99 - THE FOLKLORE AS A PHYSICAL EDUCATION INSTRUMENT RESCUING BRAZILIAN CULTURE ON ELEMENTARY AND HIGH SCHOOL

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1 INTRODUCTION

Culture is an element treated with such importance on National Curricular Parameters, that is presented on various disciplines of curriculum and is detached as transversal theme with plural culture meaning. The plural culture shows a way to exercise democracy once is practiced over a condicionante factor that face respect among different groups. Searching for this harmonious relationship, the school environment is showed as place in which the students can learn to relate through knowledge. This is part of critical understanding of reality where it begins to built criteria for self recognition as part of a social group or society. That is the reason why there is no sequence for plural culture learning and it make possible its studying in all levels of learning

The criteria adopted on National Curricular Parameters to transversal themes characterization was submitted to the social recognition in which are inserted the urgency and national comprehension, leading to education and well understanding of comprehension and social. The social urgency would be liable for citizen equal rights. On a nation with different cultural characteristics, the depreciation of a culture could lead to social inequalities that could put on risk the personal dignity. It gives relevant importance to this theme once Brazilian people was originated from miscegenation. The plural culture is able to be learned once "education never germinates in ground infertile" (MOREIRA e SILVA, 1995, p.105), what justify the students relation on its process. The aiding of reality comprehension and social participation occurs when students critical sense development that built its citizenship though national social reality.

In a country as Brazil that presents high social-economical discrepancies, the diversity of the population can be submitted to wealth exploration that can appear from this cultural and geographical characteristics differences. This way we believe that each culture has its own function on groups though the tradition expression. Then, folklore would be an identification agent of cultural traditions from those groups and their heirs on educational institution giving this way, bases to citizen construction.

The folklore analyzed as immaterial cultural manifestation presents corporal rhythmic components, songs, legends and many practical items that presents the cultural diversity inherited from colonization agents and immigrants that is part of an interesting theme to be studied on physical education classes. Each folklore manifestation brings expressions from the places where they were originated as well as population costumes and elements utilized on social cultural boarding and can be consider as an opportunity to study interdisciplinary issues. The folklore used as curriculum cultural boarding is possible due to the learning process as corporal strategy allied to characteristics recognition of different population offering national identity. The teacher represents the agent of identity construction and critical sense development when remind the fours pillars of education according Delors (2003): learn to be part of ; learn to identify , learn to leave together, and learn to do.

1.1 Objective

To investigate the importance of folklore on elementary and high school physical education for Brazilian culture rescue.

1.2 Purpose

Nowadays we can realize that people interchange can be facilitated by media that day by day increase the news about foreign culture manifestations. However, it doesn't means that people should take those values as their own. According Ortiz (1994 p. 182) Brazilian people presents as main characteristic "the results of acclimatization of European people." What would lead to influence on students cultural face that presents inheritance of the miscegenation due to settling period. This way, it is necessary to think about folklore function as instrument that will make the professional of physical education about the importance of this issue for the student recognition of his history.

2 LITERATURE REVISION

2.1 Culture and its ramifications

Concerning an intercession between culture and folklore we can agree with Ullmann (1991, p.84):

"Culture means the *modus vivendi* global that a people is part of. That includes the point of view, the and way people feel. The feelings and thoughts are showed on people language, on the laws people follow, on the religious, what we call non material culture".

Cascudo (2001, p.240) also said that : "Folklore is the people culture made cognitive by tradition. Anything that could present human interest besides its meaning and logic is folklore." From these tow point of view, when talking about folklore, we are talking about a culture manifestation that is transmitted to school environment though the students that give to the teacher thought teach-learn process the cultural material to be developed

2.1.1 Folklore and people culture

Brandão (1985) elucidate the opportunity for an association of people culture and folklore related with population culture. According this Author, the theme people o term popular would be related with people power. For Horta (2000), when we analyze the semantic meaning of the word folklore, we find out that *folk* means people and *lore* wisdom, this would lead us to believe on an association between people culture and folklore. However in despite of this association folklore represents the cultural people conscience.

2.2 National Curriculum Parameters (PCN`s), Culture and Physical Education

According Brasil (2000), the National Curriculum Parameter are a set of elements organized in documents that supply teachers and educational institutions the necessary bases for curriculum elaboration and practice development. Those documents elucidate teacher as someone able to recognize the "relevant Brazil's characteristics on social, cultural and material dimensions presenting as goal the construction of a nation with national identity." (BRASIL, 2000, p. 7). This assure what says the

Brazilian Federal Constitution on article 215 section 2 tittle " The government will protect the manifestation of cultural people, including Indian and Afro and any other group from national civilization process". What we can see is that the Government PCN's to assure Brazilian cultural manifestation using the teacher as transmitter of this knowledge though Brazilian culture rescue. This way is not the intention to understand the folklore as the search of something able to be lost but, to observe its relation with physical education on school as a needed to develop national identity on schools. According Ossona (1988), all that have life manifests by the movement showing individual and emotional form of someone. Then this is the relation between men and his expressive by movement that physical education professional presents for society. In this relation, folklore means the connector element between men and culture. (FIG.1).

