77 - THE CORPORAL MOVEMENT AND THE SPORTS: IT'S PERSONAL MEANING, SOCIAL AND CULTURAL AS REFLECTED OF THE SCIENCE OF THE CITIZEN

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INTRODUCTION

Recently with the appearance of new pedagogies, objectifying Brazilian's education quality, many writers have started to study the applicability of the game as a pedagogical support with the purpose of making the learning process easier.

The body moved by nervous stimulations translates cerebral intentions. These intentions are disclosed through the body, that when interacting with the world, gives a reply to this body. The body informs the mind through sensorial agencies, analyzing the harvested answers of the environment, modifying or reaffirming its intentions, using the body for new manifestations.

Through the movement, the man integrates the exterior data that related and systemize evolution, originate the cortex function process, thus organizing the mental life in function of the past and projects itself for front, in purpose of the future. Thus being, consequently, the determination of its behavior is related with possible structures of the individual; they basically guarantee the gradual differentiation of the behaviors.

The body is a human part of the personality's person; We do everything through the body. So that let us express and carry through gestures and emotions, we need the body and beyond it. The skills requests training to become abilities, such as to learn to walk, to speak to dance, to write, to paint, to practice any sport, to sing and also to eat. For all the kind of expression it is necessary to have a well trained body. These "trainings" are the way "to personalize" the body. Through the trainings and of its education, the body fits our personality and allows them to develop it. This leads to an agreement of the body and the brain recognizes and uses the body as relation instrument with the world (ASSMANN, 1995).

The public's common and successfully domain of knowledge is necessary the existence of a long mandatory scholarship for our young. The first one of these evidences points is that justice demands that all the people have equal rights to school's instruction. The second consists in no fulfill the legislation clearly. However, nothing forbidden to think and to reflect better on the intended relation enters the starting points and the conclusion. Experience is not what it happens with a man; he is what a man does with what happens to it (ALDOUS HUXLEY, 1894). And in accordance with Bertrand Russel, why to commit old errors if there is many new errors to choose?

Our school system supplies the young knowledge that are not useful to an immense part of them; knowledge that, in many and many cases, do not arrive to be it because the inclination does not exist to assimilate them. It exists, yes, inclination for other things; equally good, but this capacity frequently, is not used to advantage nor guided.

It's necessary to discriminate between young to a basic instruction, it is essential to understand the world, and a series of little useful things, that do not seem to serve however to form the people according to one definitive kind. It's a personal characteristics and the characteristics are acquired in the familiar and regional environment where if they had developed.

Perhaps it occurs, as an alternative providing form to the young to develop its individual potentialities harmoniously, transforming them into individuals easily directed. Of the two, one: or the obligator scholarship obtains to become useful for the young - considered individually, as people - or remains generating the incoherence between the speech, practical and the consequence of these.

The phenomenon of the sport-spectacle can take the school to incorporate contrary values to the proper education. The physical activities would play complementary role in this process of general education.

The sport-spectacle identifies the one that seems to be submitted to a Physical Education in the school institution constitutes a threat to the last intentions of the education. It absorbs and starts to use in its process of education an authoritarian conception. The professor's paper is to be a disciplinarian, serving it self of methodologies that control the participation of the pupil, hindering to it the personal and social growth. The school as an institution, seems to don't have absorbed the Physical Education and the sport in its objectives of formation of a free man, who knows, if tries, if it is successful, if respects; it respects the right of the others and it keep conscientious of its duties and responsibilities. The school seems to be giving to the development of an ideology of reproduction, no critical, identifying itself with the porting institution whose values is: maximum performance, victory whatever the cost, glory, advantages of being champion. The submission of a man, with disciplines authoritarian and possibilities, in the majority of the times is a illusion of social ascension. It seems that the school believes the fact of a champion to be necessary to stimulate to the practical one of the sport for a great number of people.

