91 - CORFEBOL AND HIS/HER CARÁTER SOCIALIZADOR BETWEEN BOYS AND GIRLS IN THE CLASSES OF PHYSICAL EDUCATION.

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INTRODUCTION

What unchained the present study went to the observation of the boys' conduct in relation to participation of them, in the same team, when of the accomplishment of the games pré-sport or sport, such as: handball, volleyball etc. Those two groups along the years in that the Physical education has been taught at the Brazilian schools, they demonstrate a total social separation, when the subject is the collective games. The boys when questioned of the reason of that behavior, they justify his/her discrimination for the fact, that the girls, don't possess enough ability so that their teams can arrive the victory. That type of behavior begins, precocemente, to develop an attitude highly discriminadora and a factor of quite preoccupying social exclusion, because, for a society it can become a great nation is necessary that there is a great cooperation between men and women.

After probing those two groups informally, on the reason of such procedure, I noticed that the cause was related with basic needs of self-esteem and of other aspects comportamentais and social.

The central subject of that study is ruled in the prevalence of the presence of some students that have a conduct comportamental dominant ego in the questioned groups. And in the harmful character that such behavior can present in his/her future lives, concerning the social conviviality and the social interaction. The concern, because, with the theme corfebol and his/her character socializador as intervening factor, for the increase of the goal task and the decrease of the goal ego in the boys' behavior in relation to the girls' participation in the sport games in the classes of Physical education appears exactly of the understanding that every individual should be motivated with a "green sign" that it continues or stop with a certain behavior, in all of the social spaces, above all in the educational spaces. Being permitted that all can maintain or to modify his/her motive conduct in the proposed activities and enjoy their benefits, being valued the individual capacities and the several stages of the child's development psicomotor, not looking for the athletes' formation, but the human being's global formation.

The physical activity is of fundamental character in the man's general formation and to the professional of Physical education it fits to stimulate and to drive that practice, that theme - corfebol and his/her character socializador - it deserves special attention, once the professional of Physical education should promote and to unchain her/it all the moment in their fundamental values in the human being such an as, the respect, the cooperation and the socialization.

It is fundamental that this educator knows the rules, the foundations and the essence of the corfebol, because the professionals of Physical education, in Brazil and in some countries in the world, they still ignore that sport, no Olympic and that it possesses in his/her essence a capacity sounds integradora and cooperativista when of his/her application in school youths.

Then to be of great relevance the present study, because what intended with the implantation of the corfebol in the grating curriculares of the classes of Physical education of the fundamental and medium teaching is the creation of a society more cooperative, united and certain in reaching a same life ideal. Contributing in that way to the improvement of the quality of life in general way of our nation.

The classes of Physical education, as all the other ones, they should develop in the student the taste for learning, for growing, for developing and mainly for learning to Be, so that that Being, he/she can get to be a free and happy man and that it takes for all his/her life the taste and the satisfaction for the practice of the physical activity to all this denominated motivation, that cannot be given, but, it can be wakened up.

The studies concerning motivation occupy a prominence place inside of the literature. The Cognitive Social Theory of the Approach for Objetivos/Metas (NICHOLLS, 1984 and DUDA, 1989), it proposes two denominated goals of goal task and put ego, that you/they are related to the composition of the climate motivacional in the classes. This theory will be initially the base on which will lean on the study of the lifted up subjects.

The student gone back to the learning, to the cooperation with the friends, the honesty in the accomplishment of the games, to pawn to the maximum to reach a goal and to the work in team is characterized as goal task that we got to verify with the application of the corfebol in the researched population.

However, the individualistic student, no cooperative, discriminador and immodest in the accomplishment of the games and that it looks for sordid artifices to reach a certain goal the any cost is characterized as goal ego, what can verify when of the accomplishment of the pré-sport games or sports in the classes of Physical education, where the student looks for to win her/it any cost.

As that theory completely individual possesses the goal ego and the goal task, and those goals will be responsible for the man's characteristics comportamentais. However in every individual one of the goals will prevail on the other in agreement with the situation that is living.

