106 - CONSTRUCTION OF LEISURE IN EDUCATIONAL PROCESSES BETWEEN EDUCATIONAL POSSIBILITIES AND EMERGENCIES PLURALITIES

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I – INTRODUCTION

This paper presents a pedagogical proposal that seeks to reinvent the principles of recreation and inclusion in school life . Emerged from the discussions took place in the area of knowledge Education for Leisure and Recreation , Graduate Program in Physical Education , Universidade Federal Fluminense in Rio de Janeiro , which resulted in a project known as " Leisure for inclusion : possibilities and emergencies at school " mediated in 5 schools by their physical education teachers .

Used as a guiding point for the design - Leisure education , understanding Leisure as a social event , supported by the cultural , economic and political pillars , without dissociating them in situational analysis , since they are set up between the correlations necessary for understanding the educational process in the school / society in a holistic perspective. In this sense , we intend to launch an analysis on the issues of work and leisure as law currently covered from the perspective of market appreciation and productivity in a capitalist society , and public policy interventions by governmental character, marked by functionalism and immediacy .

To this end, reflective processes were initiated aiming re-signify Leisure, directing you to a non-fragmented and reductionist in regard to institutionalized sports, and identified within the school, the 'excluded' vision of Leisure existing projects in days current, whether public or private, nature and physical education classes. However, it should be noted that the focus focuses on the skills and commitment of the public sector.

These issues were raised strangeness enabled in everyday teaching practice of the teachers involved in this project, from occurrences which revealed that many have excluded at school, because of a historically evidenced in dealing with students homogenizing perspective. And in Physical Education is no different, although its theoretical contributions, starting from the 1980s, have signaled a more inclusive redirection, admitting the existence of the body culture as an object of study and that, therefore, no longer fits the standardization of movements On the contrary, it opens possibilities for hitherto permitted by technicality, militarism, hygienist and developmentalism.

This theme is justified mainly by the need to discuss and re-discuss the pedagogical practices with a view, in fact, the students and the process of knowledge building and training for the life of enlarged full, critical and emancipatory way, going as well as an education for entering the job market. It will be apparent, therefore, that the students come from different contexts, marked peculiarities and particularities intertwined, networking, embedded in the multitude of interactions that take place in society. This understanding allows aggregating the difference as something that identifies individuals within their social environment, opposing the idea of homogenization of the habits, customs, attitudes and behaviors.

The theoretical framework is found hunched in Physical Education approaches surpassing known as Critical, Critical-Emancipatory, Cultural, Educational, Sports and Leisure education, allowing complemantariedade of knowledge in everyday school life. Follow relying on design-Leisure education, starting from the identification, intervention, mediation and reflection in PE lessons, the practices of leisure applicants actually for a second time, integrating the day-to-day educating the conceptual aspects Time Available as "optionality by contemplative practice or activity" (Marcellino, 1995, p.31) and Attitude as s e t of occupations to which the individual can surrender voluntarily, either to rest, either for fun, recreate and entertain themselves or to develop their selfless training, his voluntary social participation, or its free creative capacity , after getting rid of or get rid of professional, family and social obligations (DUMAZEDIER cited Marcellino, 1995 p.30).

Thus, it is proposed as a thematic block of content classes of Physical Education, Inclusive Leisure and its reflexive processes, aiming to build, deploy and forward a proposal in the Leisure / school.

II – OBJECTIVES

This article explores a project developed in five teaching units, distributed in three cities of the State of Rio de Janeiro. In these schools the objectives of the "Recreation for inclusion: possibilities and emergencies at school" project were:

-Know, within the school / community, the set of symbols and meanings constructed and re-constructed by individuals on Recreation and Inclusion, aiming unfold it in occurrences for 'inclusive education for leisure'.
- Identify prior knowledge of the subjects involved (students, teachers and administrators) on Recreation and Inclusion.
- Enable experiences to begin a reflective process on Recreation and Inclusion in a critical and emancipatory perspective;
- Getting Leisure activities for the students involved and to correlate requisitas activities by individuals involved with a proposal to 'educate for inclusive leisure'.