Of this form, one evidences that the seen Physical Education only for the plan of the reproduction of the movement, of selective character, where if values the performance of the well endowed pupils, ignoring itself less apt, reduces its inclusive and its potential, denying its objectives. These you only reached if developed it pupil to have the chance and the possibility of participation in the educational process of the Physical Education, whose activities present a global character that cannot be forgotten.

It's essential, the agreement of that the Physical Education must seen as one disciplines easier to the development, acquisition and setting of the contents, for facilitating the insertion of the interdisciplinary in the educative context. The relations that establish between diverse forms of expression and access to the knowledge justify its presence.

THE PHYSICAL EDUCATION AND GAMES: SCULPTORS OF CHARACTER AND GENERATORS OF CITIZENSHIP

The Physical Education in course of its existence comes suffering influences from some chains, whose division in periods is proposal for Moreira (1997) and thus is divided: - `'Period Hygienist - it occurs in the first decade and the main orientation was the hygiene and the Eugenia (ideology). Influence of the medical Thought - Nationalistic Period - the period of the New State encloses marked for the predominance of the patriotic subjects, of the paramilitary formation, the great civic manifestations. - Pedagogical Period - it receives influences from psychologists and pedagogues of reputation as Anísio Teixeira. Therefore, influence of the New School. - Competitive Period - the influence biggest is in the decade of 70, during the military governments. The predominance of sportive objectives and high income, the function of the lessons as form to discover sportive

talents, stimulating the practical one of the sport mark this period. - Physical Education-popular proposition for the author's particular character, but based on the democratization process, derived from the discussions that took place in several conferences, in the 80s, inspired by the political participation of citizens".

According to the Art 26 § Law of the Basic Guidelines and the National Education, Physical Education, is itself on discipline curriculum compulsory basic education in the curricula of schools throughout the country since the 1st series of primary education until the 3rd series of high school, according to the new Law of LDB - Guidelines and Bases of National Education. However, there is, the Physical Education meets the conditions necessary to justify their presence as a mandatory discipline in the Brazilian school.

It is essential sociologically to examine the role played by the school in capitalist society. Thereafter, bringing this analysis for the specific field of Physical Education, because like all other disciplines components of the teaching curriculum, it is only the starting point of the structure, but that has all its strength of expertise through its implicit goals and explicit in the field of legislation.

The development of situations that lead students to exercise and attitudes aimed at forming citizens, prioritizing and enhancing the beneficial changes in the individual caused by the practice of physical activities and sports, enhances interpersonal relationships and stimulate the community school for this type of attitude. These interactive show the relevance of an environment of practice where the activities have an educational meaning defined and in accordance with the objective of education to be achieved.

The body movements promoted by the sports and physical activities promote the development psychological, physical and social development of students; creating alternatives in schools for the purchase of sports equipment and recreation, while also providing through the exercise responsibility, stimulating relations affectivity of the School, awakening in students a critical reflection and careful about their involvement with the school environment. In sports the child acquires mental and psychomotor skills of the first order, awakens confidence in itself and with others. There are friendships that neutralize or channel his tendency to instability and aggression (SANCHES and RAPELA, 1968).

The practice of physical activities allows the individual sports experience and express a set of characteristics of his personality, providing behavioral changes. The large number of experiences that tends to be positively assist while practicing and individual, optimizing the strengthening psychomotor, social, cultural and psychological maturity of the eco-associate itself with these bodily experiences.

Feijó (1992, p. 35) states that:

The index of success that a person could achieve is in close relationship with their ability to solve problems. The movement, through the mental and physical activities, implements the process of the person, creating organic mechanisms for considerer.

The Expression sign explains much about the way of thinking of people in the same way reflect the traditions and culture of a people at the same time that clarify various aspects of its way to see and understand the world. And the body is at the same time, manner and means of integration of the human being in the reality of the world and is constantly packed full of meanings.

Creating the learning through physical activities and sports, through the Physical Education involves, necessarily, give importance to the issues psychomotor of the individual. And reflect on the life, guiding the decision-making such as those found in the preface of the International Charter of Physical Education and Sport; which cites the General Conference of the United Nations Organization for Education, Science and Culture, meeting in Paris in its 20th meeting, on November 21st, 1978.

