141 - TO KNOW ABOUT THE CONTENT LATERAL DOMAIN: CONTRIBUTIONS FOR THE PHYSICAL EDUCATION

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The Paper of the Physical Education in the Pertaining to school Context

The Physical Education, while area of knowledge in the school must systemize learning and education situations that guarantee to the pupils the appropriation of the understanding about knowings that, for the pupils, is practical and or conceptual. In this text we will investigate the knowings about lateral domain a and its possible contributions in the education and learning process to the Physical Education.

Analyzing the history of the Physical Education in the Brazilian school, Saladini (2006, p.54) verified that the Physical Education was identified in our country, until the decade 70, with the mechanic reproduction of the movements, this practical had a technical inspiration. We believed that the human being would be educated to the measure that its movements were trained. This process was guaranteed by the practice of the gymnastics and the sport and was structuralized itself in the preparation, recovery and maintenance of the work force. The physical performance was become into a merchandize to be negotiated in the capitalist market.. The vision that prevailed was the mechanical body, that taking care of to the commands, that responding the commands, carried out its tasks in a mechanic way, as if it did not have between the movement and the thought, no relation. An understanding prevailed of the Physical Education as practical activity directed toward the development and improvement of the physical capacities by means of adestramento techniques, seeing in this a great contribution for the intellect of the citizen, that is, the practical one of the Physical Education was under the service of the thought, being this the expression of the reason. To the body it would fit, such as a machine, be obedient to the tasks imposed for the thought, being this located in a superior dimension with regard to the body.

Betti (1991, P. 89) defends that the Physical Education was a useful activity for the State "being always treated separately in the school curriculum. The eugenic thought, the hygiene/health, the military preparation and the nationalism had been the nuclei of convergence of the groups interested in implant of the Physical Education." This thought was supported in an understanding of citizen based on the duality body-mind; body-spirit or reason-emotion, expression of the dualistic thought still present in the everyday of the school and that, in pedagogical practical its, comumente it classifies its activities in corporal or cognitives. The first category would be under responsibility by the disciplines called theoretical: portuguese, mathematics, geography and others, that equivocally, imagine to only use the thought.

In the corporal category, such activities would fit to the Physical Education, bceouse it would work our body "of the neck for low" (also understood in a equivocal form). In this dualistic conception we cannot identify a concern in understanding the organization and the functioning of the organic mechanisms (beyond the physiological ones), who guarantee the development of the body while action on the world. It did not have, until here, concern that was not summarized to a vision to prepare the citizen to resist to the effort through the physical training.

In the decade of 80, the Physical Education was marked by an identity crisis. The professionals of the Physical Education had searched after graduations in other areas as the Education. For Betti (1996), it was the relation with the education area and the debate, fomented by the Physical Education, in the decades of 70 and 80, that he made with that some professors lead they works with a pedagogical characteristic, basing then on the knowledge of human sciences as the Philosophy, History, Sociology, Anthropology, Psychology, among others that, related to several factors, they contribute in the quarrel and reflection about the reality of the Physical Education that, as Daolio (1998, P. 44), modified itself deeply in the decade of 80, therefore:

The compositions of this period start to reflect on the Physical Education not only as a biological activity or a technical one, but they face it as a psychological and social phenomenon. In result of theoretical referencial inside of the area, an interdisciplinar vision was also spread out, according to it the sciences, historically consisting, offered theoretical base for the study of the Physical Education, of the human body and of the human movement, being distinguished among these ones psychology, history, sociology and the pedagy.

During the decade of 80, the quarrels regarding the Human Motricity and the Human Motor Education also he gains force and representation in our country, proposals for the portuguese philosopher Manuel Sergio. For this author (1996, p.20) the human motricity:

[...] invokes the human totality (body, spirit, nature, society), not only in the motor development [...] the human motricity being is condition and process because of it emerge a genetic code, a biochemist strategy, a nervous system, an energy level of base and also the cultural factors of learning and after all everything what it constitutes the human praxis.

