46 - ANALISYS MASS CULTURE TRANSMITION BY TELEVISION IN THE CONVENTIONAL AND INTEGRAL'S SYSTEM STUDENTS FRON PARTICULAR SCHOOL

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INTRODUTION

Appears the school didn't realize the change of the educations ways yet, this is, necessity to transfer the acquisition focus of content to acquisition abilities in affective, cognitive and psicomotor area and competences in the contents' control.

The education is a continue and dynamic process, which develops theirs bio-psycho-social abilities of critical form (VERALDO and OLIVEIRA, 1991). It is for purpose the student's full development, preparation for the exercise of the citizenship and qualification for the work, being the teaching supplied with base in the beginnings: equality of conditions for access and permanence in the school; freedom to learn, to teach, to research and to publish the culture; pluralism of ideas and pedagogic conceptions, guarantee of standard of quality (wares 2º and 3º from LAW OF GUIDELINES and BASES FROM Education, Federal law 9.394/1996).

Integrate means to centralize to approximate services, to searching accommodations, reconcilements and agreements. It must be to value the integration, when there are investments in all educational and social sectors, nutrition, health, familiars competences, equality of accesses opportunity, formation and attention to the children potentialities (Pascal et al, 1999).

It's with this focus that the school education, in integral schedule, tries to reach a global development of the students, offering sporting and artistic activities (dances, music, scenic arts, plastic arts, cookery), beyond the pedagogic activities.

To provide to the student a bigger permanence in the school environment, giving chance to it to extend its social relations and to manage its time in healthful, productive and creative way is the best option in the search in forming conscientious citizens of the responsibilities demanded for the new millennium.

The responsibility is attributed to the Physical Education of, by means of the physical activity, to make possible to the child the access to the movement culture, to them participate, usufruct and also to construct in the direction of its magnifying and enrichment. Or still, the use of the physical activity could fit to the physical education as a way for the promotion of the health, it harmonious physical growth and of habits and healthful motor behaviors of the child (TANI, 2001).

In accordance with Penteado (1999), the Television and the school are two social agencies that have in the knowledge its raw material. The first one is clearly organized, according to an industrial model of production, from which it spreads out and it produces knowledge; the second, is organized in accordance with a bureaucratic model of rendering of services, it is conceived as a channel of transmission and diffusion of knowledge, in its procedures identified as a pedagogy conservative and traditional.

For Penteado (1999), the mass culture is composed for many cultural products, extracted from the elite culture or popular culture, consist on the transmission of this products in industrial scale, by industrial communication technology; hit a indiscriminate stalls, it's of varied social origin and constitute a big uncertain population.

For Forquim (1993), traditional culture means what each generation, in the same country, receive like inheritance a kind of intellectual and artist tradition that always represent more than only one social class product.

The common stock of symbolic property is always alimented for individuals from many social source, even that the contribution of each group being unequal.

For Freire (1991), even more the child learn less at the school and more from media that, undoubtedly, exerts more influence than learn system. In agreement with Penteado (1999), the television is in the school, across viewers that frequent it. People from both sex, age and socioeconomic level, before television, for example, sighting, detaching and retain different aspects from the same program. The television has established so definitively that can be considered a universal standard from our culture.

Based on the quoted, was proposed the study with the objective to value the transmission of de mass culture by television, beyond compare the preference for traditional culture activities or mass culture in students matriculated in the second and forth grades from a particulate school, between students matriculated in integral time and that's one that is matriculates only at morning.

METHODS

The sample was built up from for twenty eight individuals, being fourteen of the conventional system and fourteen of the integral system, students from 2ª to 4ª series from a private school, situated on zone south of Belo Horizonte, Minas Gerais.

The volunteers have been informed the respect from the objectives and methods of the project and that could let of participate in from research to any moment without any type of harm. The responsible for individuals assign a term of agreement free and apparent approved, authorized to participate in from research.

It was in-depth a questionnaire quantitative as was applied bristles researchers on institution of origin from the students. The questionnaire was made up of tree dimension.

The first dimension he used to be built up from for figures demographic of the student; the second dimension assesses the preferences from the student in relation to televise program and the third dimension she picked appraise the preferences from the students regarding activities from culture traditional or culture of dough. The researchers remain on site about to make clear any doubts.

After the tabulation of data, was realized an descriptive analysis of data calculating - if the absolute value, the worth average, about to figures of the first and second dimension of the questionnaire, and analysis from frequency of answers about to the figures from third dimension of the questionnaire. For statistic analysis, used the statistic packet of Microsoft Excel for Windows.