The Charter of the United Nations proclaims the faith of the people in fundamental human rights, the dignity and worth of the human person, and says its resolution to promote social progress and raise the standard of living:

Convinced that the preservation and the development of attitudes physical, intellectual and moral human being improve the quality of life in the national and international levels; Give a diversity of training modes and education that exist in the world, however, proves that despite differences of national sports structures, it is clear that physical education and sport in addition to the importance to the body and health, contribute to the full and harmonious development of human beings

Art 2. Physical education and sport are an essential element of learning within the overall system of education.

2.1. The physical education and sport, key dimensions of education and culture, must develop the attitudes, the will and the domination of themselves, each human being, and promote their full integration into society. It is to ensure the continuity of physical activity and sport throughout life, through a global education; permanent and democratized.

To Fromber apud Kishimoto (1987), the game has features such as the symbolism, to represent the reality and attitudes; Meaning, since they relate to express or experience; Activities, by allowing the participant makes things; Volunteer or intrinsically motivated, the incorporate their motives and interests; ruled, so implicit or explicit; and episodic, with goals developed spontaneously.

Piaget (1952) says that the intelligence can be built, the maturity, balance and stimulation (physical environment and social) factors become essential.

In the area of education, there are as denying the importance of the game child as a resource to educate and develop the child, adolescent and adult, in compliance with the characteristics of the activity.

According Trifu apud Kishimoto (1993, p.10);

The definition of the game methodological occurs in two categories: those that describe events outside with a superficial analysis of the internal processes of the animal or human being, child, adolescent or adult contemporary and primitive or use them to explain external processes. The other category appears as expenditure of physical energy, means of preparation for adult life as imitation of the life and activities of adult or as a distraction.

From considerations of Piaget (1952), Fromber apud Kismoto (1987) and Trifu apud Kishimoto (1993) one can deduce that the school will have to work seriously because it is only in activity-game preserves and that the child is given by the entire activity that conducts. Agreeing to Almeida (2000, p. 54),

the fact that the child be interested and channel their energies for what it does, and also the fact that the game be as powerful a means learning to remark that, when applied in any activity, even boring, children are interested and passionate by these occupations.

According Almeida (2000), the activity of play, adds to the brain through the senses; Listen, pick up and see real impressions that will touch on the cognitive development. The author also says that at that stage the child needs the adults in full; it will depend on its growth and its social relationship. Another point, pact to Almeida, is that children reared alone suffer intellectually and physically, because the contact with other children is very important and during the funny games all these factors for the launch of stimulation and contact with other children. Still, there are two aspects capital in employment of games as a learning tool significant.

Antunes (2001) divides occasional away game in a careful and planned programming, and as ineffective as a single moment of aerobic exercises for those who wish to gain greater physical mobility. And on use of games this other aspect is related to the large amount of games together in a handbook that will have validity only effective when thoroughly screened and subordinates to learning that has as a goal.

The games should be used only when the programming and allow only when being efficient aid to reach a goal within this programming. In some ways, the development of the program should be proceeded knowledge of the specific games and to the extent that they appear in the educational proposal is to be applied.

In summary, the use of educational games needs a rigorous and careful planning. It should be introduced only when the student shows maturity to overcome their challenge and never disclose when the student activity by tiredness or boredom by its results. Marked by steps very clear and that effectively monitor the progress of students.

The gestures, the body postures, attitudes, the facial expressions and eyes reveal more than the words, the emotions and feelings of what living a situation in a given context.

