82 - THE VALUE OF THE PHYSICAL EDUCATION AND ITS PEDAGOGICAL CONTRIBUTION FOR THE SOCIAL INTEGRATION OF THE YOUNG IN THE SCHOOL

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Introduction

The phenomenon of the violence is a World-wide concern, therefore, as it comments Dra. Gro Harlem Brundtland, general director of". The violence is a constant in the life of a great number of people in the whole world, e in them affects to all in a way or another one." (2003, p. **xii, translation ours**).

In this direction, members of some participant countries of 132ª Session of the Executive Committee of the World-wide Organization of Health (OMS)) and of the Organization Pan-American of Saúde (OPAS) "[…] had detached the necessity of more research to understand the basic causes and the factors of violence risk, in order to prepare strategical interventions more effective." (KRUG et al., 2003, **translation ours**).

Krug et al., (2003, p. 4, translation ours). it tells that: "The approach of the public health is to interdisplinar and if it bases on scientific data." And that such data are extracted of some areas of the knowledge, amongst them "psychology", "sociology" and "the pedagogia". It also standes out, that "initiatives of cooperation of so diverse sectors as of the health, the education, the social services, justice and the politics are necessary to decide problems that in general consider `doctors'."

Souza (1996, p. 7) it comments, in what it refers to these young, that: "The minimum that we costumamos to make is to consider it `delinquent'." However, Fleming (1966) it tells that the deliquency is not presented as:

[...] result of personal characteristics of perversion - physical or psychic - but as lack of adjustment of the individual to the requirements of the society and as consequence to the imperfection, on the part of the society, in satisfying the necessities or "basic desires" of the individual. (P. 23).

Of this form, such young, they present difficulties of if integrating to the society, however, they are inserted in some social groups and institutions, where the school is one of them, for which if it waits, "[...] that the members of the society pass all, it is placed in the position of being plus a social environment of the life of these individuals." (BRAZIL, 1998, p.63).

Then, the professionals of the education in its respective you discipline, amongst the several that form the curricular grating of basic education, they must present contributions for the questions of the problematic one of the violence, in particular in the educational system, of positive form it stops, at least, to minimize the question of the pertaining to school violence. Therefore, according to Dias Jr. (2005, p.27), the violence is a characteristic of the Man and, therefore, if this cannot extirpar it "therefore would be `to desumanizar' or `to castrate' the Man, since the violence is characteristic its `'."

Being Physical Education one of you discipline them that composes the cited curricular grating, it is questioned: Until point can be demonstrated the value of the Physical Education as a way of positive contribution to direct daily pay-adolescents, with difficulties of if integrating the pertaining to school society, in function of violent behaviors that some present?

THE VALUE

The term "value" presented, in the mitológico and medieval period, a relation with ethical principles, moral and of justice and are, until nowadays, association to the idea of God as Sacred Well, in which all the other values if find or emanate (BERESFORD, 2000). In understanding of Beresford (op. cit), the lacks human beings correspond to the values and therefore we prefer that of that we are devoid, eor we neglect what it is not presented as such. It is from these lacks and of the act to prefer or to neglect, correspondent to the values, that Manifest man if and faces the obstacles that the nature imposes to it, transforming the way where it lives in one another world, the world of the culture.

Value corresponds to a peculiar quality *sui generis* or that one To be possesss. This quality does not belong to the Being, but yes, it is added to it in function of the necessities of the Man and is what grants to the direction and the meaning to that one, much even so the same possesss other qualities (primary and secondary). Thus, the value alone exists if analyzed and interpreted in relation to the proper Man or valorador individual and to the direction and meaning of its life or existence (BERESFORD, 2000).

For Beresford (op.cit.), the value or quality *sui generis* which corresponds, a structural quality of the being that it can be understood as:

[...] everything what it fills positively (therefore of the the opposite, a against-value is had, or devaluate) one determined lack, vacuidade or privation of one determined To be in general and the Being of the Man of very particular form, or special. This, because the Being of the Man, it is the only Being that has the capacity of value, in function to possess, potentially, a conscience, intentional, or a improved state of conscience more, that it allows it, in function of its necessities, to transform the world of the nature into the world of the culture and the world of values (P. 82).

Much even so the value does not possess proper existence, needing to find something that if it transforms into its depositary. In this direction, Reale (1988) it comments: "Or we see the things while they are, or we see them while they are valid; e, because they are valid, they must be".

On the basis of this concept of Value, of Beresford (2000), e in the categories of the Value presented by Reale (1988), "to be" and "to be valid", one will search to contribute for the solution of the presented problem.

