08 - THE PLEASANT ACTIVITIES IN THE LESSONS OF PHYSICAL EDUCATION: A CONTRIBUTE IN THE EDUCATIONAL PROCESS, EMOTIONAL BALANCE AND SOCIAL INTEGRATION OF PRE-ADOLESCENTS WITH VIOLENT BEHAVIOR IN THE SCHOOL

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INTRODUCTION

We believe in a Physical Education in an interdisciplinary context, organized in time and ideal space with educative actions that contribute for the inclusion in the social conviviality. When the activities are directed for the playful, we perceive that the pupils have more involvement, creativity and commitment. The lessons of Physical Education for individuals between six and twelve years old have fundamental importance and should contribute for the growth and the development of them. For that it happens, the specialist must has the basic knowledge that approach the biological aspects of the physical activity, of the learning of basic and specific activities, of physical development, intellectual and affective-social development and of the period of training of development of each age band. So that the Human Being develop it is necessary to produce a series of learning, which in certain way are a previous condition. We can say that the learning facilitates and promotes the development. The process of human development progresses slower and behind the process of learning, resulting the zones of proximal development. These zones mean a psychological domain in constant transformation.

The understood process of maturation separately, would not be able to produce the proper psychological functions to the Human Being. These functions establish from the processes of interaction with other people and the world (FAJARDO, 2005). In accordance with the studies of Vigotski (2003), this is the base of the *constructivist* conception of the development of the learning that considers the integration of all the aspects related with the Man so occurs such development. The development does not appear of the nothing, it is a construction on the base of the development that already exists according with the proximal development, "what a child can make today with assistance, it will be able to make tomorrow alone" (VIGOTSKI, 2003, p. 113). The speed of the intellectual development can be increased or decreased conform the interaction possibilities of the individual to its own environment. The adults who did not have an ambient stimulation do not obtain, generally, to make abstractions of high level (LIMA, 1970).

Thus, evidenced the importance of the ambient or contextual in effective form of the development, we can comprehend that exist the necessity of searching a pedagogical action in the lessons of Physical Education that has taken the referring lacks about some aspects of the development of the Human Being and one of them is to liberate the pupils of the confinement of the classroom. For Freire (2004), "the school cannot stop only in the head of the child, but in all body" (ibid, p. 8). Therefore, the specialist in Physical Education has an important contribution, of the pedagogical point of view, when investing in the formation of the movements leading in account the human desire to know the world, its feelings, its emotions, its experiences, its history, promoting pleasant activities, consisting, in a factor of integration and social inclusion knowing it is joint part of the action of other areas to discipline, so, transverse, *multidisciplinary* and to *transdisciplinary*.

THE PRE-ADOLESCENT IN THE LESSONS OF PHYSICAL EDUCATION

In many aspects the children in this age band school, from 6 to 12 years old, intermediate years of childhood where the school becomes a central focus, great changes will occur: development of intellectual capacities, thought each time more coherence and objective, taking more abstraction, complexity and integration, the best understanding about the social world and its possibilities. (COLL, CESAR, 1995). The professional of Physical Education should be able to detect the intrinsic characteristics to these changes, to better guide the pupil in their difficulties and necessities in the contact with these new challenges.

The Physical Education in *Fundamental Learn* will have very important function in the formation of this individual, in its physical, psycho and social development. During the lessons the pupils are involved in activities that display them individually and socially by means of playful situations of an integral form very similar to the proper social situations of the life, therefore all the body are involved, allowing situations and unexpected challenges. All this wealth of experiences and situations will be essential in the formation of the self image and this new phase of social vision.

Together with all the inherent specificities to discipline there is the content of the acquaintance, called the occult resume, that will be more influence in the pleasant process or not and the social learning basic to the formation of an efficiently enclosed citizen.