Thus, the aim of this study was to systematize the developments arising from the aforementioned project forward and some possibilities for discussion at Recreation area in the field of Physical Education.

III – METHODOLOGY

The methodology drew on the qualitative approach, relying on the procedures of educational research as a research participant, participatory planning, dialogical construction with / in the daily, semi-structured questionnaires, interviews oriented individual and / or collective, debates constructions of students related to the theme - leisure and inclusion issues historically constructed, experiences to recognize emergencies at school and in society, participant, individual and collective observation - Teachers engaged in the project.

The project was developed in five schools of Rio de Janeiro, respectively: State, part of the Community Preventive,

with intervention in Elementary Education and Education for Youth and Adults - Niterói, State of rural character, with intervention in high school - Casimiro de Abreu; state, with intervention in Youth and Adults - Niterói, state, with intervention in elementary education, secondary education and classes with Carriers Special Educational Needs - PNEE's - Sao Goncalo, Hall RJ, Special School, intervention in class PNEE's feature Cerebral Palsy. There was, therefore, five units of instruction, with state and municipal located in different municipalities and neighborhoods, engaged in the same way that was adapted and reorganized according to the demand of each routine.

The project had four phases, which interact with each other. They are:

Conceptual Survey - Attended the application of semi-structured questionnaires, targeted to students, teachers and school managers. Had as guiding principles the following: definition of leisure from prior knowledge, identification and characterization of the leisure, recreational opportunities at school and in the community, understanding of inclusion from previous knowledge, reasons to include possibilities activities inclusion in educational processes and leisure proposals. Oriented, individual and / or group interviews, were for learners of elementary school - 6th, 7th and 8th grades, and possessed the same guiding principles expressed in the questionnaires.

Reflection Process - Guiding theme was the need for Inclusion in Leisure activities, starting from the following teasers: What is Leisure? For Leisure? Who are excluded from physical education classes? Who are excluded from existing Projects Leisure? Presented as a way to start reflections, estrangements, correlations between the content and reality, being mediated by creative, dynamic, driven methodological strategies, which made attempts to stimulate interest in criticality and collective constructions. The experiences of this action / reflection process were evaluated, considering the feedback, suggestions, personal stories of students and teachers' perceptions (mediators and researchers).

Recognition of Needs leisure - this stage was pooled set of information obtained from the tabulation of questionnaires and analysis of the interviews. There was the systematization of activities required learners, derived from the experiences and everyday occurrences reported, survey and administrative possibilities highlighted by managers. At the end, it was arranged a roundtable discussion on teaching units by facilitator, the management representation and three student representatives, chosen according to the interest and participation in the project, being from different classes. Here the developments were presented to stakeholders and initiated a process of discussion of the data.

Mapping of Leisure Activities required in / by the school - The final stage comprised a survey after collective construction, activities and leisure environments to initiate a participatory planning the next school year, this is an important development for seeking other proposals for school as well as its democratization. For this, there was agreement on the formation of a committee of students to collaborate on the implementation and development of the proposed inclusive leisure.

IV - RESULTS AND DISCUSSION

The results were organized according to the order of events of the intervening occurrences in school. However, it should be noted that some occurrences "came and went", perched on scientific permission in turn supported the perspectives of hybrid, unpredictable and correlated knowledge.

The methodological steps led to the following results below, organized into blocks. They are:

1)Diagnosis - this block dialogues with the "conceptual survey" stage, which featured mainly with semi-structured questionnaire instrument, which was administered to the subject teachers and students from three classes of each school and their respective officers, totaling a average of 10 managers, 40 teachers and 450 students.

It was found that the definition of leisure is wide, although the depth of responses has not been developed. The amplitude in this case was based on strategies to Leisure practice, ie, in their instruments, devoid thus an appropriation / theoretical reflection on the subject.