One soon understanding concerning the learning and of the lacks human beings in the pré-adolescência

The intention of education is the learning and this is related to the instruction process. The learning is understood as to the acquisition of abilities, specific attitudes and knowledge, gotten for the interactions of the individual with the instructional environment. The instruction is boarded under the systematic point of view and indicates the processes and functions that are introduced in the environment to facilitate the domain of specific tasks of learning (AURICCHIO, 1978).

The beginning of the puberty is a period of great physical transformations, intellectuals, social moral and e, to each new period, the individual, it reorganizes its world in a different level. The social matters are closely on to the other dimensions human beings, therefore they occur a sped up physical growth in such a way as a dynamism of the social relations. (FREIRE, 2004).

Under the biofísico aspect, between the 8 and 12 years they have place events of significant importance for the individuals, therefore the phase of the puberty is initiated, that it is mentioned to the period where ripens the reproductive system. In the feminine population it occurs the fast dilatation of the uglei and the appearance of the pelvic hair that are the first signals of approach of the sexual maturity, which if reveals, typically, to the 11 years of age.

In the masculine group, some individuals initiate its puberty more early, to the 11 years; others, later, to 12 or 13. Probably, in this period, one will occur accented physical growth, where the body is reorganized, e that unsteadiness the motor coordinations:

Movements that, until then, well they were co-ordinated become suddenly inadequate. Perceiving this difficulty, the young prevents certain movements and acquires position vices. Accurately for this reason, it must be stimulated to try the activities intensely motor, so that FREIRE can be reorganized permanently (, 2004, p. 26).

In this phase the daily pay-adolescent continues to evolve, how much to the motor aspect and the constructed projects already, however, if the child is displayed to the pressure for favorable social and economic circumstances, this process becomes fast, frequent and violent, mainly they are attacks for the lack of free movement, attention lack, stimulus and affection. Of this form, the activities proposals in a resume must be flexible, the point to allow different expressions for different people. It must present open contents sufficiently so that the pupils, in practical its, they have space for individual manifestations, in its proper rhythm of development (they idem, 2004).

Cordié (1996) also affirms that, a certain disinterest for the pertaining to school activities is observed in a child of disfavored sociocultural way, this, more for ignorance or fatigue of what for frank hostility. E, therefore:

[...] the parents rare attend the meetings of parents and masters and, still less, to the meetings of parents and pupils. All a work of information and incitation to the participation must, still, to be made. In this way, the linguistic expression is many times poor […] (ibid, 1996, p. 31).

Papalia and Olds (2000) consider the human development under an integrated perspective of the some aspects under which the Man can be considered. They tell the intermediate years of infancy, approximately of the six to the 12 years, as the pertaining to school years, as the pertaining to school years, for being the school a central focus of experience for the physical development, cognitivo and psicossocial. It is the cycle of life called the third infancy, that it corresponds, according to theory of Piaget, to the period of training of the concrete operations, that is:

The child not yet excuses to the presence object concrete-perceptual that can manipulate, from there to extract relations, to make mental operations, to form concepts. In this period the relations leave of the perception and the manipulation (sensório-motor structure). The children do not obtain to think for simple verbal proposals (COAST, 2003, p. 36).

In this age the ludicidade is a necessity and the game is present in the life of the individuals; "other it starts to represent the necessary condition for the game". It has therefore a visible socialization of the motricidade. To the few, the understanding of the game takes the individual to consider the positioning questions, of beddings, what it more becomes the organized game. Its growth is visible in the increase of the physical force, in the biggest confidence in the proper abilities and a pleasure for the collective game. This because "the confidence in the proper corporal resources increased" (FREIRE, 2004, p.19; 23).

Under the psicossocial aspect the perverse preference for the negative identity is always present in this phase of the human development. This means a combination of elements of socially unacceptable identity e, however, stubbornly affirmed, emphasizing despite, "if the social environment fails in offering any viable alternative, everything this can take to a sudden regression […] almost as a desperate attempt of auto-renaissance" (ERIKSON, 1998).

This period of the life final human being as part of the second infancy (7-12 years) marks the end of the childhood and anticipates in vivid way the changes of the adolescence that are for coming. The years of the daily pay-adolescence are marked by the close fellowship with the pairs; the child feels itself better enters of its age; it is a period of preparation to face the tasks of the puberal and adolescent growth; the information related to the sex and the moral instruction, when adjusted, they contribute for the adjustment of the child and a healthy adolescence (PIKUNAS, 1979).

From the 7 years of age the child will have to manage certain questions without the aid of the familiar parents and. It is the period marked for strong aggressiveness, understandable for having to assume an performance it are of house and to share language, thoughts, motor abilities, culture and feelings.

