58 - RESPECT, FRIENDSHIP AND EXCELLENCE: VALUES IN SPORT OLYMPIC SCHOOL EXPERIENCED.

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INTRODUCTION

Huge is the complexity surrounding the teaching of physical education in school , there are countless possibilities for intervention that leads us to a constant reflection of our practice, planning and continuing education. This complexity somehow becomes disregarded and often teaching ends up being suffocated by the media, lack of professional training, among other factors.

Sport and physical activity are present in these spaces and should promote in their context , education and integral formation of the human being, the sport movement in constant transformation it influences different behaviors, these behaviors are induced by application model that depends on situations that are produced through sport .

Among the basic principles and values of sport have always been present consciousness attributed to the sport as a whole, as well as sports competitions, where it seeks to convey the idea that you need to beat the opponent in an honest, dominating and controlling the it by means fair and honest, as the rules and regulations established previously (Mestre, 2008).

The sport within a logic and education through its practices should take into account the respect for human beings in the quest to develop a greater purpose, building values as a link with the Olympic Movement, this promotion of values in sport should be placed into practice in the day - to-day school and not only in sporting events of the school community.

Thus we seek to develop values through sports, especially Olympic Education programs in order to achieve educational goals through sports practices based on the principles and values of Olympism, proposed by Baron Pierre de Coubertin, whose purpose is to make the sport one through construction of ethical and moral values seeking to promote a more peaceful and concerned with human dignity, through the Olympic culture of peace.

Olympic Education and Olympic Values

The Olympic Education contributes to the school sport and physical education itself is really comprehensive and quality (MACLEIMONT, 2002), where ethics guide the decisions, so that they are really at the service of human beings, where people have more possibilities and opportunities to have a long and healthy life (PIRES, 2002).

The Olympic Education develops having as main objective the transmission of values inherent in sports systematized practices contributing to the assertion Carvalhedo and Da Costa (2000) pointed out that the main goal of Olympic Education, the development of universal ethical values , which may contribute to the integral formation of the human being.

The basic objectives of the Olympic Education are presented by Binder (1998:27) and correspond to:

> Enrich the human personality through physical activity and sport, along with the culture, and understanding how to experience life, developing a sense of human solidarity, tolerance and mutual respect associated with fair play; foster peace, mutual understanding, respect for different cultures, environmental protection, basic human values, according to the regional and national needs; stimulate intelligence and achievement according to the Olympic ideals, develop a sense of continuity of human civilization as explored through the ancient and modern Olympic history.

To Valente (2002) Olympic Education comprises:

> A multicultural movement that seeks to influence social behaviors, using as instruments ideas of sport and play as a means of education to build a better and more peaceful world.

For Bento (2007) values to be transmitted by the sport, the training of "... character and uprightness, honesty and nobility, and lhaneza, pobridade, justice and correction, seriousness and verticality..." or has been forgotten or in the background, no longer a space building society we desire, because we agree when Bento (2007) states that "...sport is a showcase of the general reality..." and we can not be other not being ourselves, and our character is revealed in sports, in our attitudes.

Franceschi Neto (2009) notices that the

> Olympic Education assumes education through sport, based on the principles and values of Olympism, proposed by Pierre de Coubertin. The education process is understood in a broad and is not restricted to the space of the school.

Already Todt (2005:79) in turn adds further saying:

> The Olympic Education is nothing more than the process that brings the philosophy of Olympism to all through the teachings of the Olympic ideals. It is based on Olympism through Olympic Movement to achieve the goal of an optimal development.

The humanist philosophy that is grounded by the ideals of Olympism and Pierre de Coubertin relate to exalt and articulate the qualities of body, mind and spirit merging sport, education and culture with the goal of a life based on effort and overcoming himself, in the experiences of values while respecting fundamental ethical values (COSTA, 2007).

The transmission of values is dazzled in activities that allow experience and enjoy, through their practices, the interactions with other people, such as universal phenomenon that is present in many different sports activities, which make reference to their own structures and cultures.

The values developed in the Olympic Education Program at the school are described in Primer Olympic Education and the values: Respect for self and their opponents, also by the rules imposed by the environment, by fair play and the fight against doping in sports; Friendship a broader understanding, where everyone on the team, class, school, the country and the world can and should be friends and that our differences should be left behind; Excellence in all situations, giving the best himself both on the playing field, at school, at home with family, always doing the best not only to win but to participate and always growing with these experiences.

Sports at School

The sport education that is surrounded by a mystique that only the school can promote a link between specific components of the sports with the formation of the individual, with the formation of his character, and finally the ethical and moral values that can and should be developed in school sport.

As Brazil (1998) sports education is that:

> ...in systems of teaching and education in unsystematic ways, avoiding selectivity, the hypercompetitiveness of its practitioners, in order to achieve the comprehensive development of the individual and their training for citizenship and leisure practice.