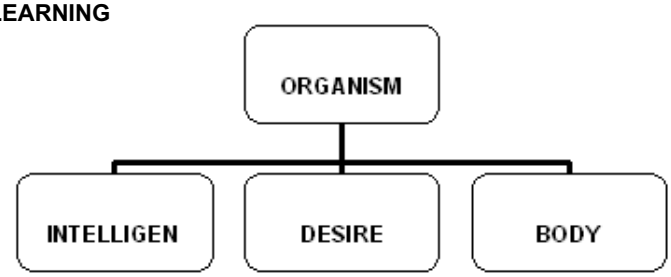
Johnson and Myklebust (1987) say that the brain works in a semi-autonomous, a system can work alone. It can also work with two or more systems; or can work in an integrated manner, all systems working at the same time; read here: the systems auditory, visual and tactile. Essentially, requested during the Physical Education practice in play and in games.

Thus, the trader of Physical Education to establish programs that involve these systems can second Soares (2003) a new signified their practice teaching adopting we walk in a didactic way to the sensory-motor functioning operative formal. This action provides the professional in her classroom exercise in its students the four levels of learning according to Fernández, (1991) are: Body-Body-want-Intelligence pervaded by the principles associated with the act of learning which dealing to Borges (1994) understand the Creativity Activity-Freedom Authority. These actions promote integrated and interconnected to a performance psychophysics and educational preventive not to build in children the problems of learning on the basis of the ignorance of the relationship between brain and that there are ways by which the individual learns.

In order to have the learning needs the brain operate as a connected whole, receiving, coordinating and processing all stimuli of the environment through Nervous System. By examining the variants are involved in the process of learning, concludes that the operation is part of the brain organic category. Where it observed any change will be reflected in the expression of corporal the subject.

Fernandez (1991) presents the levels of learning demonstrated to follow:

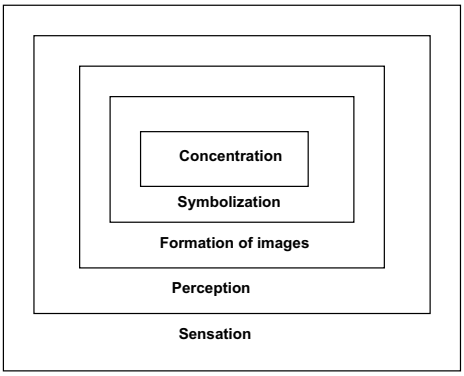
THE LEVELS OF LEARNING



LEVELS OF LEARNING

Associates is the learning development of the values presented by Rodriguez (2000, p 25) as key figures provided by the practice of Physical Education such as: health, vigor, ability organic, health, fitness; Individual values: honesty, respect the rules, creativity, spirit of overcoming, own pride, self-discipline, ethical behavior; social values include cooperation, solidarity, generosity, self-esteem; technical values involve responsibility, doing well done, and enthusiasm for physical effort. Individuals have a different way to communicate bodily, which modifies across cultures. They learn to make use of their terms, according to the environment in which it develops as a person. Therefore, any body movement has a meaning, according to the context.

Insofar as deepen the knowledge and experience in the area of Physical Education and the school perceives itself contradictions, especially as regards the design of Education and Physical Education in the school. You can quote that the actions body of the young and adolescents, during the physical activities, the focus is directed to the body, to the ideas and the feelings that remain controlled. Well, that way, the body eventually detained without reactions, without vibration, making the ideas conservative, tense, rigid and inflexible.



CONCLUSION

The bodily movements have forged citizens, over time encouraging the attitudes of solidarity, mutual respect, cooperation and socialization, which are undoubtedly present. The practices in the Physical Education offer the physical and mental development; also serving of instruments to learn, experiment and experience, the physical world; Leading to understand the different human behavior. Messages are revealing of emotions, feelings and desires that need to transmit perceived, considered and valued by the teacher.

Thus, the qualification of the professional to work with this body involves games, games, sports, dances and fights; Require a knowledge of the body, the process of growth and development, which are built simultaneously with the development of practices, contributing to the cultivation good habits of nutrition, hygiene and physical activity and the development of the potential of the individual body, allows understand them with basic human rights.