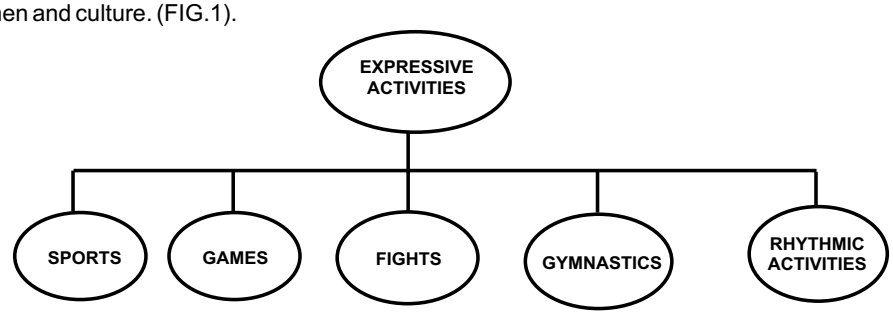


FIGURE 1: Some expressive activities presented on folklore.
Source: Adapted from BRASIL, 2000.

2.2.1 Folklore as instrument on Physical Education

Expressive activities that folklore contains allow the physical education teacher the study of culture on its physic-corporal profile making possible reflection and comprehension of feelings, thoughts and social actions that originated each manifestation. According Cascudo (2001) there is many kind of folklore manifestation among them dance and legends. Dance is showed as the oldest group expression form that on the beginning had been made the function of connection between men and his religiously. About the legends, it means a set of characteristics : verse, music, choreography and thematic. Brazil presents different cultural manifestations on its regions and this is due to different influences that was performed during settling period on each region.

2.3 Corporal conscience and folklore manifestation

According Gonçalves (2000), Daolio (2003) and Nanni (2003), the folklore manifestations represents culture and this way are presented as instrument of corporal conscience. Considering that men corporal behavior is influenced by the cultural environment in which he is submitted there is interdependence on the relation men-culture. Nanni (2003), elucidate the needed to verify the collective conscious that came from population as corporal conscience that depends of social, historical and cultural facts and also internal and external characteristics from a person. Based on this we can conclude that the corporal conscience of someone depends of the corporal conscience of the group they are part of. Then we can conclude that cultural environment influence people corporal behaviors that is part of its culture and each person express on its own way withou loose the group characteristics.

2.4 Cultural influence on people education

According the PCN's, an expression for the teacher performance on school would be development of citizens conscious about his rights and responsibilities. According Amora (1997) it give the citizen the pleasure of the use of those rights for cultural preservation.

The contact of the people with other from his culture or not, is part of the educational as studied by Gallahue and Ozmun (2001). According those authors, there is three factors on the structure of socialization : position of someone on society, paper it present and rules to be followed. The we can realize that culture influence on person development as citizen been "agent and meaning of culture" (DAOLIO, 2003, p.35).

3 METHODOLOGY

It was made a descriptive research using bibliography about folklore and its manifestations with education and physical education on school.

4 CONCLUSION

We can enumerate various evidences that suggest the needed to develop culture studied on school: - Culture as constitutional right assured on school environment by PCN's; Culture influence on people corporal conscious; Culture influence on citizen development.

Analyzing the issue, we can elucidate that folklore really represents an important instrument for physical education on Brazilian culture rescue once : Various authors have the same opinion that folklore is part of culture specially Ullmann (1991), Cascudo (2001) and Brandão (1985); Folklore manifestation are considered part of culture ramification that influence on someone corporal conscience as elucidated by Gonçalves (2000), Daolio (2003), Nanni (2003) and Morais (1992); The corporal conscience is directly related to physical education process that uses body to teach; The cultural environment has influence on people as citizen as elucidated by Amora (1997), Ullmann (1991), Daolio (2003), Gallahue, Ozmun (2001) and Dayrell (1996). Thought education on school people can reflect about his own recognizing this way cultural characteristics. When the teacher stimulates the critical point of view of the student about the movement of culture he is helping to built corporal conscience once culture is a relevant factor for corporal development. This way, folklore represents an instrument for Brazilian cultural rescue and development of national identity of a person.