THE PLEASANT PHYSICAL EDUCATION, THE VIOLENCE AND ITS PSYCHO AND PHYSIOLOGIC CONTEXTS

"The Physical Education allows explosion. It is the allowed racket, is the ample movement allowed" (VOTRE, 1993, p. 155). According Wallon (1995), the happiness born with the easiness of the movements and needs excitement can have, also, the same effects of the pleasure and the caresses. At school, the Physical Education has function to promote the explosion and balance of these internal forces: laugh, emotions, cry, excitement, aggressiveness and others. This ample permission of the racket and the movements in the moderate physical activities is basic in the relief of stress and the sensation of well-being, since studies point "that the β-endorphins can be related to the mood alterations" (POWERS and HOWLEY, 2000, p. 75).

The excitement produced for the movement can exceed the joy and produce anger, also in a normal individual. This pleasant movement can lead to a physiological necessity of anger. According to author, there are many people that don't alleviate their necessity of activity, they develop insensibility and excite more tonus of that they are able to eliminate (WALLON, 1995).

Pedagogically, the physical activity which has an integration objective goes to search the exercise constant of the moderation: in together playing, of being with the other and placing themselves in the place of the other (sympathy). This exercise can socialize and produce enough an emotional intelligence enough to a good socialization. Curiously, during a very stress event a trained individual presents greater capacity of produce adrenalin of that not trained (POWERS and HOWLEY, 2000). Nuances of the social formation of an individual, the school and the Physical Education can intervene more than we can imagine positively or negatively in this process.

VIOLENCE IN THE SCHOOL: IDENTIFICATION PROCESS OF THE PUPILS AS LIFE STYLE

According to Oliveira (2006, p. 30), "what it characterizes as pertaining to school violence varies in function of the establishment, of who it speaks (professors, directors, pupils etc), of the age and probably of the sex. There is not consensus about the meaning of it.

The OMS (World-wide Organization of Health), in recent report on the subject defines the violence as "the use of the physical force or the power, Real or in threat, against proper itself, another person, or a group or a community, that result or have any possibility to result in injury, death, psychological damage, deficiency of development or privation" (2002, apud MINAYO, 2006, p. 69).

To Minayo (2006, p. 14), "most of the difficulties to appraise the violence comes of the fact of it to be a phenomenon of the order of the lived one whose manifestations provoke or are provoked by one strong emotional load of who commit it, from who it suffers and who witness". The violence is not necessarily workmanship of the aggressiveness; critical private or a public manifestation, can not be violent (DORON & PAROT, 2001).

The violence notion varies of culture for culture. What he is violent for a society can be normal for another one. However the modern societies define violence as the all the forms for which the Men lose its rights and have its threatened moral and physical integrity, either for other Men, either for society (LOCONTE, 1999).

Há a questão atual da crescente violência urbana que assusta a todos os cidadãos, caracterizada pela ruptura da normalidade e do direito de ir e vir, que atinge também à escola. No imaginário social esta deixou de ser vista como um universo protegido da violência. Vive-se em sobressalto ou sob o toque de recolher ordenado pelos (ir) responsáveis pelos conflitos entre traficantes de drogas ou de armas nas comunidades de periferia em que se localizam algumas escolas. (FAJARDO, 2006). This repression finishes for serving as reflected negative for the pupil, who puts in practical a identification process of this violence as life style; practices already vulgarized by the society that was marked by the social exclusion, as a certain violent way of if relating with the other. This behavior is observed in the "tricks" during the recreation when imitating outlaw and policy, having used wood pieces and other objects, in the execution of obscene gestures or same words and gestures that threaten to annihilate the colleague with which it is "playing". According to Minayo (2006, p. 118), "there are violences instead of violence ".

FINAL CONSIDERATIONS

In the lessons of Physical Education we can work the rhythmic contents, sports, cooperative, searching a balance of the explosion and consequently an adjustment of the emotions with the responsibility of the well guided pleasure and the joy. At the school phase the playful is a necessity, therefore other it starts to represent the necessary condition for the game that is present in the life of the individuals. It's important to add that it is of social relevance of the corporal culture whose learning favors the magnifying of the capacities of social and cultural interaction, to take the leisure possibilities, the promotion and the maintenance of the personal and collective health, thus contemplating, the social demands presented by the Transversal Subjects.