The circumstances or everything what in the fence, everything what is to our contour and that integrates our contour, they are presented in a great variety of contexts in which the Man is the only Being in its individuality, capable to develop and to transform the natural world into the world of the culture. Much even so this individuality, studious as Papalia & Olds, Erikson, Guardini, Sears and Feldman, they understand that of the physical point of view, cognitivo and psicossocial, the interaction contexts/individuals occur of a similar form and the Man passes for one same general sequence of development. "When the shunting line of these norms is extreme it only is that reason exists to consider the development of a person bonanza delayed or in advance" (PAPALIA & OLDS, 2000, p. 26).

The stages of the human development serve as orientation lines that the adults allow to have concrete expectations regarding that the children can make the age in accordance with (MELILLO and OJEDA, 2005). E for this, is necessary to examine the children individually, therefore they present different behaviors depending on the circumstances of life, the community, the chances and the proper child as only individual with proper characteristics.

For in such a way, the professor will have to elaborate pedagogical strategies with practical to multidiscipline, having already definite its educative scienters, such as the objectives to reach and the appropriate contents, using available resources, considering all the mentioned partner-philosophical beddings, organizing, thus, its actions in the diverse ones you discipline.

The Physical Education in Basic Education

The Basic Education is composed, according to this same Law, for the Infantile Education, Basic Education and Average Education Physical Education, according to Law 9,394 of 20 of December of 1996, Law of Lines of direction and Bases of the Education.

In this same Law reads the following text in § 3º of article 26: "the Physical Education, integrated to the proposal pedagogical of the school, is component curricular of the Basic Education, adjusting the etárias bands to it and to the conditions of the pertaining to school population, being facultative in the nocturnal ones".

Thus, in the Curricular Parameters National (PCNs), the Physical Education as it disciplines Pertaining to school, in Basic Ensino, presents three principles that contribute for "the reflection and practical quarrel of the pedagogical one" that thus had been synthecized: Principle of the inclusion that has as goal the inclusion of the pupil in the corporal culture of movement, by means of the concrete participation and reflection and effective [...]. Principle of the diversity that is applied in the construction of the education processes, having aimed at to extend the relations between the knowledge of the corporal culture of movement and the citizens of the learning. Categories of contents that are presented according to its conceptual category, procedural and

attitudinal (BRAZIL, 1998).

Already Pertaining to school Physical Education is:

[...] one disciplines that it introduces and it integrates the pupil in the corporal culture of movement, forming the citizen that goes produziz it, reproduziz it and to transform it, instrumentalizando it to usufruct of the games, the sports, the dances, the fights and the gymnastics in benefit of the critical exercise of the citizenship and the improvement of the quality of life. (BRAZIL, 1998 b, p.29).

In this direction, Physical Education as one of you discipline them that it composes the curricular grating of Basic Ensino, therefore, of Basic Ensino, under point of view of the legality and moral, for being one disciplines that makes possible the learning, in particular in this work the daily pay-adolescents, to stimulate the Human development in its some lacks, from playful activities.

Of this form, it disciplines it of Physical Education, it educates by means of one another characteristic of the Man, who Huizinga (2004) described as being: "*Homo Ludens"*. Therefore according to author, "[...] ` game ' is fact older than the culture, therefore this, exactly in its less rigorous definitions, always estimates the society human being" (Ibid.p.3).

Huizinga (2004, p. 4), tells that the some hypotheses concerning the game, "[...] that the game if finds on to some thing that not it proper game [...]". For this, according to author: "We play or we compete ` for ' some thing. The objective for which we play and we compete is before more nothing and mainly the victory [...] "(Ibid., p. 53, grifo ours). However, the victory is folloied of a "prize". This word drift more or less directly of the Latin, premium, and appeared originally in the sphere of the exchange and the evaluation, and estimates a value "(Ibid. p. 53, grifo ours).

However the Game, in its practices provokes "a pleasure", transforming it into a necessity. Therefore, it can be understood as "a function of the life" (Ibd. p.10). In this way, "all action Human being is a game" (Ibid, p. 234, grifo ours).

The Game for allowing the professor to value the behavior and the behavior of these young in one practical educative one, makes possible, according to National Curricular Parameters, "[...] construction of a responsibility position before itself and the other" (BRAZIL, 1998, p. 45, grifo ours). In this direction, the Game makes possible to integrate the pupils between itself and with the professor.

The Game has the permanence characteristic as a "treasure to be conserved by the memory" (Huizinga, 2004, p.12;13), allowing that the experiences of the pupils in the elaboration of the Game, the rules and practical its, are internalized of conscientious and pleasant form. For this, Brotto (2003, p.13), affirms: "I Game of the Alive and Alive skill that of the skill that game".