Currently, in accordance with the National Curricular Parameters (PCNs) is very important to make the distinction between the objectives of the Physical Education while a scholar's discipline and the objectives of the sport, of the dance, of the gymnastics and of the fight, although being a reference, the formation of athlete for a sport of results it is not a duty of Physical Education disciplines.

In accordance with the PCNs, (block of the contents about the knowledge on the body) the Physical Education discipline must give chances to the all the pupils so that they experience and they elaborate its capacitative structures, understanding the meaning of the human movement.

It is also task of this discipline, to guarantee the access of the pupils to the practical ones of the corporal culture. This would be guaranteed in the two other blocks of contents: game, fights, gymnastics and sport; rhythmic and expressive activities. Thus contributing for the structuralization and construction of one meaning of this to put into motion itself and we would offer instruments so that they were capable to appreciate them critically.

Such as others disciplines, the Physical Education is categorized as knowledge area in accordance with resolution CEB nº. 2 of 7 of April of 1998, being thus, possess specific contents that must contribute for the understanding of our motricity.

Historical vision of the lateral domain

In historical terms, we go to find aspects that reflect some theories regarding the lateral domain.

In the religious and moral conception the right side is associated with the truth, goodness, good things, holy things, precious; the left side, or left-hand side, the profane, the bad one and of character badly formed.

The proper "left-hand side" term comes of the Latin and means abnormal person, terrible; being still this term habitually

used when we relate in them to an individual that has the left side as dominant.

Fonseca, (1995, p.168), says:

Since "the sacred" privilege of the right hand as imperative moral to "profane" the left-hand rejection as, "tenebrous" and "he occults", until the mitológicas and Biblical to exceed, the universe has a good, strong and noble side and a bad, weak side and reles, an active side and másculo and another liabilities and fêmeo, etc.

Since the pre-history these certainties if make to feel. Rupestres and Egyptian drawings are fertile in evoking the use of the right hand. The analysis of tools and paleolithic weapons already suggests that they had been made by and for the right hand.

Researchers studying the utensils used for the men of the age of the rock show that these did not have a particular use or a manual preference and that had an equal number of dexterous and left-handed people. It was in the age of bronze that started to appear a preference for the right side. That is explained for the fact of that the farmers had to adapt the tools that were not more made by them, but by specific people.

Another explanation on the supremacy of the lateral domain must to the warlike techniques, in which the trained warriors to catch the sword with the right hand while the left protected the heart with the shield.

It is obvious that these certainties influence the study of the lateral domain of human being and demonstrate several aspects of our experience historical partner well, since the religious rituals to the war confronts, the rank of the places setting, to the norms of label and diplomacy, to the social ceremonies and pressures, the formations politics, the forms of learning of the writing, among others.

Concepts: laterality and lateral domain

The term lateralization comes of the Latin that means "side", has been subject of study of many authors, nominated to whom if they dedicate to the study of the psicomotricity, the language and the difficulties of learning.

What it determines if the child will predominantly use the right hand or the left, for example, is the call lateralization or lateral domain.

During the growth of course a lateral domain in the child is defined, it will be stronger, more agile of the right side or the left side. The laterality corresponds the neurological facts, but also it is influenced by certain social habits.

The laterality is the propensity that the human being possesss to use preferential plus a side of the body that the other. This means that a motor predominance exists, or better, a domain of one of the sides. In this way the dominant side characterizes itself for possessing greater muscular force, one better precision and also bigger speed in the movements of these dominant members.

According to Oliveira, (1997 p.63), it is the dominant side that initiates and executes the main action. "The other side assists this action and is equally important. In the reality the two do not function separately, but of complementary form".

Some hypotheses exist that try to explain the reason of the preference, for the individual, of a side of the body in relation to the other. One of them is the hypothesis of the lateral domain.

This theory believes that it has a domain in one of the cerebral hemispheres and it functions of crossed form. This wants to say that, in the dexterous, we find a domain of the left cerebral cortex, and in the left-handed person, the right cerebral hemisphere would control and co-ordinate the activities of the left side.

For Quirós and Schrager, (1975, apud FONSECA, 1985, p.178).