According to Duda (1989), a link exists among an individual's orientation motivacional in certain private atmosphere and the potential socialization of inherent values in this adapts. The pedagogic actions used by the teacher in their classes will be noticed in different ways by the students and they will influence in the establishment of goals of the same ones. In that way the postures and the students' behaviors in the classes will be reflexes of the constant and sincere job of an addressed positive reinforcement in an individual way or collectively in order to if it reaches the objective of the group.

METHODOLOGY

It is treated of a study of case of partner-historical nature that it looks for to investigate under the optics of the Cognitive Social "Theory of the Approach for Objectives / Goals" (NICHOLLS, 1984. and DUDA, 1989.), the relevance of the practice of the corfebol in the classes of Physical education in the change of the boys' behavior in relationship the girls with ages understood among the nine to eleven years of the groups 301 and 302 and 303 of the School President Kennedy / Town Kennedy-RJ, in the classes of Physical education. The research was accomplished during a period of five months of classes, so that the students lived the basic foundations for the practice of the corfebol. They participated previously in the investigation ninety for center of the component students' of the groups total mentioned that you/they were present in the first day of the research in the class of Physical education. The groups were composed of students of both sexes, that accomplished the classes of Physical education committees.

The table to follow display the number of students for groups and the number of participants in the research.

GROUPS NO.	OF PARTICIPANT	STUDENTS
301	30	27
302	35	31
TOTAL	65	58

Table 1

The table to follow display the students' age group that you/they participated in the research:

GROUPS	AGE GROUP
301	09 - 10
302	10 - 11

Table 2

The instrument used for the collection of data was "Task and Ego Orientation in Sport Questionnaire" - TEOSQ, that is a questionnaire about the orientation task and ego in the sport.

According to Chi and Duda (1995) the questionnaire previously mentioned is composed by thirteen subjects elaborated by Duda (1989) and Duda and Nicholls (1992), ambasd Purdue University / USA. That research will follow the standardization accomplished by Olavo Feijó and Jaqueline Martins, through CNPq and Universidade Gama Filho / RJ in 1996.

The questionnaire mentioned previously is used usually in sport practices or in physical activities of school extent. (ibid)

The present questionnaire is elaborated in the following way: 1 - I don't "agree"; 2 - I don't "agree, more or less"; 3 - he/she doesn't "make difference"; 4 - I "Agree, more or less"; 5 - "Yes I agree."

The items related to the numbers 2, 5, 7, 8, 10, 12 and 13 are inherent to the individual puts task, and the related to the numbers 1, 3, 4, 6, 9 and 11 to the individuals goal ego. (CHI & DUDA, op. cit.)

The individual's characterization as goal task will be established in agreement with the sum of the items of number 2, 5, 7, 8, 10, 12 and 13. Owing the select value to oscillate among thirty five pontos.Caso the value he/she approaches the seven points the individual presents a weak predominance of the goal task, I marry the result approaches of the thirty five points the individual will present a strong predominance of the same.

The individual's characterization as goal ego should follow the same procedures adopted for the individual to put task, except for the items to they be added that you/they will be the one of number, 1, 3, 4, 6, 9 and 11. Owing the select value to oscillate between six and thirty points. In case the result approaches the six points the individual will present a weak predominance of the goal ego, I marry the result approaches of the thirty points a strong predominance of the same will exist.

By the results obtained with the two groups will determine to the predominance of the goal task or put ego in the appraised groups.

For the completion of the questionnaire it was done necessary to establish the following question: "I feel happy with the practice of sports... ".

The collection of data was accomplished in two moments. In the first day of class the questionnaire was applied with the students of the groups involved in the research and after ten months of class the questionnaire was reapplied, for the verification of occurrences of changes in the predominance of the goals, by the influence of the corfebol.

