141 - THE INFLUENCE OF THE CONSTRUCTION TOYS SCRAP EXCHANGE IN PHYSICAL EDUCATION CLASSES

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INTRODUCTION

Since the beginning of human motion for different purposes with the use of resources , it is noted the use of alternative materials for its implementation , at the dawn of humanity man used various resources to get their food .

A few decades ago in adverse situations in which they sought the ludic activities or practicing sports toys were created using alternative materials and so improvised as in Egypt the birthplace of the hula hoop made from fibers found vines , or skate boards produced with wood and wheels of roller skates to the famous surf within the pools .

At school this culture if it is carried forward , start giving up the physical education classes , teachers seek to work cross-cutting themes , and the use of various resources to make the most significant seizure of the contents , but the difficulty of getting if material within this educational process is a matter in which the teacher is always immersed to the barriers .

In the search for the application of content with the goal of training and construction of " mini citizens ' integrity , as well as the development of values through their lessons the teacher directs resources simple and easy to produce alternative and easy capture of raw materials for the producing them , this in turn contributes greatly to the performance of professional education , bearing in mind the importance of building values to society and using the school as a facilitator in this process which is of paramount necessity for social interaction :

> To live, man must not only bread. He needs dignity and also of values , dreams and utopias. Worse, is the man to feel those needs and not rely on a consistent set of values to guide the struggle has not, within the limits and possibilities of ethics. The values are the greatest wealth that nourish and make the living spring, the building, and the dream is to bring forth life . (ALVES , 2009)

From the importance of not letting stagnate the educational process by the lack of scientific matters this essay aims to instigate the use toy scrap the educational process.

Teachers , and the transformation of the values of the student in school

Within the context of multicultural education and is very easy to observe the differences between learners , these differences in character, physical, cognitive and financial , but the differences among these unremarkable and even emphasized by teachers and educators to multiculturalism that directs values of students , these are so moral , or social " mini citizen " which is working .

At school many cases occur during recreational activities and within the Physical Education classes as the presence or lack of values respect, companionship , cooperativeness and humility having as direction words (Guimarães , 2010.p2) that says :

The school reflects the problems of the globalized world in which we live , the educational practice with emphasis on promoting moral actions can be an opportunity to minimize problems arising from interpersonal relationships disabilities resulting from these transformations .

We then have the school as the primary agent in the capture of the welcome features of the social environment outside the formal education of learners and responsible for the transformation and adaptation of these features and thoughts to the social and formal education.

From then on when working the contents of physical education in school with the purpose of training the individual for many times the teacher is faced with the lack of materials to carry out the activities coming this arises then the possibility of the beginning of work development of the values of the subject.

The teacher's role in using education as a means of producing alternative materials , as well as closer ties with the cross-cutting themes of Physical Education and building values grows valiantly look at the context of the profession in school , this role has be fundamental importance for example when working in parallel with the environmental theme of the teacher as well turn the vision of their students to content , besides breaking the financial barrier that distance them within a society with capitalist vision corroborating (Guimarães , 2010 . P4) says:

> Education, from the viewpoint of social transformation , the individual must provide a whole context that values inclusion , dialogue , reflection and creativity , thereby , lasting educational training focused on a man respectful and democratic values .

The teacher should then use the best possible way to make the content of their lessons more meaningful and provide the arrival of the class to their proposed objectives are these hidden or planned within a curricular thought .

Scrap Toys , Play and Construction Markets.

By using objects in physical education classes can work within the aspects of the hidden curriculum values , learned , though imprisoned by parents or by the student. When faced with the situation of having to share your toy or object for personal use if the student withdraws remembering the orders from parents or guardians , and also the sense of responsibility and fear to know that should not allow anything abnormal occurs with the same , so activities should be administered by the teacher with a didactic and methodology appropriate for such purposes , this in turn within their lesson plans should use the 3 axes for organizing your goals and not directing several teachers.

> Considering the historical background of the EF school , the problem that we face is characterized by the fact that teachers generally emphasize only the contents of a procedural and conceptual perspective fragmented (Darido et al , 2001).

Come these prepositions using toys junk becomes of great importance to the development of values and the social life of students , seen in a lesson plan with the intention of building toy by the student stimulates the spirits of cooperation by sharing material attachment and zeal for the toy, but the construction of the values is not only limited production toy , but ranges from the development of the naturalist intelligence when working the search for material that will be used , environmental preservation and conservation of materials which will become her toy , stimulating small citizen to work and act like grownups .

A value can be defined as an affective investment that moves us and makes us act , so every person in their relationships with themselves and others, invest your energy in certain actions or in person or in ideas . An example that may help this concept of value is to feel good or bad for having performed a task successfully or guilt for being disrespectful. (TOGNETTA AND VINE , 2009) .