Final Considerations

From the one that was discoursed can to conclude that it was possible to contribute, at least in part, for problem that gave origin to this assay, for being the Physical Education one disciplines pertaining to school that it makes possible to fill of positive form the main lack of the Being of the Man, daily pay-adolescents with difficulties of if integrating the pertaining to school community, by means of the experience of the games, in function of behaviors and or violent behaviors, as well as contributing to supply the too much lacks. Directing them for a possible social integration.

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THE VALUE OF THE PHYSICAL EDUCATION AND ITS PEDAGOGICAL CONTRIBUTION FOR THE SOCIAL INTEGRATION OF THE YOUNG IN THE SCHOOL

Summary

Much even so the violence if reveals indifferently of the age band, it is in the daily pay-adolescence and the adolescence that it can surpass the tolerable limits. The revolt, typical characteristic of these young that passes for a transformation of the body, that they suffer, each time more precociously, the influence of psicossociais factors in the production of hormones, it can for questions of learning of behaviors or partner-economic difficulties if transform into aggressiveness and violence. This article had for objective to show that the Physical Education can contribute, pedagogically, as a way of social integration young them in the school, it has seen that its practical provides the contact between the same ones, representing this the necessary condition for the game of the life, this contributing for learning in general e, in special, for the learning of proper moral rules to the conviviality in society.

Word-key: pre-school adolescent, Social Integration, Physical Education.

LA VALEUR DE L'ÉDUCATION PHYSIQUE ET SA CONTRIBUTION PÉDAGOGIQUE POUR L'INTÉGRATION SOCIALE DES JEUNES DANS L'ÉCOLE

Sommaire

Bien que la violence se manifeste indifférentement de la bande étaire, c'est dans la pré-adolescência et dans l'adolescence que elle peut extrapoler les limites tolérables. La révolte, caractéristique typique de ces jeunes qui passent par une transformation du corps, ils que souffrent, de plus en plus précocement, l'influence de facteurs psicossociais dans la production des hormones, il peut par des questions d'apprentissage de conduites ou difficultés sócio-econômicas il se transformera dans agressivité et violence. contribuer, pédagogiquement, comme un moyen d'intégration sociale des jeunes dans l'école, il ait vu que sa pratique fournit le contact entre les mêmes, en représentant ceci la condition nécessaire pour le jeu de la vie, celui-ci en contribuant à l'apprentissage en général et, en particulier, pour l'apprentissage de règles morales propres à la convivialité dans société.

Mot-clef: Pré-dolescents, Intégration Sociale, Éducation Physique.

EL VALOR DE LA EDUCACIÓN FÍSICA Y DE SU CONTRIBUCIÓN PEDAGÓGICA PARA LA INTEGRACIÓN SOCIAL DE LOS JÓVENES EN LA ESCUELA

Resumen

Mucho sin embargo la violencia si revela indiferente de la edad, está en la preadolescencia y la adolescencia que puede sobrepasar los límites tolerables. La rebelión, característica típica de estos jóvenes que pasa para una transformación del cuerpo, que sufren, cada vez más precozmente, la influencia de los factores de los psíquico-sociales en la producción de hormonas, puede para las cuestiones de aprender de comportamientos o de dificultades socio-económicas si transforme en agresividad y violencia. Este artículo tenía para que el objetivo demuestre que la educación física puede contribuir, pedagógicamente, como manera de los jóvenes sociales de la integración ellos en la escuela, ha visto que su práctico proporciona el contacto entre los mismos, representando esto la condición necesaria para el juego de la vida, éste que contribuye para aprender en general e, en especial, para aprender de reglas morales apropiadas para convivir en sociedad.

Palabra-llave: Preadolescente, Integración Social, Educación Física.

Resumo

Muito embora a violência se manifeste indiferentemente da faixa etária, é na pré-adolescência e na adolescência que ela pode extrapolar os limites toleráveis. A rebeldia, característica típica destes jovens que passam por uma transformação do corpo, que sofrem, cada vez mais precocemente, a influência de fatores psicossociais na produção dos hormônios, pode por questões de aprendizado de condutas ou dificuldades sócio-econômicas se transformar em agressividade e violência. Este artigo teve por objetivo mostrar que a Educação Física pode contribuir, pedagogicamente, como um meio de integração social dos jovens na escola, haja vista que sua prática proporciona o contato entre os mesmos, representando isto a condição necessária para o jogo da vida, este contribuindo para o aprendizado em geral e, em especial, para o aprendizado de regras morais próprias ao convívio em sociedade.

Palavras-chave: Pré-adolescente, Integração social, Educação Física.