Therefore, the Physical Education has as objective "to guarantee the access of the pupils to the practical of the corporal culture, contributing for the construction of a personal style to exert them and to offer instruments so that they are capable critically to appreciate them" (BRASIL, 1997, p. 28; 45). In the lessons of Physical Education the chance of playing happens, permitting the relation with the other and exercising the dialogue and the friendship. It's the space of the movement and the allowed racket, collaborating in the physical, psycho and social development formation of this individual, providing to them how to know and to appreciate different cultural manifestations, valuing, also, what they lead of experience for inside of the school, individual differences and different abilities. It is the opportunity to leave the confinement of the classroom and to express themselves freely and to learn to coexist in the group expressing the emotions of civilized form.

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THE PLEASANT ACTIVITIES IN THE LESSONS OF PHYSICAL EDUCATION: A CONTRIBUTORY IN THE EDUCATIONAL PROCESS, EMOTIONAL BALANCE AND SOCIAL INTEGRATION OF PRE-ADOLESCENTS WITH VIOLENT BEHAVIOR IN THE SCHOOL

ABSTRACT

This article has an objective to consider the importance of physical activities that contribute for an educational process of emotional balance and social integration of pre-adolescents with violent behavior at the school, being considered that the school is a social environment of Inter-relations, in which this individual remains good part of the time. When they express movement day by day in the school, these students acquire new knowledge.

The quality of these movements and the application of appropriate pedagogical resources make difference in the educational process. The type of the game used in the physical activities, contribute for the success or the failure of the objectives of the teacher.

When the activities are directed to playful, we perceive that the pupils have more involvement, creativity and pleasure, therefore, the importance are in playing and interacting. The lessons of Physical Education for individuals between six and twelve years old are very important and contribute so much for the growth and the development of them.

The specialist must have basic knowledge with boarding in the biological aspects of the physical activity, the learning of basic and specific activities of the motor development, intellectual and affective-social and the development period of each age band, thus taking care of to the necessities and lacks of the pupils, opting to activities that promote the union for the search of common objectives, where the success of one is also the success of all, excessively, favoring, in that way, the sympathy , the esteem, recognizing and expressing the frank dialogue as form of relation.

KEY-WORDS: Physical education, pleasure, violence

LES ACTIVITÉS PLAISANTES EN DES LEÇONS D'ÉDUCATION PHYSIQUE : CONTRIBUANT DANS LE PROCESSUS ÉDUCATIONEL, ÉQUILIBRE ÉMOTIONELLE ET INTÉGRATION SOCIALE DE PRÉ-ADOLESCENTS AVEC COMPORTEMENT VIOLENT DANS L'ÉCOLE

RESUMÉ

Cet article a comme objectif considérer l'importance des activités physiques qui contribuent pour un processus éducationel de l'équilibre émotionelle et l'intégration sociale des pré-adolescents avec le comportement violent dans l'école, considerant que l'école est un lieu social d´inter-relacionement où l´individu reste um bon tempts.

En passant jour aprés autre dans l´école et participant aux activités, ces étudiants s´acquient de nouvelles connaissances.

La différence se trouve dans la qualité de ces activités ou mouvements et dans l'application des ressources pédagogiques appropriées dans le processus éducationel.

Le type de jeu utilisé dans les activités physiques contribue pour le succès ou l'échec des objectifs du professeur.

Quand les activités sont dirigées pour le divertissement, vous percevez que les éleves ont plus d´interêt, sont créatifs et ont du plaisir car ils trouvent l'importance de jouer et interagir. Les leçons d'éducation physique pour éleves entre six et douze ans sont trés importantes et doivent contribuer pour la croissance et le développement de ces derniers. Le spécialiste ou professeur doit avoir des notions de connaissance base sur l´abordagem en aspects biologiques de l'activité motrice. Ausi il doit avoir des notions sur l'étude des simples activités et activités spécifiques, notions du développement moteur, conaissance et notions d´affection social et du développement de chaque groupe d´âge.

Le spécialiste doit prendre soin de nécessités et defaiances des éleves, choisissant des activités qui favorisent l'union entre les éleves pour la recherche des objectifs communs, où le succès de l´un est également de l´autre, de cette façon faisant naitre l'admiration et l'estime entre eux , reconaissance mutuel et un dialogue franc entre eux et ceci comme forme de vie ou de relationement.