RESULTS AND DISCUSSION

In relation to the time that the students of the conventional and integral system watch television programs, it can be observed that nine students of the conventional system and eleven students of the integral system watching from one to three hours a day. Three students of the conventional and three students of the integral watching from three to five hours a day and only two students of the conventional system watching, during more than five hours, to television programs, daily (TAB.1). Study mentioned by Betti (2003), it shows that one of the impacts of television about the childhood is the consumption incentive and the imposition of

ideological and cultural values. The modern consumption society denies diversion spaces to the children, and they submits them the a control dynamics, leading them to the preset paper of expectants of television - them a lot of hours of their lives pass before the television, in a passive contemplation.

For Kishimoto (1995), the integration among the body, the movement and the objects called toys or games that move the body is fundamental for the child's education and that gets lost when it is not destined moments for that interaction.

It is necessary to think in forms of organization of the time and of the space, that avoid the costumer (BARBOSA, 2000), that meditate individual moments, in group, that value the action free and deliberate of the child for now, now the professional's orientation, that include internal and external spaces, the contact with multiple characters of the institution, of the family and of the community.

TABLE 1

Relation of the time (hours) a students of the conventional and integral systems watch television programs for day

Watch time the Television programs	Conventional System	Integral System
1 to 3 hours	9	11
3 to 5 hours	3	3
More than 5 hours	2	0

In relation to the period of the day as the students of the conventional and integral systems watch the television programs, barely eight students of the conventional system watch into the period from afternoon; nine students of the conventional system and fourteen of the integral system watch into the period of the night (TAB.2). Dumazedier (2004), about a third from program is busy bristles programs of varieties and these are the preferred. It is important worry with the quality from program it offers by television on the different periods of the day.

TABLE 2

Period of the day when students of the conventional and integral systems watch the television's programs

Period of the day watch	Conventional System	Integral System
Morning	0	0
Afternoon	8	0
Night	9	14

Seven students of the conventional system and seven of the integral system, they have, determined for parents, the period of the day when watch television, and seven students of the conventional system and seven students of the integral system haven't the period of the day determined for parents or responsible (TAB.3). According to Penteado (1999), the snapshot it is important on communication because appealing, involving, overpowering the attention. But, is necessary fence there she is in such a way than she does overpowering and fascinated the yours spectators in an effort to of the functional of the system where located the TV viewer.

TABLE 3

Parents or Responsible determination as day period that the conventional and integral's system students could watch television programs

Parents Determinations	Conventional System	Integral System
Yes	7	7
No	7	7

In relation to the frequency with that the students of the conventional and integral system attend television programs with the family, it is observed that a student of the conventional system and four students of the integral system always attend the television programs with the family. It is noticed that four students of the conventional system and two students of the integral system attend, usually, in the company of the family, while eight students of the conventional system and five students of the integral system seldom attend with the family and a student of the conventional system and three students of the integral system never attend in the company of the family (TAB.4).

For Marcellino (2002), he tells respect the influences in the family, that the television should be considered of two perspectives: as agglutinate element, especially in the space field; and as insulating element of the family problem.

Besides, Kishimoto (2001) affirms that the work, in the student's development with the family and the community, it cannot be occasional and yes complementally of the pedagogic project developed at the school for the student to develop integrally, being necessary the participation of the family in the same student's existences in usual activities.

TABLE 4

Frequency that conventional and integral's system students watched television programs with the family

Frequency	Conventional System	Integral System
Always	1	4
Usually	4	2
Seldom	8	5
Never	1	3

According with Penteado (1999), of the psychological view point, the individual participation in the culture is always selective. Based in the last words, it can observe that the table results next (TAB.5) showed, in majority, values near zero due the large variation in students preference as television programs.

TABLE 5

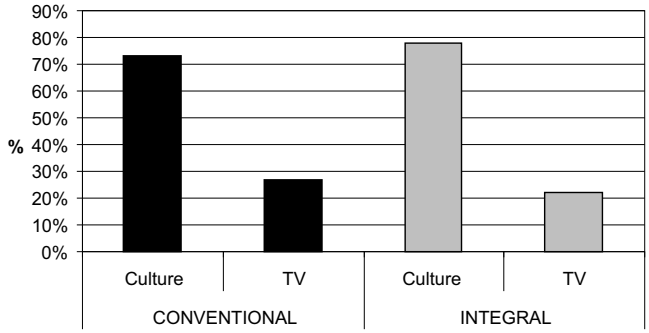
Worth average of the preference for television programs of the conventional and integral's system students

Varieties	0	1,21
Journalism	-0,46	-5,36
Cartoon	0,46	0,93
Soap Opera	-0,59	1,57
Movies	0,59	1,93
Shows	-0,75	-5,64
Culinary	-0,27	-4,86
Sports	-0,56	1,71
Auditorium Program	0,40	-2,79

In the graphic one, it observe that there is a major preference of the conventional (73%) and integral's (78%) system students for cultural activities in relationship on television activities related.

