6 - EDUCATIONAL SPORTS IN THE FORMATION OF HUMAN VALUES

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Introduction

Currently, society is hostage to acts of violence, aggressive behaviors of a physical and verbal character, injustice, disrespect, and the most absurd social inequalities. Constantly, media organizations broadcast news and documentaries on different conflicts between people, which has been called daily violence in social inter-relations (FERREIRA, 1998).

Such incidents and facts demonstrate that, despite technological advancement and modernization or, also, due to them, men face serious relationship problems, that affect children, since the reflexes of conflicts reach the internal environment of schools, changing interpersonal relations between students (SABINI, 2002). Consequently, according to the United Nations Educational, Cultural and Scientific Organization (UNESCO, 2003), there occurs a weakening of primary social groups, such as the family, which are responsible for the transmission of values. Hence the need that education directs its attention to the stimulation and recovery of human values, which are the guiding principles of interpersonal relations (SUNG; SILVA, 1998; UNESCO, 2003; VASQUEZ, 2003).

Much has been said about the formation and recovery of human values. In all areas, and especially at schools, the discourse insists on the formation of a critical and participative citizen, able to transform the environment where he/she lives, guided by values, such as cooperation, respect, friendship and solidarity. However, it seems that the discourse does not go hand on hand with practice, since as times goes by, society becomes more and more lacking in these values. The school itself, generally speaking, neglects secular human values, although the higher end of education is to contribute to the formation of students' character, stimulating their infinite potentialities of a mind nourished by the values of human life, directed to the emancipation of human beings (MIGLIORI *et. al*., 1998; CRAXI; CRAXI, 1995).

To reverse this picture, one of the proposals, which have been increasingly posed all over world, is the employment of sports for the formation and recovery of human values. Sports, however, as an element of social interaction, exchange of knowledge, broadening of possibilities of cohabitation and as an educational instrument able to reduce anti-social behaviors, sports known as "Educational Sports" (BROTTO, 2000; FREIRE, 1998; ROSSETTO JUNIOR *et. al*., 2005).

Therefore, it has been questioned: how does the practice of Educational Sports intervene in the formation of human values? This, with the purpose of analyzing and comparing human values internalized and reported by the students who practice Educational Sports, who take part in the Rexona/Ades Volleyball Project (social-educational sports Project) at Public Schools in the Municipality of Sao Paulo, and the students of the same schools who do not take part in the project.

Bibliographical Review

1 Educational Sports and Human Values

Bracht (1986), Brotto (2000) and Collective Authors (1992) demonstrate that it is fundamental in educational sports to provide the chance to practitioners to see themselves and others as equally worthy and valuable human beings, both in victory and in defeat, which characterizes the collectivism and the interaction between participants, in opposition to elitist, selective and extremely competitive bourgeois sports (High Yield Sports). Sports as a social practice (educational) are a complex phenomenon that involves codes, senses and meanings of a society that creates and practices them.

For Collective Authors (1992) and Mattos and Neira (2000), Educational Sports must maintain its recreational quality, its spontaneity and its power of initiative, demystified by knowledge and the itemization of their different dimensions, mainly, of High Yield Sports, praised by media organizations (TUBINO, 1998). Therefore, practitioners are allowed to understand them and criticize them in a certain social-economic-political-cultural context, in search for an emancipation education.

Confirming and complementing what Bracht (1986), Brotto (2000), Collective Authors (1992) and Mattos and Neira (2000) claim, Rossetto Junior *et al.* (2005) comment that Educational Sports advocates the experience of situations of conflict, challenges and cohabitation, which, analyzed and evaluated, with the mediation and reflection of the educator, in dynamics with different degrees of competitiveness and cooperation, it is expected that are transferable to the daily lives of families and schools, for the valorization of positive experiences with educational sports.

