08 - AN INTERPRETATION OF THE VALUE ABOUT PHYSICAL EDUCATION CLASSES FOR TEENAGERS WHO ARE INVOLVED IN PROBLEMS OF BEHAVIORAL UPSET IN A SCHOOL

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INTRODUCTION

Violence has achieved alarmist standards; the problem is so bad that Pan-American Health Organization treats it as public health problem, according to CD37.19 on 1993. Many countries send its representation to discuss the subject at the 132nd Executive Committee section of Health Organization (OMS) and Pan-American Organization they concluded that: "[…] there is a necessity for more researches to comprehend fundamental factor risks of violence in order to put in practice more effective strategies of interventions." (OPAS and OMS, 2003)

Like all social means, scholar community also suffers from vandalism acts such as stealing, wall writing, depredation of buildings and furniture, threats and aggressive behavior to employees and teachers.

Owing to the complexity of the theme, it has been done, to this research a cut so it can light the influence that violence scholar problem offers to conduct disturbance, specifically to adolescents. This problem is caused by the involvement that adolescent creates with violence each day. As the 2nd court of youth and infancy justice revealed, 25.488 children and adolescents were captured between the periods of 1996 to 2000. This number increases when referring to 18 years old individuals. Among them, 0,62% are not 12 years old yet, 15,1% are between 13 and 14 years old, 40,5% are between 15 and 16 years old, 30,4% are 17 years old and 13,18% are 18 years old, according to Silva and Urani (2002).

Concerning conduct disturbance, it has been observed individuals until 18 years old and are characterized by "a repetitive and persistent behavior pattern, which is demonstrated by a constant way of acting disrespectfully to other basics right's or the meanly social rules or norms appropriately to the age are **violated,** and it persists at least for six months[…]" (CID-10, page 174, we subscript). This period is evidenced by some of the following ways of conduct or "symptoms" that should be considered:

The individual: (1) has unusual and serious trouble crisis acting harmfully to his normal level development, frequently; (2) has arguments with adults, frequently; (3)refuses to accept what adults say or disrespect the rules, frequently; (4) deliberately and frequently do things that annoy other people; (5) frequently blames the others for his own mistakes; (6) is frequently sensible or easily annoyed by other people; (7) frequently gets angry or resentful; (8) is frequently vindictive and rancorous; (9)tells lies or breaks promises to get advantages or favors in order to avoid obligations, frequently; (10) starts corporal fights (not mentioning brothers fight) frequently; (11) make use of weapons (such as bats, bricks, broken bottles, knives, gun) that could cause serious physical damage to others, frequently; (12) stays out of home, without parents permission, late at night, frequently (before the age of 13); (13) exhibits physical cruelty to other people (for example: tides, cuts or burns victims); (14) exhibits physical cruelty to animals; (15) destroys other's propriety (in a different way from setting fire); (16) sets fire intentionally to cause serious damage; (17) without confronting the victim, robs his objects in or outside house (robs stores, robs with burglary, does falsifications); (18) skips classes frequently (before the age of 13); (19) ran away from home staying out for more than a night (that doesn't include running to avoid sexual abuse); (20) commits crimes having confront with the victim (including bag-steeling, extortion and burglar); (21) forces people to have sexual activity; (22) treats the others badly, frequently (for example: cause deep pain on the victim, including intimidation, torture or persistent molest); (23) frequently, enters houses, brakes through cars that doesn't belong to him. (CID 10, 1998, page 175).

However, conducts or "symptoms on 11, 13, 15, 16, 20,21and 23 has to be happened only once to fulfill the criteria" (CID 10, 1998, page 174).

According to Kaplan, Sadock and Grebb (1997) these "individuals cannot develop social attachment" or they are more likely to "relate with some other anti-social young people". Adolescent with conduct disturbance problem are stigmatized as "problem child", "problem student", "childish delinquent" among other tags. They are treated like this because of their bad behavior and because of the frequency that this kind of action happens. According to these researches these adolescents with conduct disturbance problems have difficulties because "[…] they don't know what to do to be **included** in society and to be appreciated by others." (PIGOSSI, 2002 p.50, we subscript). Another important point to be considered is the fact that they fight against their pairs and it is "[…] undoubtedly the most current attitude they have according to educators, students and parents […]" said Candau, Lucinda and Nascimento (2001, page 31). So, we can conclude that these students have great difficulties on getting related to other students evidencing the problem for **interacting.**

At Belford Roxo Municipal District, situated in baixada fluminense, the number of "[…] inhabitants are 442.012 and among them 88.128 are adolescents on the age of 10 to 19 years old […]" (SEMUS, 2003). From SEMED (Municipal Education Secretariat) has received dozens of reports in 2002 sent by UE's (scholar unities). These reports contained information about student's bad behavior, talked about the ones that are identified for presenting conduct disturbance problem. Some data extracted from five of these reports were transcript here so it can demonstrate the mentioned problem.