On strategies to practice were the most frequent leisure reading of books, electronic games, sports games with friends at school and outside of school (space-time different classes of Physical Education), domestic organizations (mentioned by students of Education youth and Adult), nighttime sleep outside, walk on the waterfront (school students Niterói), Capoeira, nights out, watch TV and listen to music, building drawings (students in a community of the city of Rio de Janeiro who had classes and graphite drawings), skateboarding, conversations with friends (female), dancing (a female dance group funk) and Gymnastics (students from a school in Sao Goncalo who possessed a Project Gymnastics for Youth, Adults and elderly). It is noteworthy that the response "do nothing" appeared in 13% of the questionnaires.

The above information was correlated with two topics in the questionnaire characterization of recreational opportunities and leisure activities at school and in the community. It was found that 45% attributed their leisure activities to existing programs in your community / city / school. Percentage of this 17% are part of leisure activities in the school, in evening programs, supported by community groups or neighborhood associations. In the three schools functioned More Education, Federal Government Program, extracurricular activities, but it has not been possible to address the questions of the questionnaire. Such information was contemplated when detected its relevance for research diagnosis in individual interviews, aimed at managers and collective, targeted to a group of students (total of four students per interview). This program caters to students of the school in counter-shift in workshops such as, Arts, Sports (Football, Basketball, Volleyball, Handball), JuiJtsu, Knitting Bags, Strengthening Mathematics and Portuguese, Text Production, Theatre dance and Chess. It is taught by workshop instructors, school teachers or persons, usually of the community, able to demand the workshop. 7% of students related their leisure activities, in view of the move-If (KUNZ, 2000) as a free choice, ie, chose to walk on the beachfront, play and dance for own desire, autonomously within the possibilities the city, such as owning a waterfront, a group of friends to "play naked" on the street or a group of friends to dance.

Regarding the understanding of inclusion noticed a movement on the issue facing the perception of people with special educational needs. 72% of students associated with their response to this crop, 25% of teachers and 20% of managers have also made this approach. According to the literature that discusses inclusion is possible to infer that this association is due to the initial applicant policies to stimulate inclusive socio-educational spaces, for example, schools. Inclusion in this case was focused on the integration of people with special educational needs with the other subjects in the "normal school."

It is noteworthy that the reasons to include was a better addressed and consequently deeper theme among managers, defined as persons who, on assuming the post of manager, should strive to develop their professional skills, caring for one school fair, democratic, pluralistic and quality, viewing the integral development of the student.

The proposals leisure for everyone inside and outside the school have been identified mainly by students, dissemination and expansion of the sport possibilities, Dance and Fights. It is clear, therefore, that among the students opportunities for leisure revolve around leisure for movement, for recreation and fun.

2) Pedagogical Interventions - this block converses with phase aimed to raise a process of reflection especially among students, with pedagogical strategies that have streamlined the Physical Education classes in a corresponding two months, more or less, 16 lessons period. Each teacher developed in three classes in a quarter, such proposals on the subject. We worked with texts in discussion groups about leisure, discussing it, with emphasis on youth and adult classes, most of which is inserted in the labor market; Jury Pedagogical proposal for a theme to be discussed by two different interest groups; lectures, the support frame, computer and data show, movies and videos on Recreation and Inclusion; interpretation of Charges; making wall; inclusive bodily experiences; gymkhana for submitting sports and folk games, aiming to expand the repertoire of Body Culture Motion, direction of research groups on the topic, which conducted a research proposal on the topic with other students not involved in this project, among others.

3) Pipes and Possibilities - this block has arisen from methodological phases recognition Needs leisure and mapping of Leisure Activities required in / by the school. Perhaps this has been the most emblematic block the project once unfold given set of discussions and "take the second step," which is the building of the proposals submitted, is trying to do different, is to build a counter to institutionalized practices and the whole set of them arising socio-cultural representation.

The proposal Leisure for Inclusion is the task of oportunizar diverse experiences in an attempt to embrace the differences, is to develop discussions are requested to address the students, teachers and administrators the process of appropriation of the theme of extended correlated and multifaceted way.