Nowadays, with the mass communication ways diffusion, the TV contribute significantly to the child culture substitution, constructed in plaything and children's play, for a culture to the child, of quality discussable (MARCELLINO, 2002). Betti (2003), cite study that show the television consequence in child life is the breakage with the tradition childish culture.

Children's plays are communication forms that permit share means and conceive rules to develop and educated the children (BRUNER, 1996 in KISHIMOTO, 2001). By play can participate cultural values and significances, to express ideas, participate emotion, to learn take decision, to work together, to make sociable and to utilize the motricity.



GRAPHIC 1 - Answer frequency among preference for television programs or cultural activities of the conventional and integral's system students

FINAL CONSIDERATIONS AND CONCLUSION

The present study showed that there are different results between preference's average as television programs of conventional and integral's system students. When analyzed answer frequency of the students preference for television programs or cultural activities among the conventional and integral's system students, it found different results in the two groups.

The integral system's students passed less time watching television programs and the conventional system's students used to watch with theirs families more than the integral system's students.

According these informations, it concludes that exist a large students exposition on the mass culture, mainly between the conventional system, however, whole demonstrated major interest for traditional culture activities. There is a necessity of select programs transmitted by TV, according the quality and TV utilization in educational process.

It should that realized others studies utilizing a major sample, comparing the results among different regions' schools, public and private.

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ANALISYS MASS CULTURE TRANSMITION BY TELEVISION IN THE CONVENTIONAL AND INTEGRAL'S SYSTEM STUDENTS FRON PARTICULAR SCHOOL

ABSTRACT

In accordance with Penteado (1999), the Television and the school are two social agencies that have in the knowledge its raw material. The first one is clearly organized, according to an industrial model of production, from which it spreads out and it produces knowledge; the second, is organized in accordance with a bureaucratic model of rendering of services, it is conceived as a channel of transmission and diffusion of knowledge, in its procedures identified as a pedagogy conservative and traditional. Knowing-if that the television is inside of the school, through the viewer who frequents it, and restored in so definitive way that can be considered a universal standard of our culture, the objective of the present study consisted of evaluating the transmission of the

culture of mass for the television, beyond the preference for activities of the traditional culture or culture of mass of twenty and eight students of the systems conventional and integral, of 2ª and 4ª series of a private, situated school in the south zone of Belo Horizonte, Minas Gerais. A composed quantitative questionnaire for three dimensions was applied: the first dimension was composed for demographic data of the pupil; the second dimension evaluated the preference of the students in relation to the televising programming and the third dimension searched esteem the preference of the students as the activities of the traditional culture or mass culture. All the participants had been informed of the study objectives and that they could leave to participate at any time besides having signed term of assent free and clarified to participate of the study. For statistical treatment, descriptive analysis of the data was used and analysis of reply frequency using itself the statistical package Microsoft Excel will be Windows. The results had show that great exposition of the students to the mass culture exists, however they had demonstrated to greater interest for activities of the traditional culture. KEY-WORDS: Television, culture, education.

ANALISE DE LA TRANSMISSION DE LA CULTURE DE MASSE PAR LA TÉLÉVISION SUR DES ÉLÈVES DES SYSTÈMES INTEGRAL ET CONVENTIONEL D'UNE ÉCOLE PRIVÉ.

RESUMÉ

D'après Penteado (1999), la télévision et l'école sont deux agences sociales qui tirent du savoir leur matière première. La première est clairement organisée, selon un modèle industriel de production, à partir duquel elle diffuse et produit le savoir ; la deuxième, organisée selon un modèle bureaucratique de prestation de services, est conçue comme une chaîne de transmission et de diffusion de savoirs, assimilée, dans ses procédés, à une pédagogie conservatrice et traditionnelle. Sachant que la télévision est présente à l'école, au travers du téléspectateur qui la fréquente et qu'elle s'est installée de manière si définitive qu'elle peut être considérée comme la norme universelle de notre culture, l'objectif de cette étude a consisté à évaluer la transmission de la culture de masse par la télévision, au-delà de la préférence pour des activités de culture traditionnelle ou de culture de masse de 28 élèves des systèmes, conventionnel et intégral, du CE2 et du CM2 d'une école privée située dans les beaux quartiers de Belo Horizonte, Minas Gerais. On a appliqué un questionnaire quantitatif composé de trois dimensions : la première dimension était composé par des données démographiques de l'élève; la deuxième dimension a évalué la préférence des élèves en relation à la programmation télévisuelle et la troisième a cherché à faire une estimation de la préférence des élèves quant aux activités de la culture traditionnelle ou de la culture de masse. Tous les participants ont été informés sur les objectifs de l'étude et qu'ils pourraient arrêter leur participation à n'importe quel moment. Ils ont aussi signé un terme de libre consentement et ont été éclairés pour participer de l'étude. On a utilisé pour le traitement statistique le pack Microsoft Excel pour Windows. Les résultats montrent la présence d'une grande exposition des élèves à la culture de masse, pourtant ils avaient démontré un plus grand intérêt pour des activités de la culture traditionnelle. MOTS CLÉS : Télévision, culture, education