Age	Conduct
13 years old	"[...] **is continuing** to act aggressively to friends and employees [...]".
14 years old	"[...] is **daily** aggressive with friends and employees [...]", "[...] jumps walls, damages school facilities by writing on its wall with color jets."
16 years old	"[...] spits at a responsible face [...] called a student's father" drug dealer [...]", "[...] took off shorts with the intention to show genital organs to friends [...]", "[...] he has affirmed that on the next year he would turn into a criminal [...]".
14 years old	"The student **hasn't change his habits** [...]", "Challenges others to instigates fights and he tells of name to them." "[...] has the habit of the others personal material and damage it when it is not possible to keep it." "[...] gave a student a black eye [...] after punching him [...]". "Whenever he hás the opportunity he touches or passes the hand through the others body."

More examples of bad behavior are shown below. These facts took place at Jardim Glaucia Municipal School during Physical Education classes:

-"No, teacher! Let it happen! Stop with this rules talk!"
-"Teacher! 'D' has jumped through the wall, carrying the material, while you signed the punishment!"
-"Pass me the ball 'dumb'! I'm going to throw it at this idiot face!"
-"Look you, nasty pregnant! I'm going to hit your face! Pregnancies get hit on the face!"
-"Teacher! 'CD' and 'M' ran from school during the break and didn't come back anymore."
-"It's better for him not to touch me. If he does, I'll fill his face with bullets!"

When these facts happen these students are taken to principal's office and their parents are "invited" to a conversation in

the school, but most time they don't show up. Therefore, after a while students end up doing the same things again, getting involved with the same kind of conduct disturbance problem.

So, now it is possible to analyze the question that originated this research: how is it possible to come up with a theory reference that allows the interpretation to violence problem observed in adolescents conduct on the age of 12 to 15 years old, as these adolescents show difficulty on integrating and on interacting when pedagogical proposes are developed on municipal public school Jardim Glaucia, in Belford Roxo, and also regarding the fact that they are put apart from society owing to an existential problem related by conduct disturbance and it is supposed that these students are associated?

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Demonstrating the complex socio-historical situation that many adolescents between 12 and 15 years old can be involved and because of this, the rapport between their and also with other students, teachers and employees inside school unity. Only when this matter is understood is that Physical Education classes can be intended, planned and executed in order to reach the necessities of these students and it can become a great pedagogical instrument.

However, a question remains: What is violence? Why do these young people get involved with those problems?

Concerning the term violence Ferrates Mora (2001, page 3024) says from the Aristotle's point of view that:

Aristotle used to distinguish **movement as natural or violent.** When a rock falls from the roof and reaches the soil we call it natural movement: "it goes down". When a bunch of leaves is burnt the smoke that goes up makes a natural movement: "it goes up". From another perspective, **when you throw a rock using your hand**, the movement that the rock makes is violent. On natural movement, things use to occupy its correspondence "place" that is why it is called natural. On violent movements things don't go as naturally as they go in the natural movement, **but it can't go like this indefinably. When the impulse that was used to originate the movement is decreased and gradationally** stopped by the air, the rock hits the ground coming back to its original place (page 3024, tome IV, we subscript).

However, Ferrater Mora (2001, page 3024) relates that "[…] notion of violence was used to, and above all refer to acts executed by human beings on their interpersonal relationships are their social relationships."

According to Houaiss (2002) violence is an "action of or an effect of violence, in which is put physical strength (against something or someone) or moral intimidation against (someone): violent, cruel and strong action. To Larousse (2001, page 1031) violence means: "any material or moral strength used against the will or liberty of a person […]"

Arendt (1994) when talking about Men's violence, regarding naturalist's interpretation, says that:

[…] violence without provocation is "natural", if it loses its "rationale", its auto preservation function is lost turn it into an "irrational" action, so this is supposedly the reason why men are more "beasts" than other animals. (page 46).

Thus, to Arendt (1994,page 48, we subscript) "[…] hate and violence that sometimes - not always - companions Men, is part of natural **human** emotions and extinguishing it would be like dehumanize or to castrate Men. Therefore, […] the lack of emotions nor cause or promotes rationality."

Dadoun (1998) defends *homo violence* thesis, demonstrating violence as a human characteristic, so he says:

Our purpose **now is to introduce another men's characteristic, that we regard as primordial, essential and an element of human being constitution: violence. *Homo violens*,** as we analyzed **here is a human being intrinsically and fundamentally defined and structured by violence** (page 8, we subscript).