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THE CORPORAL MOVEMENT AND THE SPORTS: IT'S PERSONAL MEANING, SOCIAL AND CULTURAL AS REFLECTED OF THE SCIENCE OF THE CITIZEN

ABSTRACT

The body informs the mind through sensorial organs, analyzing the harvested answers of the environment, modifying or reaffirming its intentions. Through the movement the man integrates the exterior data, which related and systemize evolution they originate the cortical process, thus organizing the mental life in function of the past and projects itself for front, in function of the future. It has different explanations about the education's influence in the process and it's related with the learning and intellectual development. The determination of its behavior is in summons related with the individual's structure; they are basically the guarantees of different behaviors. Different explanations regarding the influence of education in the human's discovery process and its relation with the learning and the intellectual development of the pertaining to school exist. New situations that take the pupils to exercise attitudes and become citizens, valuing the provoked beneficial transformations in the individual for the practical one of physical and porting activities, assays the interpersonal relations. These interactive aspects indicate the relevance of a practical environment where the activities have one educational meaning defined and in accordance with the objective of education to be reached. The body movements promoted by the sports and the physical activities favor to the psychic, physical and social development of the pupils; creating alternative in the schools for the acquisition of porting and recreational material, stimulating the relations of affectivity, breakthrough them for a critical and intense reflection how much to its evolvement with the school's environment. Practicing sports the child acquires psychomotor dexterities, psychics and the friendships that appear neutralize or canalize its trend to the instability and the aggressiveness.

KEY - WORDS: meaning and expression of the movement, anticipation of the action

LE MOUVEMENT CORPOREL ET LES SPORTS : SA SIGNIFICATION PERSONNELLE, SOCIALE ET CULTURELLE RÉFLEXE DE L'INTENTIONNALITÉ DU SUJET

RESUMÉ

Le corps informe à l'esprit à travers leurs agences sensorielles, en analysant les réponses récoltées de l'environnement, en modifiant ou en réaffirmant leurs intentions. C'est à travers le mouvement que l'homme intègre les données dont d'extérieur, rapportés et systématisés ils évolutivement donnent lieu à la corticalization, en organisant ainsi la vie mentale en fonction du passé et se projette pour devant, en fonction de l'avenir. Pour qu'y ait un changement comportamental est nécessaire intentionnalité, significação du mouvement, expression du mouvement, anticipation de l'action, extension anthropologique. La détermination de la conduite est dans intimee souffrance avec les structures possibles de la personne; ce sont fondamentalement celles-ci qui garantissent la différenciation progressive des conduites. Existent de différentes explications concernant l'influence de l'enseignement dans le processus de connaissance humaine et leur relation avec l'apprentissage et le développement intellectuel des écoliers. Nouvelles qui prennent les pupilles aux attitudes d'exercice et qui elles visent à former des citoyens, évaluant les transformations salutaires provoquées dans l'individu pour le pratique d'activités physiques et mettantes en communication, analyses les relations interpersonnelles. Ces aspects interactifs indiquent la pertinence d'un environnement de pratique où les activités ont un défini éducatif de signification et selon l'objectif de l'éducation à atteindre. Mouvements corporels favorisés par les sports et la faveur physique d'activités au développement psychique, physique et social des pupilles ; créant l'alternative dans les écoles pour l'acquisition de la mise en communication et du matériel récréationnel, en même temps dans eux fournissent au moyen de l'exercice la responsabilité, stimulant les relations de l'affectivité, percée elles pour une réflexion critique et attentive combien à son evolvement avec concernant l'environnement scolaire. La pratique fôlatre l'enfant acquiert des dexterities de psycomotricitie, clairvoyants et les amitiés qui apparaissent neutralisent ou canalisent sa tendance à l'instabilité et à l'agressivité.

MOTS CLES: intentionnalité, significação du mouvement, expression du mouvement, anticipation de l'action.