With the same understanding as that of previous authors on the educational possibilities of sports, Prado (1995 *apud* BROTTO, 2000, p.77) contributes to clarify the characteristics of Educational Sports: a) sports in the form of games - reproducing cultural learning processes; b) pedagogy of space and environment - implying a lower dependence of sophisticated and more polyvalent technologies in relation to ages; c) sports literacy - focused on the development of groups, to create and self-manage their own sports activities; d) communication applied to education - to recreate in a critical way, new body behavior and sports values for a greater part of society; and) Organization of cultural diffusion events - with the purpose of reinforcing the critical reading of body culture and of the sports spectacles.

Rossetto Junior *et al.* (2005), consider that sports must contribute to the construction of moral and ethical values, thus agreeing with what Brotto (2000) reports on Educational Sports, and contain cooperation, in which it is expected to find the state of unity, the feeling of being whole, united with oneself and with all other beings and to celebrate collective cohabitation.

Therefore, we can perceive some common characteristics between the subjects of study, educational sports and human values, since the human values educational program, according to Mesquita (2003), also search for the interaction and improvement of collective cohabitation, by presenting the objectives:

- Awareness of the **other** through knowledge that nobody is alone.
- Awareness of **ourselves** through the perception that all live beings are integrated.
- **Universal** awareness through the understanding that we are part of everything contained in the universe.

Inoue; Migliori and D'ambrósio (1999) believe it to be necessary some level of intentional action to stimulate the development of human values in the dimensions of knowledge, of actions, of being and cohabitation, because one thing is to know what is solidarity or justice, and another different thing is to know how to act, that is, how to be solidary or just, and another thing altogether different is, also, to valorize justice and solidarity in practical terms and adopt such behaviors.

Reinforcing the conception of "acting is learning", Gonçalves, Pinto and Teuber (2002) understand that action is fundamental for the child to acquire knowledge, so, by analyzing the characteristics of educational sports, as Bracht (1986), Brotto (2000), Collective Authors (1992) and Rossetto Junior *et al.* (2005) propose, it can be verified that sports have a relevant role in children's education, by allowing their participation in cohabitation groups with social behavior rules that favor the recognition of the capacities and limitations of one's self and of others, leveraging mutual respect and, consequently, achieving the objectives of human values education mentioned by Mesquita (2003): awareness of the **other**, of **ourselves** (integration of human beings) and of belonging to **universal** unity.

Human values formation and educational sports are inter-related, because this latter one has the purpose of building moral and ethical values (ROSSETTO JUNIOR *et al*., 2005), that are the principles that guide the methodology of the Universal Human Values educational program: **truth, right action or rectitude, peace, love and non-violence** (MIGLIORI *et al.*, 1998; MESQUITA, 2003).

Therefore, it can be noted that Educational Sports gather the characteristics and objectives for the formation of Critical Citizens, holders of human values.

2 Rexona/Ades Volleyball Project

The Rexona/Ades Volleyball project is structured, organized and coordinated in the State of Sao Paulo by OSCIP Instituto Esporte Educação (IEE/Sports Education Institute), which has the mission of "Effectively contributing to the formation of children and adolescents, from low-income families, as autonomous individuals, by using sports as an educational tool". To perform its mission, it has structured the formation of social-educational Sports Nucleuses (NESEs), which through educational sports (Volleyball) try to achieve its overall objectives:

Contribute to the formation of youngsters as critical and participative citizens who are able to transform their reality;

Develop psychomotor, social-affective and cognitive competences and skills;

Broaden their cultural universe;

Promote the integration of the program with local communities and schools;

Make available professional education in social, educational and health areas;

Make children aware of the importance of practicing physical activities and of hygienic behaviors for the maintenance and improvement of health and consequently the quality of life;

The methodology of the IEE is based on games as educational actions (content, strategy and form), having as its principles of the educational sports process what Freire advocated (1998): to favor dynamic and interdependent relations, established around four main dimensions: teach Sports to all (inclusion and respect of differences); teach Sports well to all; teach children to like Sports; and, most importantly, teach more than just Sports to all, that is, the purpose is the global formation of human beings, making sports act as a mean and not and an end in itself of the educational program.

