leçon pour tous de l'éducation physique, où les garçons et les filles participent ensemble, mais ce qui est présent dans la classe Fitness est pour les garçons et les filles ici pour y accéder. Ainsi, cette recherche vise les contributions de la salle de danse de Gaucha pour les relations entre les genres de leçons de l'éducation physique appliquée aux élèves des écoles primaires de l'Indiana State College, dans la municipalité de San Miguel do Iguaçu - PR. Cette étude a été réalisée par la recherche pré-procès, dans la municipalité de San Miguel do Iguacu, dans les dépendances de l'Indiana State College, dans les classes de l'éducation physique d'une classe de 7 e année de la matinée tour avec 34 étudiants. Elle a été réalisée par le biais de ses observations avant et après l'école de danse de pratiques et de mener des entrevues avec les enseignants de la classe, après l'application des enseignements. 10 leçons ont été appliquées pratique de l'éducation physique, entre les mois de Mars à Mai, le contenu de la danse, et environ 4 leçons par mois. Les instruments qui ont été utilisés pour la collecte de données sont les suivants: semi structuré, sans itinéraire fixe; fiches d'observation; enregistreur, photos, pilote d'essai. L'analyze des données qualitatives a été par le biais de l'analyze de contenu par classer les réponses. De l'analyze des données, nous pouvons conclure que la salle de danse de Gaucha peut contribuer à une meilleure relation entre les sexes à l'école en stimulant et en faciliter la pratique de la danse dans le sud et le sauvetage des valeurs culturelles.

MOTS CLÉS: Fitness - Danse Genre

CONTRIBUCIONES DE LA DANZA GAUCHO MARGEN DE LAS RELACIONES DE GÉNERO LECCIONES DE LA EDUCACION FISICA.

Tomando nota de algunas enseñanzas de la Educación Física escolar se da cuenta de que hay una gran distancia entre la teoría y la práctica como en teoría debería proporcionar una lección para todos de la Educación Física, donde los niños y niñas que participan juntos, pero lo que está presente en la clase Vida Sana es para niños y niñas aquí para llegar allí. Por lo tanto, esta investigación analiza las contribuciones del salón de baile de Gaúcha de las relaciones entre los géneros a partir de las enseñanzas de la Educación Física aplicada a estudiantes de la escuela primaria de la Indiana State College, en el municipio de San Miguel do Iguacu - PR. Este estudio fue realizado por la búsqueda previa al juicio, en el municipio de San Miguel do Iguaçu, en dependencias de la Indiana State College, en las clases de Educación Física de una clase de grado 7 de la mañana con ronda de 34 estudiantes. Se llevó a cabo a través de observaciones antes y después de la escuela prácticas de la danza y la realización de entrevistas con los profesores de la clase, después de la aplicación de las lecciones. 10 lecciones se han aplicado la práctica de la Educación Física, entre los meses de marzo a mayo, con la participación de los contenidos de baile, y aproximadamente 4 clases por mes. Los instrumentos que se utilizaron para la recolección de datos son los siguientes: semi estructurada sin itinerario fijo; hojas de observación, grabadora, fotos, piloto de pruebas. El análisis de datos cualitativos fue por medio de análisis de contenido por la categorización de las respuestas. Desde el análisis de los datos, podemos concluir que el salón de baile de Gaúcha puede contribuir a una mejor relación entre los géneros en la escuela, estimulando y facilitando la práctica de la danza en el sur y el rescate de los valores culturales.

PALABRAS CLAVE: Vida Sana - Danza - Género

AS CONTRIBUIÇÕES DA DANÇA GAÚCHA DE SALÃO PARA AS RELAÇÕES ENTRE GÊNEROS A PARTIR DE AULAS DE EDUCAÇÃO FÍSICA.

Observando algumas aulas de Educação Física escolar percebe-se que há uma grande distância entre a teoria e a prática, pois na teoria deve-se propiciar uma aula de Educação Física para todos, onde meninos e meninas participem juntos, mas o que se presencia nas aulas de Educação Física são meninos pra cá e meninas pra lá. Desta forma, esta pesquisa busca verificar as contribuições da dança gaúcha de salão para as relações entre gêneros a partir de aulas de Educação Física aplicadas para alunos do Ensino Fundamental do Colégio Estadual Castelo Branco do município de São Miguel do Iguaçu PR. Este estudo foi realizado através de pesquisa pré-experimental, no município de São Miguel do Iguaçu, nas dependências do Colégio Estadual Castelo Branco, nas aulas de Educação Física de uma turma de 7ª série do turno da manhã com 34 alunos. Foi realizada através de observações antes e depois das aulas práticas de dança e realização de entrevistas com os professores da turma, depois da aplicação das aulas. Foram aplicadas 10 aulas práticas de Educação Física, entre os meses de março a maio, envolvendo o conteúdo dança, sendo aproximadamente, 4 aulas por mês. Os instrumentos que foram utilizados para a coleta de dados são: entrevista semi estruturada com roteiro não fixo; fichas de observação; gravador; fotos; teste piloto. A análise de dados foi de forma qualitativa através de análise de conteúdo, por meio de categorização das respostas. A partir da analise dos dados, podemos concluir que a dança gaúcha de salão pode contribuir para uma melhor relação entre gêneros na escola, estimulando e promovendo a prática das danças do sul e resgatando valores culturais.

PALAVRAS CHAVES: Educação Física Dança Gênero