EL ANÁLISIS DE LA TRANSMISIÓN DE LA CULTURA DE LA MASA PARA LA TELEVISIÓN EN LAS PUPILAS DE LOS SISTEMAS INTEGRALES Y CONVENCIONALES DE UNA ESCUELA PARTICULAR

RESUMEN

De acuerdo con Hairdo (1999), la televisión y la escuela es dos agencias sociales que tienen en el conocimiento su materia prima. El primer un claramente se organiza, según un modelo industrial de la producción, de el cual se separa hacia fuera y produce conocimiento; en segundo lugar, organizado de acuerdo con un modelo burocrático de la representación de servicios, se concibe como canal de la transmisión y de la difusión del conocimiento, en sus procedimientos identificados como un conservador del pedagogia y tradicional.Sabendo-if que la televisión está dentro de la escuela, a través del espectador que la frecuenta, y restaurados de la manera tan definitiva que se puede considerar un estándar universal de nuestra cultura, el objetivo del actual estudio consistido en evaluando la transmisión de la cultura de la masa para la televisión, más allá de la preferencia por actividades de la cultura tradicional o de la cultura de la masa de veinte y ocho pupilas de los sistemas convencionales e integrales, 2ª y 4ª de las series de un privado, escuela situada en la zona del sur de Belo Horizonte, Minas Gerais. Un cuestionario cuantitativo compuesto para tres dimensiones fue aplicado: la primera dimensión fue compuesta para los datos demográficos de la pupila; la segunda dimensión evaluó la preferencia de las pupilas en lo referente de programación y tercera que televisaba la estima buscada a la dimensión la preferencia de las pupilas cuánto las actividades de la cultura tradicional o de la cultura de la masa. Habían informado a todos los participantes en los objetivos del estudio y eso que podrían dejar para participar en cualquier momento además de firmar el término del asentimiento libremente y clarificado para participar del estudio. Para el tratamiento estadístico, el análisis descriptivo de los datos fue utilizado y el análisis de la frecuencia de la contestación que se usa el paquete estadístico Microsoft Excel será Windows. Los resultados habían demostrado que existe la gran exposición de las pupilas a la cultura total, no obstante habían demostrado a mayor interés para las actividades de la cultura tradicional. PALABRAS CLAVE: Televisión, cultura, educación.

ANÁLISE DA TRANSMISSÃO DA CULTURA DE MASSA PELA TELEVISÃO EM ALUNOS DOS SISTEMAS INTEGRAL E CONVENCIONAL DE UMA ESCOLA PARTICULAR

RESUMO

De acordo com Penteado (1999), a Televisão e a escola são duas agências sociais que têm no conhecimento a sua matéria-prima. A primeira é nitidamente organizada, segundo um modelo industrial de produção, a partir do qual difunde e produz conhecimentos; a segunda, organizada de acordo com um modelo burocrático de prestação de serviços, é concebida como um canal de transmissão e difusão de conhecimentos, em seus procedimentos identificada como uma pedagogia conservadora e tradicional.Sabendo-se que a televisão está dentro da escola, através do telespectador que a freqüenta, e instaurou-se de maneira tão definitiva que pode ser considerada um padrão universal da nossa cultura, o objetivo do presente estudo consistiu em avaliar a transmissão da cultura de massa pela televisão, além da preferência por atividades da cultura tradicional ou cultura de massa de vinte e oito alunos dos sistemas convencional e integral, da 2ª e 4ª séries de uma escola privada, situada na zona sul de Belo Horizonte, Minas Gerais. Aplicou-se um questionário quantitativo composto por três dimensões: a primeira dimensão era composta por dados demográficos do aluno; a segunda dimensão avaliou a preferência dos alunos em relação à programação televisiva e a terceira dimensão buscou estimar a preferência dos alunos quanto a atividades da cultura tradicional ou cultura de massa. Todos os participantes foram informados sobre os objetivos do estudo e que poderiam deixar de participar a qualquer momento além de terem assinado termo de consentimento livre e esclarecido para participarem do estudo. Para tratamento estatístico, utilizou-se análise descritiva dos dados e análise de freqüência de resposta utilizando-se o pacote estatístico Microsoft Excel for Windows. Os resultados mostraram que existe grande exposição dos alunos à cultura de massa, porém eles demonstraram maior interesse por atividades da cultura tradicional.

PALAVRAS CHAVES: Televisão, cultura, educação.