Recreation is a broad topic, present in various areas of knowledge, which, in Physical Education, whose concern is with the contribution of this curriculum component for integral human formation from the object of study of Body Culture Movement, comes to question if the demand -move at this juncture. As we know, physical inactivity is a problem and a reflection of life in contemporary society. Stimulate, diversify and provide the opportunity for movement within and outside the school may be one of the alternatives to alleviate this important episode. Whereas studies on Recreation dealing with two important aspects - attitude and time available - it can be said that physical education can contribute to the reinvention of the attitudes of students in his spare time, warning them about the importance of regular physical activity , which can be from what gives them pleasure and fun.

This article points out the path of Physical Education and Recreation potentiator on the side of the movement and its formative dimensions, and saw the school as a whole, as a mediator of educational processes that will forward to the Leisure critical, democratic and diverse character as demands artistic-aesthetic, physical, motor, cognitive, affective and socio-cultural. The school, in this sense, understand the Leisure as citizens' rights guaranteed by the constitution, going beyond, revisiting the institutional policies that encourage, their skills and interests. This same school who thinks such questions will be the same to understand and Leisure Inclusion as trainers affairs set of duties of citizens in a logic of not allowing homogenizing, exclusive and governmental / functionalist / shortsighted practices.

From the recognition presented each school after their tabular data, held a roundtable discussion involving the facilitator, a management representation and three student representatives, and presented the combination of data, choosing, collectively, the recreational possibilities to be put implemented the following school year.

The management committee and the facilitator of the students committed themselves to meet in order to follow the project, analyzing the expenses, spaces and times / schedules for implementation, within its institutions regulation.

The recreational possibilities of schools were: table games (foosball, table tennis and chess); badminton; slack line; structuring the use of the court to allow the practice of other sports, besides those already practiced, room-Cinema; guided tours, room to music, acrobatic spaces, circus performances and organization of the media team, involving stories written and filmed.

The systematization of each aforementioned proposal took into consideration the paritcularidades of each teaching unit.

After the prior verification, for making this article may say that in the year following the year mentioned project, three schools were able to implement their proposals. The other two did not possess the financial resources or partners (employees, teachers and administrators) to take over a function at school.

V - CONSIDERATIONS

The proposal mentioned was built by a group of physical education teachers on the discussions on Recreation and challenging everyday occurrences reported. Among these, it was stressed that the questions revolve around the inclusion, in its broadest aspect, trying to cover the signs of the diversity of students entering the school, whether related to gender, behaviors, symbols and identity groups, age , social class, family configuration, stereotypes absorbed, the body constitution, the special educational needs, in short, there are many corporeality and their trainers processes that integrate school and society.

Think the inclusion, in contemporary times, is open to diversity, for the 'other' and its possibilities. The school, in this context, also has biases as the permittivity and diversity, closing inside, with bars, walls and rules that are unlikely dialogue with the students. Accordingly, propose a discussion of inclusion and leisure becomes a bold attempt to rethink democratic school and its practices and commitments.

With the proposal it is intended, daring, to enable such discussions transpire together with the students, narrowing, crowding and build relationships, corroborating thus for the construction, reconstruction, rebuilding and re-signification of knowledge, in this case , Inclusive Recreation, reaffirming the commitment to contemporary educational demand: a significant, relational and integral to their odd and even and facets of education and human development school.

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CONSTRUCTION OF LEISURE IN EDUCATIONAL PROCESSES BETWEEN EDUCATIONAL POSSIBILITIES AND EMERGENCIES PLURALITIES