Rodrigues et. all. (2013) points out that sport education should seek to strike a balance between teaching techniques or skills of the game with the values educational partners, also states that the separation of these causes difficulties in teaching practice.

Already Paes (2002) and Galatti et. all. (2008) The sport education is grounded on a balance between the technical, tactical, physical and attitudinal, and the principles, values, attitudes (behaviors) as essential for developing the child's personality.

The sport education second Amat and Batalla (2000) should focus on process rather than product, giving greater importance to the way to go, must have a humanistic view, be value in person, their interests and needs, and has finally a vision training the development process is more important than the output in the short term.

The sport a logic of education through their practices should take into account the respect for human beings in the pursuit of developing a purpose built ode values that are promoted and experienced in day- to-day school and not only isolated events Bento (2007) states that " ... sport is a showcase of the general reality ... " and we can not be non other than ourselves, and that our character is revealed in sports through our attitudes.

The school sport has a role in the school to be a means of building knowledge about their limits their abilities and potential, as well as a space for the construction of ethical and moral values integral education focused on seeking the promotion of a society more concerned with human dignity (OLYMPIC CHARTER, 2002).

The teaching of sports in school , as well as the quest to develop a purpose aimed at building values taking as a means to link the Olympic Movement should the logic that this construction is put into practice in the day - to-day school, not only moments in sports of the school community, which makes him somewhat empty because the respect for human beings as well as all items listed above must be experienced in school and as manifestations of physical culture should be brought into your life and experienced outside the school environment.

Thus we propose the construction of a school sport strong and rich in concepts, ethical and moral attitudes present in these practices, therefore we seek to build a EDUCATION PROGRAM OLYMPIC SCHOOL, based on interdisciplinarity, as well as a link to the Transversal Themes of PCN 's (BRAZIL, 1997, 1997 b) , together with the construction of a base comprising: motor plan generalized, friendship, respect, excellence, tactical intelligence, leaving an important legacy in the construction of an ideology based on the principles of Olympic Education and Values Olympic.

METHODOLOGICAL REFERRALS

This study deals with an action research because it is held in a pre -determined and can be further treated as a longitudinal study, your goal is to increase knowledge about a particular subject (MALHEIROS, 2011).

The goal of an action research is to increase knowledge about a particular subject, is held in a certain reality and may become future a longitudinal study (MALHEIROS, 2011).

Participating in this study, students enrolled in the Workshops Sports where trainings are conducted in opposite shift in the following ways: handball, volleyball and indoor hockey. These trainings are conducted in opposite shift to the school and consists of 44 boys in the early years, 33 boys final years, 30 girls from the early years, and 32 girls of the final years of primary school.

Procedures: during training activities are conducted technical-tactical nature of the arrangements described above, plus a brief discussion on specific topics involving conflict situations in school and relationships that the Olympic Values Education and the aggregate as a means of reducing these, through concepts and practical experiences the values proposed in the program of Olympic Education school.

CONSIDERATIONS FINISH

The sport education should be focused on process rather than the final product, should give importance to the progress made and the successes and failures, the pursuit of human development not performance achieved. The sport should be viewed with a more human, in order to have more value in the person or in the student in the process of training in on their interests and needs.

Turns (2007) points out that the Olympic values at school result in a complex and difficult work, the values of Olympism and something not known and studied in school, also shows that the period of 04 years between the Olympics one another further complicates their knowledge by students. We must be able to transmit values and attitudes not only in our speech, but also in our teaching practice.

Olympic Education programs, as well as the Olympic Values can and should be articulated to other components interdisciplinary curriculum in elementary education with a view to addressing multidisciplinary parallel Olympism history of peoples, cultures and symbols, as well as the production of texts and arts, and to be contributing to a reduction of conflicts at school.

Education through sport and Olympism valore offer an ideal platform for the development of a multicultural world and an inclusive society through sports, allowing adaptation and cultural reinterpretation, in order to Olympic Education aims to rescue the much has been lost not only in sports and education, but in society as a whole, a rescue from the human side of the

human being, is the way to treat people on the playing field, in school and in society. We seek through Olympic Education ransom of fundamental human values, respect for rules, opponents and colleagues, fair play and ethics in sports, values that begin in the sports courts, fields, tracks race for life making them better human beings for yourself and your company.