It is possible, so, to perceive the close relation of the mission, objectives and methodology of the Rexona/Ades Volleyball Project, coordinated by the IEE, with the perspective of educational sports and, consequently, in relation to the methodology of human values education. Other characteristics of educational sports, developed by the Rexona/Ades Project and that is related to that reported by Prado (1995, apud BROTTO, 2000), and that are benchmarks of the project, are the use of Sports in the form of games, sports literacy, communication applied to education, the realization of cultural diffusion events, based on the social-constructivist teaching methodology, based on dialogical relations and on the construction of knowledge towards critical awareness.

Methodology

The research sample was composed of 85 students of 9 and 10 years old from the City Elementary School Francisco Meirelles, located in the suburbs of the city of Sao Paulo. 63 students constituted the control group and only 22 students, who are part of the experimental group, took part in the two weekly classes with the experience of educational sports for a year (2005) in the Rexona/Ades Volleyball Project.

For data collection, it was applied, without any previous communication, a mixed questionnaire, with the following question to identify human values: What is necessary to be champion inside and outside the court?

Quantitative analysis of results was used, with presentation in percentages, and classified into the following categories: social-affective, cognitive and psychomotor, and related to human values: truth, peace, love, rectitude and non-violence.

Results

Data regarding aspects of human behavior, related to the following question: in your opinion, what is necessary to be a "Champ" inside and outside the court?

Table 01: Experimental Group

Aspects	Nr. of students	%
Social-affective - human values	14	63,64%
Cognitive -	0	0%
Psychomotor - motor skills	8	36,36%
Total	22	100%

Table 02: Control Group

Aspects	Nr. of students	%
Social-affective - human values	37	58,73%
Cognitive - attention and concentration	5	7,94%
Psychomotor - motor skills	21	33,33%
Total	63	100%

The social-affective aspects reported by the students with greater predominance were: **truth, respect, honesty, peace, responsibility,** which become the human values and their sub-values as described by Craxi and Craxi (1995), Mesquita (2003) and Migliori et al. (1998) and, also, the following are the social-affective aspects of human behavior aimed at by educational sports:

•T**ruth -** guides the behavior of authentic men and women: optimism, interest in knowledge, reflection, sincerity, **honesty**, accuracy, and impartiality, sense of reality, justice, loyalty, and humility.

•**Right action or Rectitude -** it is the result of our harmonic tuning with the universe: duty, ethics, honorability, perseverance, **responsibility, respect**, simplicity, kindness, discipline, integrity, dignity and assistance to other human beings.

•**Peace -** it comes from the internal organization of stimulations of our senses and by the successive and non-selective formation of thoughts and desires: quietness, joy, tranquility, patience, self-control, self-esteem, self-trust, tolerance and abnegation.

•**Love -** love is the energy of creation, cohesion, transformation and maintenance of life: friendship, generosity, devotion, understanding, sympathy, gratitude, charity, forgiveness, compassion, equality and happiness.

Non-violence - it is the reflex of the victory of spirit over our instinctive animal nature. **To respect oneself, all beings and things created and the natural laws**: fraternity, cooperation, concord, altruism, citizenship, patriotism, solidarity, respect to nature, and respect to differences.

Reminding that for Bracht (1986), Brotto (2000), Mattos and Neira (2000) and Rossetto Junior *et. al* (2005), Educational Sports must thoroughly strive for the development of collectivism, of social integration, the exchange of knowledge, the broadening of possibilities of cohabitation and as an educational instrument able to reduce anti-social behaviors, and thus we may establish a positive relation with that reported by students, who in their majority pointed to very important social-affective aspects or human values form cohabitation in society, mainly those related to right action.