Dadoun (1998) also demonstrates using the Latin term *Vis*, the "essential character" or the "being essence", violence, saying that:

It's of a great importance to us the fact that *vis* is used to set an "essential character", the "being" essence - fact that concretize our hypothesis that confirms that violence is an essence of the men (a singular essence, regarding that this is an auto destructive essence, basically). (page 10)

So, it can be concluded from these theories that violence cannot be extinguish because this would be to "dehumanize" or to "castrate" Men, since it is one of its essential characteristics. Therefore, how can this characteristic be comprehended, considering that it sometimes "impels" Men's action and that it makes part of Men conduct in terms of relationships and also regarding development process in adolescents?

Some adolescents present conducts of physical attacks to people's moral and integrity, says Houaiss (2002). For this kind of conduct, the author gives the name violence. Those problems could also be interpreted as a disruptive conduct of human development. Disruptive, thus, is specie of rupture or continuity dissolution of this development process. Therefore, this kind of behavior can cause an annoying situation to others, according to Houaiss (2002) a disturbance. If the way that adolescent's acts or lives cause to annoy people, the frequent and permanent conduct, according to Houaiss (2002), can be considered as a conduct disturbance. Since, this kind of conduct follows the pattern shown before, in terms of permanence; it is a case of conduct disturbance.

According to Kaplan, Sadock and Grebb (1997), there is no isolated factor that could determinate conduct disturbance, but a whole conjunct of factors such as biopsychosocial facts that contributes to its development, so they present some factors: parenthood, culture-sociological, psychological, neurological, bad treatment during childhood and other kind of factors.

But according to DSM-IV-TR (2002), individuals that has adoptive or biological parents with Personality Anti-social Disturbance or a brother with Conduct Disturbance, and if he is a "soon of biological parents Dependent of Alcohol, Humor Disturbed, Schizophrenia, or biological parents presenting Attention Overturn Deficit/Hyperactivity or Conduct Disturbance" they are more likely to present conduct disturbance.

About "treatment" Kaplan, Sadock and Grebb (1997, page 1000) it is said that: "scholar context can also use behavior techniques to promote a sociable behavior acceptable by this adolescent's friends and not to encourage anti-social incidents."

However, the educator must know lacks of individuals he works with, since "[…] first educator condition is the possibility of recognition of the other and recognition of ideal situation" WERNECK, 1991, page 65). Because according to Fleming (1966) for those who wants to comprehend Human Beings "as a group member" it is necessary to research "human necessity and satisfy it". Thus, agreeing with Maslow when he says:

The main way to mass health and self-realization is through satisfaction and not through frustration of basic necessities (don't make confusion with clothes, objects, possessions, money, vehicles etc.). After corporal necessities are fulfilled: basic necessities are: protection and security; belongings, as in a family, in a community, friend ship, affection, love, respect, esteem, dignity, self-loving; freedom to the most integral development of talents and personal capacities, individuation and self realization. It is difficult to assimilate its meaning due to material necessities (dressing, eating and sheltering) being urgent, having a generalization to a psychological motivation above all materialistic letting major necessities, non-material ones, behind. (MASLOW, apud KREBS, 1995, page 85).

Therefore, Fleming (1996, page 22) says that "[…] the importance of appropriated satisfaction of these necessities becomes more evident to educators, as medical researches result obtained in public schools."

But, what is the meaning of comprehend appropriated satisfaction of human necessities, to those educators? Therefore,

we can think of axiological terms, values, that according to Hessen (1980, page 41 and 42) "[…] is everything that is appropriated to bring satisfaction some human necessities". Thus, it is necessary now to interpret the term "appropriate", in order to favor human development as a Human Being. So, necessity is what is meant to "be", in order to fulfill the vacuity state of Men due to his incompleteness. Human Being has his **lacks that must be fulfilled.** So, according to Beresford (1999), one can say that value is a structural quality of a metaphysical nature **that fulfill in a positive way, a lack of Human Being nature.**

Now, it can be understood the meaning of appropriate satisfaction of human **lacks,** it is worth to educators and to those who wants to comprehend Human Being in its member group quality and consequently allows their pedagogical practice to be a wellness on these people life. Because, according to Tubert (199, page 18) if we keep concentrating only on "conducts, we can lose central point which is where the person is situated". So, it is important that teacher worries about the interpretation of these students conducts.