The hemisferical specialization develops until the o point of the right hemisphere to be responsible for the motor integration, liberating the left hemisphere to assume other functions, nominated the cognitives functions and the language. It does not have, therefore, functional duplication, but a cooperative intercommunication, that obviously translates a greater cognitive power.

The dichotomies and incompatibilities are frequent in innumerable bibliographical sources.

Lemay (1982), with radiological studies, described visible anatomical assimetric of the brain already in children. Galaburda, (1980), also discovered that the cells present different particular standards and diferent size in the two hemispheres. Fonseca, (1995, p.169), affirms that "many facts support, therefore, the existence of cerebral anatomical assimetrical that obviously can integrate areas, whose structures and cellular architecture are particulares and specifics".

One second hypothesis believes that the lateralization human being respects the gradual specialization of the two hemispheres that result of the social-historical forces of the labor motricity and the language (co-labor motricity): the basically innate lateralization. For Zangwill, (1975), the lateralization is governed by genetic factors, even so the training and the factors of social pressure can influence. This is a reason for which if it makes important to search the antecedents of the manual preference, mainly when in presence of children with left manual preference.

Some studious believe in a hereditary succession of the mendelian type, having the destrality a dominant character, even so cientifically not has proven this hypothesis in case of, researchers had found the presence of left-handed people come from family of left-handed people, but they had also found in the same way, proceeding from completely dexterous families, what he strengthens the influence of the educative action of the environment.

The lateralization appears in the end of the first year of life of the citizen, but it is only established physically about of the 4 or 5 years, independent of many children to cross the ambidextrous fase and some episodes of fluctuation before getting the right or left lateralization.

The preference for one determined laterality also is thought in view of the learning process. We learn to use plus one side than the other, in accordance with our way, either for imposition, limitation, affectivity, and other factors.

With regard to familiar influence, the parents must have the care not to direct it. On this question Brandão, (2001, p.68 apud OLIVEIRA), it affirms that "… if we place objects to the child hold them to always of one side, possibly the hand of this side will arrive first and the repetition of this will be able to make with that the ability of one of the hands become perfect".

Parents and professors do not give account, many times, of these situations and continue, as tradition agent, to impose the use of the right hand. Many children with trend to be ambidextrous or with preference to the left hand in the age of infantile education finish for being molded by the scholar's learnings for right manual preference, many times to the cost of an atypical potential of learning.

None of these theories, alone, is enough to explain the phenomenon of the lateralization. It is the result of the relation of diverse factors, becouse of it the importance of the small child to have the freedom to test any one of the sides, therefore thus it will only go to develop its neurological maturity.

Segundo Fonseca, (1995, P. 172):

The lateralization translates the capacity of sensory-motor integration of the two sides of the body, changedding itself into a species of endo-psyche radar of relation and orientation with the exterior world. In motricity terms, it explain about an ability operational, that presides over to all the forms of orientation of the individual. It understands an integrated awareness of the sensorial and motor experience, a mechanism of intern orientation (proprioceptiva) and extracorporal (exteroceptiva).

When the individual is forced to make a change of lateral domain, this situation can result in many negative effect, such as: difficulty in learning the graphical direction, difficulty to learn the right and the left concepts, to harming in the reading and writing, bad position, difficulty of motor coordination, affective disturbances, difficulty of visual discrimination, appearance of bigger number of sincinesia (harming some muscles that does not participate of a specific action and moves, without necessity) and difficulties of space

estruturation, once that this is integrant part of the lateralization.

Final Consideration

In this text we had as objective to present the lateral domain, its historical dimensions and hypotheses of constitution. Ahead of this, we understand that it is indispensable that the professor of Physical Education has knowledge and systemize the content that will lead for its classes. Therefore, the class of Physical Education would not be summarized simply as a "area of activities". Currently, what we have observed in the lessons of this disciplines is that the pupils identify the dominant side during the carried through activities, however do not understand the reasons of this domains.

It is indispensable that the professor, in its pedagogical action, offers chances so that the pupil reflects on the executed motor action. Being thus, when facing cognitive conflicts, the citizen will find situations for (re) constructing to its knowledge, extending the understanding of its reality.