ABSTRACT

This paper presents a proposal that seeks to reinvent the principles of recreation and inclusion in school life . Emerged from the discussions took place in the area of knowledge Education for Leisure and Recreation , Graduate Program in Physical Education , Universidade Federal Fluminense in Rio de Janeiro , which resulted in a project known as " Leisure for inclusion : possibilities and emergencies at school " . Used as a guiding point for the design - Leisure education , understanding Leisure as a social event , supported by the cultural , economic and political pillars , without dissociating them in situational analysis , since they are set up between the correlations necessary for understanding the educational process in the school / society in a holistic perspective. Is justified mainly by the need to revisit the pedagogical practices with a view , in fact , the students and the process of knowledge building and training for life , full , plural , critical and emancipatory amplified form , going beyond education for entering the job market. The methodology drew on the qualitative approach , relying on the procedures of educational research as a research participant, participatory planning , dialogical construction with / in the daily , semi -structured questionnaires , interviews oriented individual and / or collective , involving teachers , students and administrators of 5 teaching units of the State of Rio de Janeiro . This article points out the path of Physical Education and Recreation potentiator on the side of the movement and its formative dimensions , and saw the school as a whole , as a mediator of educational processes that will forward to the Leisure critical , democratic and diverse character as demands artistic- aesthetic, physical, motor, cognitive, affective and socio - cultural . The school , in this sense , understand the Leisure as citizens' rights guaranteed by the constitution , going beyond , revisiting the institutional policies that encourage , their skills and interests .

KEYWORDS : Leisure , Inclusion , Democracy and Pluralism

CONSTRUCTION DE LOISIRS DANS LES PROCESSUS EDUCATIFS ENTRE LES POSSIBILITES ENSEIGNEMENT ET URGENCES PLURALITES

RÉSUMÉ

Cet article présente une proposition qui vise à réinventer les principes de loisirs et de l'inclusion dans la vie de l'école . Émergé des discussions ont eu lieu dans le domaine de l'éducation de la connaissance pour Loisirs et détente , programme d'études supérieures en éducation physique , Universidade Federal Fluminense à Rio de Janeiro , qui a abouti à un projet connu sous le nom " Loisirs pour l'inclusion: les possibilités et les situations d'urgence à l'école " . Utilisé comme un point de guidage pour l'éducation conception - Loisirs , Loisirs comprendre comme un événement social , soutenu par les piliers culturels , économiques et politiques , sans les dissocier dans l'analyse de la situation , car ils sont mis en place entre les corrélations nécessaires pour comprendre la processus éducatif dans l'école / de la société dans une perspective holistique . Se justifie essentiellement par la nécessité de revoir les pratiques pédagogiques en vue , en fait, les étudiants et le processus de construction de connaissances et de formation pour la vie , pleine forme amplifiée , pluriel , critique et émancipatrice , allant au-delà l'éducation pour entrer sur le marché de l'emploi . La méthodologie s'est appuyée sur l'approche qualitative , en s'appuyant sur les procédures de la recherche en éducation en tant que participant à la recherche , la planification participative , la construction dialogique avec / dans les questionnaires quotidiens , semi- structurés , des entretiens axés individuelle et / ou collective , impliquant les enseignants , les étudiants et les administrateurs de 5 unités d'enseignement de l'Etat de Rio de Janeiro . Cet article montre le chemin de l'éducation physique et des loisirs potentialisateur sur le côté du mouvement et de ses dimensions constitutives , et a vu l'école dans son ensemble , en tant que médiateur des processus éducatifs qui transmettra le caractère critique , démocratique et diversifiée de loisirs comme exige artistique - esthétique , physique, moteur , cognitif, affectif et socio- culturel . L'école , en ce sens , de comprendre de loisirs que les droits garantis par la Constitution des citoyens , au-delà , de revoir les politiques institutionnelles qui encouragent , leurs compétences et leurs intérêts.