I FEEL WELL HAPPENED (VICTORIOUS IN ESPRTE... I don't agree
I don't agree
More or less he/she doesn't make difference I agree more or less Yes, I agree

1. when I am the only that he/she knows how to do the play.	1 2 3 4 5
2. when I learn a new technique and he/she gives will of practicing enough.	1 2 3 4 5
3. when I play better than my friends.	1 2 3 4 5
4. when the others don't play as well as I.	1 2 3 4 5
5. when I learn some thing that is entertaining to do.	1 2 3 4 5
6. when the other ones get mixed up and me not.	1 2 3 4 5
7. when I learn a new ability working hard.	1 2 3 4 5
8. when I make an effort a lot in the one that I do.	1 2 3 4 5
9. when I get to mark the largest number of goals (or points).	1 2 3 4 5
10. when some thing that I learned myself stimulates to practice enough.	1 2 3 4 5
11. when I am the best.	1 2 3 4 5
12. when I learn a technique (ability) that gives very certain.	1 2 3 4 5
13. when I give the best of me even.	1 2 3 4 5

For a society to live together in harmony it is necessary that there is the predominance of the goal task, where each Being will channel their efforts for the very common. As one of the objectives of the Physical education is the human being's global development, it is done necessary to the implantation, urgent, of the corfebol in the grating curriculares of the classes of Physical education of the fundamental and medium teaching, as form of waking up in the child and in the adolescent the importance and the need of the cooperation, the group spirit and mutual respect of one to the other on behalf of a common objective and mainly the cooperation between men and women.

To proceed we will detach some used procedures, through the corfebol to reach a change comportamental of the students in the classes of Physical education.

" the teacher's conduct (emphasis in the importance of the men's force in a throw and the importance of the women's organizing spirit in the creation of the attack strategies and defense);

" use of the beginnings of the beginnings of the human rights that detach that all are same before the society;

" I respect the rules and to the components of the opposing team;

" commitment with the punctuality, during the intervals and return for the continuation of the games.

" to understand the true spirit of the corfebol and of all of the competitions, not giving too much importance the defeat or the victory;

" process of solemnity evaluation in relation to income, conduct, honesty and other.

" activities that make possible the development in the capacity of the students' creation.

RESULTS

After the verification of the results of the first application of the test, we proved, in each group, a tendency quite considered for the characteristic to Put Ego.

For us to arrive the that first conclusion added the individual results of the applied questionnaires to the students, for then we accomplish the calculations of the average of each group. In that evaluation we didn't have as concern to the students' individual analysis and yes the group as a completely.

As the test used in that study presents seven subjects for the goal task and six, for the goal ego, we had to use the reason and proportion, so that we could compare the results. We used the proportion in the following way: we multiplied the average of each group, regarding the goal ego, for seven (number of items of the goal task) and we divided for six (number of items of the goal ego), reaching of that sorts out the proportion of the results among the two goals.

In the first application of the questionnaire with the students of the groups 301 and 302 collected the following averages regarding the goal ego: group 301 with (16,7) group and to 302 with (19,4) respectively.

However the values previously mentioned suffered an alteration so that the same ones if they turned proportional to the goal task. After the transformation of those values we obtained for the group 301 the result of (19,4) and for the group 302 the result of (22,6).

First application of "TEOSQ TEST"

After the application of the first test with the students, we collected the following medium values for each group:

GROUPS	META EGO	PUTS TASK
301	19,4	18,2
302	22,6	20,9

Table 3

The scores of the groups here presented demonstrate clearly, the prevalence of the goal ego on the goal task in the group 302. Concerning group 301 the same presents an average among the predominance of the goal ego, whose value was in (19,4) and the goal task that presented a score of (18,2), however we cannot stop emphasizing the predominance of the characteristic of the goal ego in that group. Already the group 302 demonstrates a small balance in the score in relation to the Meta Ego and the Goal task. In agreement with those obtained data of the group 301 we can believe that that group in the touching the other disciplines present a quite varied behavior.

The values here found concerning the prevalence of the goal ego, they are in a certain way preoccupying, because, as those children are going changing of series, if they turn more and more intransigent the competitions and exclusions on the part of the boys for the girls' participation in the calls collective sports, where the desire for the victory and to have a team more and more strong, in the way of thinking of them will take them consequently the victory.

Second application of "TEOSQ TEST"

In that second phase of application of the test we had the participation of 100% of the students that you/they underwent the same, in the first phase of the research. The group 301 obtained (14,5) regarding the behavior you/he/she puts ego, after the general sum obtained by each student, of that group. Already the group 302 obtained (12,3) in his/her average geral.referentes to the goal ego.