MOVIMIENTO CORPORAL Y LOS DEPORTES: SU SIGNIFICADO PERSONAL, SOCIAL Y CULTURAL REFLEJADO SEGÚN LA INTENCIÓN DEL CIUDADANO

RESUMEN

El cuerpo informa a la mente a través de sus agencias sensorias, analizando las respuestas cosechadas del ambiente, modificando o reafirmando sus intenciones, usando el cuerpo para las nuevas manifestaciones. Es a través del movimiento que el hombre integra los datos exteriores, relacionando al sistematiza que evolutivamente si originan en el acción del córtex cerebral, así organizando la vida mental en función del pasado y se proyecta para el frente, en función del futuro. Un cambio de comportamientos necesita a la intención, significación del movimiento, expresión del movimiento, anticipación de la acción, extensión antropológica. Así el ser, por lo tanto, la determinación del comportamiento está en relación del emplazamiento con las estructuras posibles del individuo; son básicamente éstos que garantizan la diferenciación gradual de los comportamientos. Diversas explicaciones con respecto a la influencia de la educación en el proceso humano del descubrimiento y su relación con aprender y el desarrollo intelectual del referente a escuela existen. El desarrollo de las situaciones que llevan las actitudes del ejercicio y que tienen como objetivo para formar a ciudadanos, valorando las transformaciones beneficiosas provocadas en el individuo para el práctico de las actividades físicas y que viran hacia el lado de labor, análisis las relaciones interpersonales. Estos aspectos interactivos indican la importancia de un ambiente de práctico donde las actividades tienen un haber definido educativo y significativo de acuerdo con el objetivo de la educación que se alcanzará. Los movimientos corporales promovidos por los deportes y las actividades desarrollan psíquico, físico y social de los alumnos creando alternativa en las escuelas, al mismo tiempo en que proporcionan por medio del ejercicio la responsabilidad, estimulando las relaciones de la afectividad de la escuela, despertando ellas para una reflexión crítica y atenta cuánto a su envolvimiento con el ambiente de escuela.

PALABRAS-LLAVE: intención e significación del movimiento, expresión del movimiento, anticipación de la acción

O MOVIMENTO CORPORAL E OS ESPORTES: SEU SIGNIFICADO PESSOAL, SOCIAL E CULTURAL COMO REFLEXO DA INTENCIONALIDADE DO SUJEITO

RESUMO

O corpo informa à mente através de seus órgãos sensoriais, analisando as respostas colhidas do ambiente, modificando ou reafirmando suas intenções, utilizando o corpo para novas manifestações. É através do movimento que o homem integra os dados de exterior, que relacionados e sistematizados evolutivamente originam a corticalização, organizando assim a vida mental em função do passado e projeta-se para frente, em função do futuro. Para que haja uma mudança comportamental é necessário intencionalidade, significação do movimento, expressão do movimento, antecipação da ação, extensão antropológica. Conseqüentemente, a determinação da conduta está em intima ralação com as estruturas possíveis do indivíduo; são fundamentalmente estas que garantem a diferenciação progressiva das condutas. Existem diferentes explicações a respeito da influência do ensino no processo de conhecimento humano e sua relação com a aprendizagem e o desenvolvimento intelectual dos escolares. O desenvolvimento de situações que levem os alunos a exercitar atitudes e que visem formar cidadãos, valorizando as transformações benéficas provocadas no indivíduo pela prática de atividades físicas e desportivas, aquilata as relações interpessoais. Esses aspectos interativos indicam a relevância de um ambiente de práticas onde as atividades têm um significado educacional definido e de acordo com o objetivo de ensino a ser alcançado. Os movimentos corporais promovidos pelos esportes e pelas atividades físicas favorecem ao desenvolvimento psíquico, físico e social dos alunos; criando alternativas nas Escolas para a aquisição de material desportivo e recreativo, ao mesmo tempo em proporcionam por meio do exercício a responsabilidade, estimulando as relações de afetividade com a Escola, despertando-os para uma reflexão crítica e atenta quanto ao seu envolvimento com o meio ambiente escolar. Ao praticar esportes a criança adquire destrezas psicomotoras e psíquicas de primeira ordem e as amizades que surgem neutralizam ou canalizam sua tendência à instabilidade e à agressividade.

PALAVRAS-CHAVE: intencionalidade, significação do movimento, expressão do movimento.