Therefore, we may stress, according to Inoue; Migliori and D'ambrósio (1999), Mesquita (2003), Migliori *et al.* (1998) and Craxi and Craxi (1995), that for the development of human values it is necessary to work with intentional actions, since right actions or rectitude are a result of harmonic tuning with nature and the universe. We act righteously whenever one listens to his/her inner voice, or conscience: ethics, honorability, initiative, perseverance, responsibility, respect, effort, simplicity, kindness, discipline, order, arise from concrete actions and experiences of life and are consolidated in attitudes and values based on reflections on experiences. Therefore, we may infer that the sport practices stimulated by the Rexona/Ades Project are meaningful to children, since they generate unbalance factors in children, through interpersonal and intra-personal conflicts created by games, related to victory, honesty, violence, friendship, respect, among others.

Some sub-values presented by Craxi and Craxi (1995), Mesquita (2003) and Migliori et al. (1998) reflect an ideology, and the constitution of dogmas, with a sectary character, because these stimulate passivity, submission and alienation, as opposed to loyalty, duty, optimism, devotion, patience, assistance to other people, gratitude, forgiveness, etc., which run contrary to the formation of the critical citizen aimed at by IEE. As for educational sports, developed in the Project, they place their practices in the social-economic-political-cultural context, allowing for critical views and reflections by the students, in search for emancipation and full citizenship and not subservience to dogmas, values and ideologies whose purpose is just to keep the *status quo.*

Final Considerations

It has been verified that the majority of students, both those who take part in the Rexona/Ades Volleyball Project, and those who do not take part, claim that to be champs inside and outside the court, it is necessary to use righteous actions, peace, love, non-violence and truth. However, it is possible to identify a small difference among the results, as in the small superiority of indications of Social-affective aspects by students that take part in the Project, compared to students that do not take part in the same. Therefore, it is understood that Educational Sports may interfere with the formation of human values, although we do not have a way to prove it, because of the complexity of factors and their intervening relations in the attitudes and behaviors of children, such as the many social cohabitation groups - family, church, school, friends, etc., and according to Morin (2001), the complexity is a phenomenon of the extremely large quantity of established interactions and interferences, challenging our possibility of calculation, as also the uncertainties, indeterminations and random phenomena.

However, after reporting on Sports-educational and the human values, specifically, for the researched methodological proposal, the most relevant is to know how human values are internalized and, later on, employed through attitudes and behaviors, since the following question has arisen: Is it possible to use Sports in the educational area to form critical citizens?

How to relate the formation of critical citizens with the objectives of disciplining, molding, sowing ideas in children ' s minds, that we find in some sports proposals that some call educational with the formation of values, such as: bestowal, forgiveness, honorability, loyalty, humility, that may represent an attempt to accommodate this same citizen to his/her disfavored socio-cultural reality, full of injustice... The use of educational sports could not become, in that sense, more of an instrument of control by dominant classes?

In the attempt to find some answers, in the literature, to reflect and try to answer the questions mentioned above, we find in Brotto (2000) that Sports are a multi-faceted human manifestation and for this reason they will always require better and deeper considerations. As Bourdieu said (1990, apud PRONI, 2002, p.215): "a sport practice that, in its technical definition, always presents a great elasticity, so, it offers great availability for a totally different use, one even opposed the usual one and that may also change sense". Therefore, we may say that educational sports favor citizenship, however, on the other side, we may understand, according to the reports by Bracht (1986), Collective Authors (1992) and Mattos and Neira (2000), that the sports currently used in Physical Education classes or in educational environments, is an instrument of social control, for the adaptation of whoever practices them to the dominant norms and values, as a condition for the functionality and development of society. Such considerations call for new researches, also about the conception of society, education and methodology employed by the Rexona/Ades Project, besides following up and evaluating the results of the abovementioned project in the efforts to achieve its mission.