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ABSTRACT

The Physical Education and School Sport seek to promote a link between sports and training of individuals, their character, ethics, discipline, multiculturalism, among others. Thus we seek to systematize in physical education classes and workshops in sports based on the principles and ideals of Olympism, the Olympic Education program which aims to develop the Olympic values mainly in the contexts of lessons/training. This study deals with an action research because it is held in a pre - determined and can be further treated as a longitudinal study, your goal is to increase knowledge about a particular subject, students are involved in the early years and final years of primary school who are enrolled in the workshops of sports. We understand that the program has achieved its proposed seeking through Olympic Education ransom of basic human values, respect for rules, opponents and colleagues, fair play and ethics in sports, values that begin in of sports courts, fields, running tracks, to life making them better human beings for yourself and your company.

KEYWORDS: Values in Sport; School; Olympism.

RESPET, L'AMITIÉ ET L'EXCELENCE: LES VALEURS DU SPORT SCOLAIRE OLYMPIQUE CONNU.

RÉSUMÉ

L' éducation physique et le sport scolaire cherchent à promouvoir un lien entre le sport et la formation des individus, leur caractère, l'éthique, la discipline, le multiculturalisme, entre autres. Nous cherchons donc à systématiser dans les classes d'éducation physique et des ateliers dans le sport fondé sur les principes et les idéaux de l'Olympisme, le programme d'éducation olympique qui vise à développer les valeurs olympiques principalement dans les contextes de cours/formation. Cette étude traite d'une recherche-action, car il est détenu dans un pré-déterminé et peut encore être considérée comme une étude longitudinale, votre objectif est d'accroître les connaissances sur un sujet particulier, les élèves sont impliqués dans les premières années et les

dernières années de l'école primaire qui sont inscrits dans les ateliers de sport. Nous comprenons que le programme a atteint son projet de recherche à travers olympique rançon de l'éducation des valeurs humaines fondamentales, le respect des règles, des adversaires et des collègues, fair-play et de l'éthique dans le sport, les valeurs qui commencent à des terrains de sport, des terrains, des pistes de course, à la vie faisant d'eux de meilleurs êtres humains pour vous et votre entreprise.

MOTS-CLÉS: les valeurs dans le sport scolaire; Olympisme.

RESPETO, LA AMISTAD Y LA EXCELENCIA: VALORES EN EL DEPORTE OLÍMPICO SCHOOL EXPERIMENTADO.

RESUMEN

La Educación Física y el Deporte Escolar buscan promover un vínculo entre el deporte y la formación de los individuos, su carácter, la ética, la disciplina, el multiculturalismo, entre otros. Así que tratamos de sistematizar en las clases de educación física y talleres en los deportes basados en los principios e ideales del Olimpismo, el programa de educación olímpica, que tiene como objetivo desarrollar los valores olímpicos, principalmente en los contextos de clases/entrenamiento. Este estudio trata de una investigación-acción, ya que se lleva a cabo en un pre -determinado y puede ser tratada más como un estudio longitudinal, su objetivo es incrementar el conocimiento acerca de un tema en particular, los estudiantes participan en los primeros años y últimos años de la escuela primaria que están matriculados en los talleres de deportes. Entendemos que el programa ha logrado su propuesta busca a través de la educación olímpica rescate de los valores humanos fundamentales, el respeto de las normas, los oponentes y compañeros, el juego limpio y la ética en el deporte, los valores que comienzan en de pistas polideportivas, campos, pistas de atletismo, a la vida convirtiéndolos en mejores seres humanos para usted y su empresa.

PALABRAS CLAVE: Valores en el Deporte, la escuela; Olimpismo.

RESPEITO, AMIZADE E EXCELÊNCIA: VALORES OLÍMPICOS VIVENCIADOS NO ESPORTE ESCOLAR.

RESUMO

A Educação Física escolar e o esporte da escola buscam promover um elo entre as modalidades esportivas e a formação dos indivíduos, de seu caráter, ética, disciplina, multiculturalismo, entre outros. Desta forma buscamos sistematizar nas aulas de educação física e nas oficinas de esportes baseado nos princípios e ideais do Olimpismo, um programa de Educação Olímpica que visa desenvolver principalmente os valores olímpicos nos contextos da aulas/treinamentos. Este estudo trata-se de uma pesquisa-ação, pois é realizada em um grupo pré-determinado e que pode ser futuramente tratada como um estudo longitudinal, seu objetivo é aumentar o conhecimento acerca de um determinado assunto, estão envolvidos alunos dos anos iniciais e anos finais do ensino fundamental que estão matriculados nas oficinas de esportes. Compreendemos que o programa tem atingido seu proposto, buscando por meio da Educação Olímpica um resgate dos valores fundamentais do ser humano, do respeito às regras, aos adversários e colegas, do jogo limpo e da ética no meio esportivo, valores estes que se iniciam dentro das quadras de esporte, nos campos, pistas de corrida, para a vida tornando-os seres humanos melhores para si mesmo e sua sociedade.

PALAVRAS-CHAVE: Valores no Esporte; Escola; Olimpismo.