When you start playing with their production the student begins to use the playful , and let yourself go with the imagination , increased empathy for architectural piece created by you , made the play group then brings the greatest concept of social interaction since the object produced by itself is the same as that produced by the other , with just a few simple differences , then cultivating the principle that all are equal to others but with different characteristics , the use of thoughts directed to attitudinal student aims to change that occurs globalized world , as well as different types of people who inhabit it looking to produce a school that welcomes the child and become a full citizen , from a pleasant and directed to the specificities of the same

> If the child likes the environment , it is well treated , respected , seen sense in learning there, the school institution may become the target of positive affective forecasts and be a value for it . This child will have the desire to go back to school every day. Otherwise , if it is constantly humiliated , disrespected , challenged in their abilities and intellectual and social competencies , it is likely that this space is the target of negative affective forecasts , which is not valued , that does not constitute as a value for it , by Rather, it is a consideration . In this case , being a space hated , disqualified , may be vandalized , vandalized , ignored (Araújo , 2007).

The school should then be used as an agent facilitating the process of development of the students using resources and methods always searching the best way to teach and make these important lessons to students' lives , try and fail is inevitable , but some methods are adjusted to the planned second class (HOLY SPIRIT, 1998, p. 18) :

> Paradoxically, we live in a society increasingly demanding and attentive regarding the quality of teaching, but living with dehumanization in their everyday context . A look back to the individual as a whole and their social relationship, at times distanced itself , in education , for the empire of intellectualism and as a distant point of possible practices effectively active.

The teacher has to find ways to make their classes are best directed and best compreendias students by updating and experience as well as determination and commitment.

FINAL THOUGHTS

The use of toy production scrap, using alternative materials directed to building values, has become a pedagogical proposal in order to serve as one of the most frequently used content on the Physical Education classes with the goals of social and cognitive development but for that education professionals should break the pattern of targeting only sports, working not only the physical but the mind and social planning through dies with conceptual, procedural and attitudinal.

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ABSTRACT

The use of differentiated content with the aim of developing the training and educating of citizens within the Physical Education classes, associated with the use of cross-cutting issues and lack of materials within the school are the challenges faced by professionals in the field of physical culture movement, thereafter comes the proposal to work with an alternative proposal but with the central goal of building values and training of the individual for social, coming from materials discarded by society and turned into toys playful world of his imagination.

KEYWORDS: Education, Values, Physical Education.

L'INFLUENCE DE LA CONSTRUCTION JOUETS SCRAP ÉCHANGE EN COURS D'ÉDUCATION PHYSIQUE
RÉSUMÉ

L'utilisation du contenu différencié dans le but de développer la formation et l'éducation des citoyens au sein des classes d'éducation physique, associés à l'utilisation de questions transversales et le manque de matériaux au sein de l'école sont les défis rencontrés par les professionnels dans le domaine de la culture physique mouvement, vient ensuite la proposition de travailler avec une proposition alternative, mais avec l'objectif central de la construction des valeurs et de la formation de l'individu pour des raisons sociales, venant de matériaux rejetés par la société et transformé en jouets univers ludique de son imagination.

MOTS-CLÉS: éducation, les valeurs, l'éducation physique.

LA INFLUENCIA DE LA CONSTRUCCIÓN DE JUGUETES DE CHATARRA DE CAMBIO EN LAS CLASES DE EDUCACIÓN FÍSICA
RESUMEN

El uso del contenido diferenciado con el objetivo de potenciar la formación y la educación de los ciudadanos en las clases de Educación Física, asociados con el uso de temas transversales y la falta de materiales dentro de la escuela son los desafíos que enfrentan los profesionales en el campo de la cultura física movimiento, después viene la propuesta de trabajar con una propuesta alternativa, pero con el objetivo central de la construcción de los valores y la formación de la persona para el desarrollo social, provenientes de materiales desechados por la sociedad y se convirtió en juguetes juguetón mundo de su imaginación.

PALABRAS CLAVE: Educación, Valores, Educación Física.

A INFLUÊNCIA DOS BRINQUEDOS SUCATA NA CONSTRUÇÃO DE VALORES NAS AULAS DE EDUCAÇÃO FÍSICA
RESUMO

A utilização de conteúdos diferenciados com o objetivo do desenvolvimento do educando e formação de cidadão dentro das aulas de Educação Física, associados a utilização de temas transversais e a falta de materiais dentro da escola são os desafios encontrados pelos profissionais da área da cultura corporal do movimento, a partir dai surge a proposta de se trabalhar com uma proposta alternativa porém com o objetivo central da construção de valores e formação do individuo para o convívio social, vindo de materiais descartados pela sociedade e transformado em brinquedos de seu imaginário mundo lúdico.

PALAVRAS-CHAVE: Educação, Valores, Educação Física.