To the we convert those values, following the orientation of the scale of the goal task, we found the following score.

Second application of "TEOSK TEST

GROUPS	META EGO TASK	PUTS
301	16,9	22,7
302	14,3	21,4

Table 4

To the we observe the table the top verified that as much the group 301 as the group 302, although they are far away from a characteristic puts dominant task, both groups, present in agreement with the collected data, a tendency to the behavior puts task. He/she suits to observe the prevalence of the goal task about the goal ego in that point of the study.

Comparison Between the First and Second application of "TEOSQ TEST"

In the table below we can observe and we compare the variations between the first and the second phase of the research. The first phase happened before the application of the positive reinforcement and the second phase after the eight months, consecutive, of application of the positive reinforcement.

	GOAL EGO		PUTS TASK	
GROUPS	TEST 1	TEST 2	TEST 1	TEST 2
301	19,4	16,9	18,2	22,7
302	22,6	14,3	20,9	21,4

Table 5

To the we analyze the obtained averages of each group, after the application of the corfebol you give months can notice clearly that:

Ò the group 301diminuiu in 2,5 the index puts ego and it increased in 4,5 the index puts task.

Ò the group 302 decreased in 8,3 the index puts ego and you/he/she increased in 0,5 the index puts task.

To the we analyze the results previously mentioned observed that the group 302 was the one that presented the largest decrease in the related index the goal ego (8,3). Already the largest increase in the index related to the goal task the group 301 fit, (4,5).

EVALUATION GIVEN DOS

To the we accomplish "TEOSK TEXT" application in the beginning of this work got to notice that we were before two groups with characteristics Puts dominant Ego, that prevalence of the goal ego in any continuation of the human relationships will be at

preoccupying least, once the individual's characteristics comportamentais puts ego are among another the companionship lack, of honesty and of coexistence in group, what can verify when of the application of the collective sports or of the games pré-deportivos, where the boys refuse categorically to play in the same team that the girls. Contributing to the beginning of a social exclusion concerning the girls' participation in those activities.

After ten months of research, where we used her/it all the moment the corfebol game and his/her character socializador, in the groups 301 and 302 always emphasizing the importance of the feminine presence in those, because one of the rules of the sport is that the teams can only exist with a quantitative of four women and four men in block, because, without that configuration the sport would be descaracterizado. In that second application we obtained a quite significant result concerning decrease of the index of the goal ego and the increase of the index of the goal task in the groups 301 and 302.

Where both groups started to give value and they recognize the importance of the feminine presence in their teams.

Those results come to base the lifted up hypothesis in the beginning of that work about the relevance of the implantation of the corfebol in the grating curricular of the classes of Physical education of the fundamental and medium teaching, in the Brazilian schools, due to his/her character socializador and dynamic, where all are same and they can live an odd experience concerning construction of a society based in the help and cooperation of all, without the ghost of the social exclusion.

CONCLUSION

In agreement with the data obtained in that research, we could observe that the implantation of the corfebol, in the one of the classes of Physical education, gone back to the boys' socialization and girls, integrating a same team, it was fundamental for the characteristic to put dominant ego of the groups was substituted for the it characterizes goal dominant task in the behavior of the group in a general way.

After we compare the results obtained between the second application of the questionnaire and the first, we observed that the two groups that suffered the interference of the corfebol in his/her behavior demonstrated a significant change in the prevalence of the goal ego in the beginning of the study for the goal task at the end of the study. During the whole phase of the research the classes always presented a character lúdico and quite casual, where the students counted the days for again could play corfebol. That collective sport and socializador without a doubt, it started to be those students' new passion and to each basket converted by the girls was evident the admiration and respect that the same ones conquered of their friends. That research looked for to assist and to apply the bases of the pillars of the education, learning to be, learning to live together and learning to learn.