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EDUCATIONAL SPORTS IN THE FORMATION OF HUMAN VALUES

Summary

In social daily interactions there occur many acts of violence, aggressions, disrespect, arising from conflicts between people, so that education must involve the formation of human values. Considering the studies on educational sports and the formation of human values by Bracht, Broto, Craxi and Craxi, Mesquita and Migliori, the purpose was to analyze the intervention of Educational Sports in the formation of human values and to compare the internalized values reported by 85 students, of 9 and 10 years old, registered in public schools in the Municipality of Sao Paulo, who belong to the educational sports experimental group (22 students), with students that do not experience sports (control group). A mixed questionnaire was used, which proposed the following question to identify human values: "What is necessary to be a champion inside and outside the court?" Results demonstrate that 63,64% of the students of the experimental group associate the answer to the Social-affective aspect, 36,36 % to the Psychomotor and there was no indication of the Cognitive aspect. As for the control group students, 58,73 % point to the Social-affective aspect, 33,33 % to the Psychomotor aspect and 7,94% to the Cognitive one. It has been verified that the majority of students report that to be successful it is necessary to adopt the right action, peace, love, non-violence and truth. However, it is possible to identify a small superiority of indications to the Social-affective aspects of students that attend the Rexona/Ades Volleyball Project, if compared to students that are not part of the same event. Therefore, it is understood that Educational Sports may interfere with the formation of human values, although we cannot prove it, due to the fact that children cohabit in many different social environments and the complexity of social interactions they experience. KEY WORDS - educational sports, human values, social-educational projects.

O SPORT SCOLAIRE E A FORMAÇÃO DE VALORES HUMANOS

Résumé

Dans le quotidien social on vérifie beaucoup des actes de violence, agression, insolence, entraînés par des conflits entre les personnes, et ainsi l'éducation doit se préoccuper de la formation des valeurs humaines. A partir des études sur les sports scolaires et la formation des valeurs humains de Bracht, Broto, Craxi et Craxi, Mesquita et Migliori, notre objectif a était d'analyser la relation des Sports Scolaires dans la formation des valeurs humains et comparer les valeurs internalisées et reportés par 85 élèves, de l'age de 9 et 10 ans, enregistrés dans l'école publique de la Municipalité de São Paulo, qui font partie du group expérimental des sports scolaires (22 élèves), avec les élèves que n'ont pas vécu le sport (group contrôle). On a utilisé un questionnaire mixte, qu'a proposé une question pour identifier les valeurs humaines: "Qu'est-ce qu'il faut pour être un champion dedans et dehors la cour?" Les résultats indiquent que 63,64% des élèves du group expérimental associent la réponse au aspect Socio-affectif, 36,36 %, au Psychomoteur et il n'y a pas eut aucune indication de l'aspect Cognitif. Pour les élèves do group contrôle, 58,73 % ont indiqué l'aspect Socio-affectif, 33,33 % le Psychomoteur et 7,94 % le Cognitif. On peut ainsi vérifier que la majorité des élèves reportent que pour réussir c'est nécessaire adopter l'action correcte, paix, amour, non-violence et vérité. Pourtant, c'est possible identifier une petite supériorité des les indications des aspects Socio-affectives des élèves qui participent au Projet Rexona/Ades de Volleyball, si comparés aux élèves qui ne font pas partie du même. Ainsi, ont peut dire que les Sports Scolaires peuvent intervenir dans la formation des valeurs humaines, malgré nous n'ayant pas comment le prouver en raison du fait que les enfants cohabitent dans des différentes ambiances sociales, et due à la complexité des les interactions sociales qu'ils vivent. MOTS CLÉS - sport scolaire, valeurs humains, projets sociales-éducatives.