In such a way the Physical Education would be fulfilling its function educative as knowledge area, since it would promote the construction and understanding of the human motricity for the pupils.

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ABSTRACT

The Physical Education, while area of knowledge in the school must systemize learning and education situations that guarantee to the pupils the appropriation of the understanding on knowledge that, for the pupils, is practical, atitudinais, factual and conceptual. Thus we detach the lateral domain as one of the specific contents of disciplines of Physical Education, and presents the hypotheses that they search to explain this domain. Currently, what we have observed in the lessons of this disciplines is that the pupils identify the dominant side during the carried through activities, however do not understand the reasons of this domain.

It is indispensable that the teacher, in its pedagogical action, offers chances so that the pupil reflects on the executed motor action. Being thus, when facing cognitives conflicts, the citizen will find situations for (re)construir its knowledge, extending the understanding of its reality.

SAVOIRS SUR LE CONTENU DOMINANCE LATÉRALE : CONTRIBUTIONS POUR l'ÉDUCATION PHYSIQUE

RESUMÉ

L'Éducation Physique, tant secteur de connaissance dans l'école doit systématiser des situations d'enseignement et d'apprentissage qui défendre aux élèves l'appropriation de la compréhension sur des connaissances, pour les élèves, sont pratique, atitudinais, factuelles et conceptuelles. Ainsi nous détachons la dominance latérale comme un des contenus spécifiques de la discipline d'Éducation Physique, et présentons les hypothèses elles lesquelles cherchent expliquer cette dominance. Actuellement, ce que nous avons observé dans les leçons de cette discipline est que les élèves identifient le côté dominant pendant les activités réalisées, néanmoins ne comprennent pas les raisons de cette dominance.

C'est indispensable que l'enseignant, dans son action pédagogique, offre des occasions pour lesquelles l'élève reflète sur l'action motrice exécutée. En étant ainsi, au à parement à conflits plus cognitifs, le sujet trouvera des situations pour (re)construir sa connaissance, s'élargissant la compréhension de sa réalité.

SABERES SOBRE EL CONTENIDO DOMINIO LATERAL: CONTRIBUCIONES PARA LA EDUCACIÓN FÍSICA

RESUMEN

La educación física, mientras que la área del conocimiento en la escuela debe sistematizar las situaciones del ensino y de la aprendizagem que garantizan a los alunos la apropiación de la comprensión del conocimiento que, para los alunos, es práctica, atitudinais, efectivo y conceptual. Así separamos el dominio lateral como uno contenido específico de la disciplina de educación física, y los apresentamos las hipótesis que buscan explicar esta dominancia. Actualmente, qué hemos observado en las lecciones de este disciplina es que los alunos identifican el lado dominante durante actividades, no obstante no entienda las razones de este dominio.

Es imprescindible que el profesor, en su acción pedagógica, proporcione ocasiones de modo que lo aluno refleje en la acción de motora ejecutada. El ser así, al hacer frente a conflictos cognitivos, el sujecto encontrará las situaciones para (re)construir su conocimiento, ampliando la comprensión de su realidad.

SABERES SOBRE O CONTEÚDO DOMINÂNCIA LATERAL: CONTRIBUIÇÕES PARA A EDUCAÇÃO FÍSICA

RESUMO

A Educação Física, enquanto área de conhecimento na escola deve sistematizar situações de ensino e de aprendizagem que garantam aos alunos a apropriação da compreensão sobre conhecimentos que, para os alunos, são práticos, atitudinais, factuais e conceituais. Assim destacamos a dominância lateral como um dos conteúdos específicos da disciplina de Educação Física, e apresentamos as hipóteses que buscam explicar esta dominância. Atualmente, o que temos observado nas aulas desta disciplina é que os alunos identificam o lado dominante durante as atividades realizadas, porém não compreendem as razões desta dominância.

É indispensável que o professor, em sua ação pedagógica, ofereça oportunidades para que o aluno reflita sobre a ação motora executada. Sendo assim, ao enfrentar conflitos cognitivos, o sujeito encontrará situações para (re)construir o seu conhecimento, ampliando a compreensão de sua realidade.