MOTS-CLÉS: loisirs , l'inclusion , la démocratie et le pluralisme

CONSTRUCCIÓN DE OCIO EN LOS PROCESOS EDUCATIVOS ENTRE POSIBILIDADES EDUCATIVAS Y EMERGENCIAS PLURALIDADES

RESUMEN

En este trabajo se presenta una propuesta que pretende reinventar los principios de la recreación y la integración en la vida escolar . Surgido de las discusiones tuvieron lugar en el área de Educación para el conocimiento de ocio y recreación , Programa de Posgrado en Educación Física, Universidad Federal Fluminense de Río de Janeiro , que se tradujo en un proyecto conocido como "El ocio para la inclusión: posibilidades y emergencias en la escuela " . Se utiliza como un punto de orientación para la enseñanza del diseño , Ocio, Ocio entender como un evento social , con el apoyo de los pilares culturales , económicos y políticos , sin disociar en el análisis de la situación, ya que se establecen entre las correlaciones necesarias para la comprensión de la proceso educativo en la escuela / sociedad en una perspectiva holística. Está justificada principalmente por la necesidad de revisar las prácticas pedagógicas con el fin , de hecho, los estudiantes y el proceso de construcción del conocimiento y la formación para la vida, de forma completa , plural , crítica y emancipadora amplificado, yendo más allá de educación para acceder al mercado laboral . La metodología se basó en el enfoque cualitativo , basándose en los procedimientos de la investigación educativa como un participante en la investigación , la planificación participativa , la construcción dialógica con / en los cuestionarios diarias, semi - estructuradas , entrevistas de orientación individual y / o colectiva , la participación de profesores , estudiantes y administradores de 5 unidades docentes del Estado de Río de Janeiro. En este artículo se señala el camino de la Educación Física y el potenciador de Recreación en el lado del movimiento y sus dimensiones de formación, y vio a la escuela en su conjunto , como un mediador de los procesos educativos que reenviará al carácter crítico, democrática y diversa Leisure como exige - artístico estético, físico, motor , cognitivo , afectivo y socio- cultural. La escuela , en este sentido, entiende el ocio como derechos de los ciudadanos garantizados por la Constitución , yendo más allá , revisando las políticas institucionales que fomenten , sus habilidades e intereses.

PALABRAS CLAVE : Ocio, inclusión , democracia y pluralismo

CONSTRUÇÃO DO LAZER NOS PROCESSOS ESCOLARES: POSSIBILIDADES PEDAGÓGICAS ENTRE EMERGÊNCIAS E PLURALIDADES

RESUMO

Este trabalho constitui-se numa proposta que procura reinventar os princípios do lazer e da inclusão no cotidiano escolar. Emergiu das discussões transcorridas na área de conhecimento Educação para o Lazer e Recreação, da Pós-Graduação em Educação Física Escolar, da Universidade Federal Fluminense, no Rio de Janeiro, que resultou num projeto conhecido como "Lazer para inclusão: emergências e possibilidades na escola". Utiliza como ponto orientador a concepção de Lazer-educação, entendendo o Lazer como manifestação social, apoiada nos pilares cultural, econômico e político, sem dissociá-los na análise de conjuntura, uma vez que entre eles são configuradas as correlações necessárias para o entendimento do processo formativo na escola/sociedade, numa perspectiva holística. Justifica-se, principalmente, pela necessidade de se rediscutir as práticas pedagógicas tendo em vista, de fato, os educandos e seu processo de construção de conhecimentos e formação para a vida de maneira ampliada, integral, plural, crítica e emancipatória, indo além de uma educação para a inserção no mercado de trabalho. A metodologia utilizada valeu-se da abordagem qualitativa, contando com os procedimentos de pesquisa educacional como a pesquisa-participante, o planejamento participativo, a construção dialógica com/no cotidiano, questionários semi-estruturados, entrevistas orientadas individuais e/ou coletivas, envolvendo professores, alunos e gestores de 5 unidades de ensino do Estado do Rio de Janeiro. Tal artigo aponta a via da Educação Física como potencializadora do Lazer sobre o aspecto do movimento e as suas dimensões formativas, e a via da escola, como um todo, como mediadora de processos pedagógicos que encaminharão ao Lazer o um caráter crítico, democrático e diversificado quanto as demandas artístico-estético, físico-motor, cognitivo, afetivo e sócio-cultural. A escola, nesse sentido, compreenderá o Lazer como direito do cidadão, garantido por constituição, indo além, rediscutindo as políticas institucionais que o fomentam, suas competências e interesses.

PALAVRAS-CHAVES: Lazer, Inclusão, Democratização e Pluralidade