Word-key: Corfebol, socialization, goal-ego, put task,

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ABSTRACT

What unchained the present study went to the observation of the boys' conduct in relation to participation of them, in the same team, when of the accomplishment of the games pré-sport or sport, such as: handball, volleyball etc. Those two groups along the years in that the Physical education has been taught at the Brazilian schools, they demonstrate a total social separation, when the subject is the collective games. The boys when questioned of the reason of that behavior, they justify his/her discrimination for the fact, that the girls, don't possess enough ability so that their teams can arrive the victory. That type of behavior begins, precocemente, to develop an attitude highly discriminadora and a factor of quite preoccupying social exclusion, because, for a society it can become a great nation is necessary that there is a great cooperation between men and women.

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the girls' participation in the sport games in the classes of Physical education appears exactly of the understanding that every individual should be motivated with a "green sign" that it continues or stop with a certain behavior, in all of the social spaces, above all in the educational spaces. Being permitted that all can maintain or to modify his/her motive conduct in the proposed activities and enjoy their benefits, being valued the individual capacities and the several stages of the child's development psicomotor, not looking for the athletes' formation, but the human being's global formation. Word-key: Corfebol, socialization, goal-ego, put task.

CORFEBOL ET SON CARÁTER SOCIALIZADOR ENTRE GARÇONS ET FILLES DANS LES CLASSES D'ÉDUCATION PHYSIQUE.

RÉSUMÉ

Qu'a déchaîné l'étude présente est allée à l'observation de la conduite des garçons par rapport à participation d'eux, dans la même équipe, quand de la réalisation du sport du pré des jeux ou porte, tel que: handball, etc du volley-ball. Ces deux groupes le long des années dans que l'éducation Physique a été apprise aux écoles brésiliennes, ils démontrent une séparation sociale totale, quand le sujet est les jeux collectifs. Les garçons quand a questionné de la raison de ce comportement, ils justifient sa discrimination pour le fait qui les filles, ne possède pas assez de capacité afin que leurs équipes puissent arriver la victoire. Ce type de comportement commence, precocemente, développer hautement une attitude discriminadora et un facteur de préoccuper complètement l'exclusion sociale, parce que, pour une société il peut devenir une grande nation est nécessaire qu'il y ait une grande coopération entre hommes et femmes.

Après approfondir ces deux groupes officieusement, sur la raison de telle procédure, j'ai remarqué que la cause a été racontée avec besoins de base d'amour-propre et d'autre comportamentais des aspects et social.

Le sujet central de cette étude est gouverné dans la prédominance de la présence de quelques étudiants qui ont un comportamental de la conduite moi dominant dans les groupes questionnés. Et dans le caractère malfaisant que le tel comportement peut présenter dans ses futures vies, à propos du jovialité social et l'interaction sociale. L'inquiétude, parce que, avec le corfebol du thème et son socializador du caractère comme facteur survenu, pour l'augmentation de la tâche du but et la baisse du moi du but dans le comportement des garçons par rapport à la participation des filles dans le sport joue dans les classes d'éducation Physique paraît exactement de la compréhension que chaque individu devrait être motivé avec un "signe vert" qui il continue ou arrête avec un certain comportement, dans tous les espaces sociaux, au-dessus de tout dans les espaces pédagogiques. Être autorisé que tout peuvent maintenir ou modifier sa conduite du motif dans les activités proposées et aimer leurs avantages, être évalué les capacités individuelles et les plusieurs étapes du psicomotor du développement de l'enfant, en ne cherchant pas la formation des athlètes, mais la formation globale de l'être humain. Mot clef: Corfebol, la socialisation, but moi, a mis la tâche.

CORFEBOL Y EL HIS/HER CARÁTER SOCIALIZADOR ENTRE LOS MUCHACHOS Y MUCHACHAS EN LAS CLASES DE EDUCACIÓN FÍSICA.