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THE FOLKLORE AS A PHYSICAL EDUCATION INSTRUMENT RESCUING BRAZILIAN CULTURE ON ELEMENTARY AND HIGH SCHOOL

SUMMARY

We found on the National Curricular Parameters (PCN's) the elements for students social-culture education and due to it we elucidate importance of the physical education professional on school. On school environment, the attention dedicated to culture and its ramifications is reaffirmed by the PCN's on the different curricular disciplines, including physical education. This way, the teacher needs to use elements in order to execute interventions about his cultural boarding schedule. Through bibliographical research, it was possible to realize the relation between culture and physical education with folklore as instrument on Brazilian cultural rescue for elementary and high school. Many researches made about this issue, lead us to believe that folklore is a relevant instrument on physical education presenting as goal the rescue of Brazilian culture on school environment and then the student social-cultural education once it shows culture ramifications that influence the person corporal conscience .

Key-words: folklore, culture, physical education.

Le FOLKLORE COMME INSTRUMENT D'ÉDUCATION PHYSIQUE SAUVANT La CULTURE BRÉSILIENNE SUR Le LYCÉE ÉLÉMENTAIRE ET

RÉSUMÉ

En cherchant clarifier sur l'atuación de le professionnel d'Éducation Physique dans les écoles nous trouvons dans les Paramètres Curriculaires Nationaux (PCN) éléments pour la formation socio-culturelle de l'étudiant

Dans l'atmosphère scolaire la proteción à la culura et ses ramifications est réaffirmée par le PCNs dans ses plusieurs disciplines du plan d'études même dans l'éducation physique. Ainsi le professeur a besoin d'utiliser d'instruments pour executar des interventions en ce qui concerne l'abordagem culural de son planeamento. À travers l'enquête bibliographique, a été obvervado l'inter-relation entre culture et éducation physique en tenendo le folklore comme instrument dans le resgate des traditions culturelles Brésiliennes dans l'atmosphère scolaire. Second vu obtenus, le folklore ce est un important instrument dans la physique educação en tendendo comme objectif le resgate de la culture Brésilienne dans l'atmosphère scolaire et ainsi de la formation socio-culturelle de l'étudiant, une fois qu'il ait apresentase comme une ramification de la culture qui influence la formation de la corporeidade de l'invividuo.

Palavras clef : folklore, culture, éducation physique

El FOLKLORE COMO INSTRUMENTO De la EDUCACIÓN FÍSICA QUE RESCATA La CULTURA BRASILEÑA EN HIGH SCHOOL ELEMENTAL Y SECUNDARIA

RESUMEN

Buscando aclarar sobre la atuación del profesional de Educación Fisica en las escuelas, encontramos en los Parametros Curriculares Nacionales (PCN) elementos para la formación socio-cultural del estudiante. En el ambiente escolar, la proteción a la culura y sus ramificaciones és reafirmada por los PCNs en sus varias disciplinas del curriculo, incluso en la educación fisica. Así, el profesor necesita utilizar de instrumentos para executar intervenciones en lo que se refiere a la abordagem culural de su planeamento. A traves de la pesquisa bibliografica, fué obvervado la interrelación entre cultura y educación fisica tenendo el folklore como instrumento en el resgate de las tradiciones culturales Brasileñas en el ambiente escolar. Segundo dados obtenidos, el folklore seria un instrumento importante en la educação fisica tendendo como meta el resgate de la cultura Brasileña en el ambiente escolar y así de la formación socio-cultural del estudiante , una vez que apresentase como una ramificación de la cultura que influencia la formación de la corporeidade del invividuo.

Palavras-clave : folklore, cultura, educación fisica.

O FOLCLORE COMO INSTRUMENTO DA EDUCAÇÃO FÍSICA NO RESGATE DA CULTURA BRASILEIRA NO AMBIENTE ESCOLAR

Resumo

A fim de elucidar sobre a atuação do profissional de Educação Física na escola, encontramos nos Parâmetros Curriculares Nacionais (PCN's) elementos para a formação sócio-cultural do aluno. No ambiente escolar, a proteção à cultura e suas ramificações é reafirmada pelos PCN's nas várias disciplinas do currículo, inclusive, na Educação Física. Dessa forma, o professor precisa utilizar de instrumentos para executar intervenções no que se refere à abordagem cultural de seu planejamento. Através da pesquisa bibliográfica, observou-se as inter-relações entre a cultura e a Educação Física tendo o folclore como instrumento no resgate das tradições culturais brasileiras no ambiente escolar. Segundo dados obtidos, acredita-se que o folclore seria um instrumento importante na Educação Física tendo como meta o resgate da cultura brasileira no ambiente escolar e assim da formação sócio-cultural do aluno, visto que se apresenta como uma ramificação da cultura que influência a formação da corporeidade do indivíduo. Palavras-chave: folclore, cultura, educação física.