MOTS-CLEFS: Éducation Physique, plaisir, violence

LAS ACTIVIDADES AGRADABLES EN LAS LECCIONES DE LA EDUCACIÓN FÍSICA: UNA CONTRIBUCIÓN EN EL PROCESO EDUCATIVO, EN EL EQUILIBRIO EMOCIONAL Y EN LA INTEGRACIÓN SOCIAL DE PREADOLESCENTES CON COMPORTAMIENTO VIOLENTO EN LA ESCUELA

RESUMEN

Este artículo tiene como objetivo considerar la importancia de las actividades físicas que contribuyen para un proceso educativo del equilibrio emocional y la integración social de preadolescentes diarios con comportamiento violento en la escuela, siendo considerado que la escuela es un ambiente social de interrelaciones, el ambiente en el cual este individuo sigue siendo buena parte del tiempo. Cuando el movimiento es utilizado en el día en día en la escuela los estudiantes adquieren nuevo conocimiento.

La diferencia está en la calidad de estos movimientos y el uso de recursos pedagógicos apropiados en el proceso educativo. El tipo de juego usado en las actividades físicas va a contribuir para el éxito o la falta de los objetivos del profesor.

Cuando las actividades se dirigen para el juego, los niños tienen más el desarrollo, creatividad y placer. Por lo tanto la importancia consiste en el juego y en la interacción. Las lecciones de la educación física para los individuos entre seis y doce años son de importancia básica y deben contribuir para el crecimiento y el desarrollo de éstos.

El especialista debe tener conocimiento básico de los aspectos biológicos de la actividad motora, de las actividades básicas y específicas, del desarrollo del motor, cognoscitivo y afectivo-social y del período del entrenamiento del desarrollo de cada división por rango de edad, así llevar cuidado de las necesidades y carencia de las pupilas, optando por a las actividades que promueven la unión para la búsqueda de objetivos comunes, donde está también el éxito de lo otros, favoreciendo, de esta manera, el comportamiento solidario, la estima, reconociendo y expresando el diálogo franco como forma de si relacionar.

PALABRA-LLAVE: Educación física, placer, violencia

AS ATIVIDADES PRAZEROSAS NAS AULAS DE EDUCAÇÃO FÍSICA: UM CONTRIBUTO NO PROCESSO EDUCACIONAL, EQUILÍBRIO EMOCIONAL E INTEGRAÇÃO SOCIAL DE PRÉ-ADOLESCENTES COM COMPORTAMENTO VIOLENTO NA ESCOLA

RESUMO

Este artigo tem como objetivo considerar a importância de atividades físicas que contribuem para um processo educacional de equilíbrio emocional e integração social de pré-adolescentes com comportamento violento na escola, considerando que a escola é um meio social de inter-relações, ambiente no qual esse indivíduo permanece boa parte do tempo. Ao esbanjarem movimento no dia-a-dia na escola esses estudantes adquirem novos conhecimentos.

A diferença está na qualidade desses movimentos e na aplicação de recursos pedagógicos apropriados no processo educacional. O tipo de jogo usado nas atividades físicas vai contribuir para o êxito ou o fracasso dos objetivos do professor.

Quando as atividades são direcionadas para o lúdico, percebe-se que os alunos têm mais envolvimento, criatividade e prazer, pois a importância está no brincar e interagir. As aulas de Educação Física para indivíduos entre seis e doze anos são de fundamental importância e devem contribuir para o crescimento e o desenvolvimento destes.

O especialista deve ter noções dos conhecimentos básicos com abordagem nos aspectos biológicos da atividade motora, da aprendizagem de atividades básicas e específicas, do desenvolvimento motor, cognitivo e afetivo-social e do estágio de desenvolvimento de cada faixa etária, atendendo assim às necessidades e carências dos alunos, optando por atividades que promovam a união para a busca de objetivos comuns, onde o sucesso de um seja também o sucesso dos demais, favorecendo, desta maneira, a empatia, a estima, reconhecendo e expressando o diálogo franco como forma de se relacionar.

PALAVRAS-CHAVE: Educação Física, prazer, violência.