EL LO ABSTRACTO

Qué desencadenó el estudio presente fue respecto a a la observación de la conducta de los muchachos la participación de ellos, en el mismo equipo, cuando del logro del pré-deporte de los juegos o luce, como: la pelota, etc del voleibol. Esos dos grupos a lo largo de los años en que la educación Física se ha enseñado en las escuelas brasileñas, ellos demuestran una separación social total, cuando el asunto es los juegos colectivos. Los muchachos cuando cuestionó de la razón de esa conducta, ellos justifican la discriminación del his/her para el hecho que las muchachas, no posee bastante habilidad para que sus equipos puedan llegar la victoria. Ese tipo de conducta empieza, precocemente, desarrollar una actitud favorablemente el discriminadora y un factor de preocupar la exclusión social realmente, porque, para una sociedad puede volverse una gran nación es necesaria que hay una gran cooperación entre los hombres y mujeres.

Después de sondear esos dos grupos informalmente, en la razón de tal procedimiento, yo noté que la causa estaba relacionada con las necesidades básicas de autoestima y de otro comportamentais de los aspectos y social.

El asunto central de ese estudio se gobierna en el predominio de la presencia de algunos estudiantes que tienen un comportamental de la conducta el ego dominante en los grupos cuestionados. Y en el carácter dañoso que la tal conducta puede presentar en el his/her las vidas futuras, acerca de la jovialidad social y la interacción social. La preocupación, porque, respecto a para el aumento de la tarea de la meta y la disminución del ego de la meta en la conducta de los muchachos la participación de las muchachas en los juegos deportivos en las clases de educación Física aparece exactamente de la comprensión que cada individuo debe motivarse con una señal" "verde que continúa o detiene con una cierta conducta, en todos los espacios sociales, con el corfebol del tema y socializador de carácter de his/her como el factor intermedio, sobre todos en los espacios educativos. Permitiéndose que todos pueden mantener o modificar la conducta de motivo de his/her en las actividades propuestas y disfrutar sus beneficios, mientras siendo estimado las capacidades individuales y las varias fases del psicomotor de desarrollo del niño, no buscando la formación de los atletas, pero la formación global del ser humano.

Palabra-importante: Corfebol, la estatificación, el meta-ego, puso la tarea.

O CORFEBOL E SEU CARÁTER SOCIALIZADOR ENTRE MENINOS E MENINAS NAS AULAS DE EDUCAÇÃO FÍSICA.

RESUMO

O que desencadeou o presente estudo foi à observação da conduta dos meninos em relação a participação delas, no mesmo time, quando da realização dos jogos pré-desportivos ou desportivos, tais como: handebol, voleibol etc. Esses dois grupos ao longo dos anos em que a Educação Física vem sendo ensinada nas escolas brasileiras, demonstram uma total separação social, quando o assunto são os jogos coletivos. Os meninos quando questionados do motivo desse comportamento, justificam sua discriminação pelo fato, de que as meninas, não possuem habilidade suficiente para que suas equipes possam chegar a vitória. Esse tipo de comportamento começa, precocemente, a desenvolver uma atitude altamente discriminadora e um fator de exclusão social bastante preocupante, pois, para que uma sociedade possa se transformar em uma grande nação é necessário que haja uma grande cooperação entre homens e mulheres.

Após sondar informalmente esses dois grupos, sobre o porquê de tal procedimento, percebi que a causa estava relacionada com necessidades básicas de auto-estima e de outros aspectos comportamentais e sociais.

A questão central desse estudo está pautada no predomínio da presença de alguns alunos que tenham uma conduta comportamental ego dominante nas turmas questionadas. E no caráter prejudicial que tal comportamento pode apresentar nas vidas futuras delas, no tocante ao convívio social e a interação social. A preocupação, pois, com o tema corfebol e seu caráter socializador como fator interveniente, para o aumento da meta tarefa e a diminuição da meta ego no comportamento dos meninos em relação a participação das meninas nos jogos desportivos nas aulas de Educação Física surge justamente da compreensão de que todo indivíduo deve ser incentivado com um "sinal verde" de que continue ou pare com um determinado comportamento, em todos os espaços sociais, sobretudo nos espaços educativos. Permitindo-se que todos possam manter ou modificar sua conduta motora nas atividades propostas e desfrutem de seus benefícios, valorizando-se as capacidades individuais e as diversas etapas do desenvolvimento psicomotor da criança, buscando não a formação de atletas, mas a formação global do ser humano.

Palavras-chaves: Corfebol, socialização, meta-ego, meta tarefa.