O DEPORTE EDUCACIONAL E A FORMAÇÃO DE VALORES HUMANOS

Resumen

En el cotidiano social ocurren muchos actos de violencia, agresión, desacato, originados de conflictos entre las personas, de modo que la educación debe preocuparse con la formación de valores humanos. A partir de los estudios sobre deportes educacionales y la formación de valores humanos de Bracht, Broto, Craxi y Craxi, Mesquita y Migliori, se buscó analizar la relación del Deporte Educacional con la formación de valores humanos y comparar los valores internalizados y reportados por 85 estudiantes, de 9 y 10 años de edad, matriculados en la escuela pública del Municipio de San Pablo, pertenecientes a un grupo experimental de deporte educacional (22 estudiantes), con los estudiantes que no vivenciaron el deporte (grupo controle). Se utilizó un cuestionario mixto, que propuso la cuestión para identificar los valores humanos: ¿"Lo que es necesario para ser campeón dentro y fuera de la cuadra?" Los resultados demuestran que 63,64% de los estudiantes del grupo experimental relacionan la respuesta al aspecto Socio-afectivo, 36,36 %, al Psicomotor y no hube indicación del aspecto Cognitivo. Ya para los estudiantes del grupo controle, 58,73 % indicaron el aspecto Socio-afectivo, 33,33 % el Psicomotor y 7,94 % el Cognitivo. Se constata que la mayoría de los estudiantes relata que para que sean bien sucedidos es necesario adoptar una acción correcta, como paz, amor, no-violencia y verdad. Entretanto, es posible identificar una pequeña superioridad de indicaciones de los aspectos Socio-afectivos por los estudiantes que frecuentan el Proyecto Rexona/Ades de Balonvolea, cuando comparados a los estudiantes que no hacen parte del mismo. Así, podemos entender que el Deporte Educacional puede interferir en la formación de valores humanos, a pesar de que no tenemos como comprobar esto, porque los niños conviven en diversos ambientes sociales y debido à la complejidad de las interacciones sociales que vivencian. PALABRAS LLAVE - deporte educacional, valores humanos, proyectos socio-educativos.

O ESPORTE EDUCACIONAL NA FORMAÇÃO DE VALORES HUMANOS

Resumo

No cotidiano social ocorrem inúmeros atos de violência, agressões, desrespeito, originados de conflitos entre as pessoas, de modo que a educação deve preocupar-se com a formação de valores humanos. A partir dos estudos sobre esporte educacional e formação de valores humanos de Bracht, Broto, Craxi e Craxi, Mesquita e Migliori, objetivou-se analisar a interveniência do Esporte Educacional na formação de valores humanos e comparar os valores internalizados e relatados por 85 alunos, de 9 e 10 anos, matriculados na escola pública do Município de São Paulo, pertencentes a grupo experimental de esporte educacional (22 alunos), com os alunos que não vivenciam o esporte (grupo controle). Utilizou-se questionário misto, que propôs a questão para identificar os valores humanos: "O que é preciso para ser campeão dentro e fora da quadra?" Os resultados demonstram que 63,64% dos alunos do grupo experimental relacionam a resposta ao aspecto Sócio-afetivo, 36,36 %, ao Psicomotor e não houve indicação do aspecto Cognitivo. Já os alunos do grupo controle, 58,73 % apontam o aspecto Sócio-afetivo, 33,33 % o Psicomotor e 7,94 % Cognitivo. Constata-se que a maioria dos alunos relata que para serem bem sucedidos é preciso adotar ação correta, paz, amor, não violência e verdade. Entretanto, consegue-se identificar pequena superioridade de apontamentos aos aspectos Sócio-afetivos dos alunos que freqüentam o Projeto Rexona/Ades de Voleibol, comparados aos alunos que não fazem parte do mesmo. Assim, entende-se que o Esporte Educacional possa interferir na formação de valores humanos, apesar de não termos como comprovar, em razão das crianças conviverem em diversos ambientes sociais e da complexidade das interações sociais que vivenciam. PALAVRAS-CHAVES - esporte educacional, valores humanos, projetos sócio-educativos.