However, how can this comprehension be applied on educational process, so it can decrease violence among adolescents students with the difficulty of integrate to pedagogical practice due to the fact that they are put a part from having problems like conduct disturbance? Education according to Werneck (1991, page 47, we subscript) "[…] is an act that transmits not only a guidance knowledge, **but also a value-scale**, that should be **analyzed and consciously accepted.**" According to Rizzo (1997, 317) this is where crucial problems emerge, because according to him: "educator must reevaluate his hierarch values his position, in order to hierarchies the essential." And he also says that:

Reevaluating his values, he is forced to think better not only about the subject he is going to transmit but also he is going to think about the person who is going to be taught by him, regarding his own cultural and personal values and with a dialogue, and not through imposition, he is going to find a way to accomplish this mission.(page 317, we subscript)

By this method the educator can achieve conscious that students, bring their own personal "cultural and social values" and not every time these values fulfill positively their lacks as a Human Being, turning these values into contra-values. The educator that has the knowledge of Human Lacks and is conscious that he has his own "cultural and personal values" can now elaborate his pedagogical practice using these parameters. "This is why student personal experience is the basis of pedagogical work." (VIGOTSKI, 2001 page 63). However, Vigotski (2001) says that we can not educate the other. So, the educator's art is to guide and regulate student's activities, regarding their human lacks. Hence, "education is done through student's experience which is entirely determined by the mean, and the master play consists of organizing and regulates the mean." (VIGOTSKI, 2001 page 67). But, to do so Piggosi (2002), suggests that adults that are responsible for students should "adapt emergent demands from new generation."

Physical Education as a pedagogical discipline, through rules and activities proposed, can be elaborated and reformulated consensually with students, it can even become an instrument of pedagogical worth for students with integration and interacting difficulties education, because they are put a apart owing to their existential problem caused by conduct disturbance. It can also fulfill in a positive way main student's lacks such as socio-historical ones because in the moment it is planned, executed and evaluated it can be based on Human Values, consciously, regarding all modifications that might be necessary to do in order to accomplish these students' lacks.

So, the teacher will create a mean through which the student can live some situations, because according to Fleming (1996, page 32) "[…] learning depends on attitudes, interests and values […]". It is possible, though to "[…] modify the animus state by modifying attitudes and inter-personal relations." (FLEMING, 1996, page 28)

Teacher has to modify his behavior with his students if he wants to be successful on educating them because "[…] a human behavior is modified directly or indirectly by being in touch **with other Human Beings** (FLEMING, 1996, page 30, we subscript)."

CONCLUSION

Perhaps if it seems strange or not, simplistic or not it is necessary to reflex about the issue: It is necessary a change to educate. But, about this reflex we can extract questions like: how to change and why change? Change to reevaluate the hierarch values that teacher and lives and students live. Through this "revision" comprehend that students see the world in a different way and that teacher can only contributes to them once he understands, consciously Human lacks is to try to do something based on Human development according to the class age.

On this research we could observe that violence is a Human characteristic and that is in the adolescents students' context between 12 and 15 years old, with difficulties on getting integrated and to interacting to pedagogical propose at Jardim Glaucia Municipal school, because they are put a part due to an existential problem related to conduct disturbance, on their context, lacks are mainly socio-historical.

On Physical education classes the professional should plan, execute and evaluate his own pedagogical practices, regarding each of those lacks based on the human-values-scale, so classes can become a pedagogical worth instrument.

However, caused by this brief essay, this succinct research proposes to investigate around Human lacks, about these adolescents whit this problema, mainly when referring to lacks from socio-cultural nature.

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AN INTERPRETATION OF THE VALUE ABOUT PHYSICAL EDUCATION CLASSES FOR TEENAGERS WHO ARE INVOLVED IN PROBLEMS OF BEHAVIORAL UPSET IN A SCHOOL

ABSTRACT: Violence is part of Human Being's character. So, there must be a change in how the educator behaves and acts in order to control violence. The aim of this process of education may be achieved by the comprehension of Humans' moral needs. This paper presents some specific cases of violence among teenager's of 12 to 15 years old who show some troubles to match the pedagogic proposals of the municipal school Jardim Gláucia, in Belfort Roxo, concerning the integration and interaction with each other. It can be assumed that these teenagers were segregated many times for the reason of having existential problems caused by some behavioral problems and that there is a direct relation between such problem and the their social-historic needs and, as long as one is able to understand violence and such disturbances by this point of view, Physical Education classes become a valid pedagogical instrument for students' education.

Keys Words: Violence, Human Lacks and Physique Education.

UNE INTERPRÉTATION AUTOUR DE LA VALEUR DES CLASSES D'ÉDUCATION PHYSIQUE POUR LES ADOLESCENTS AVEC DES PROBLÈMES DE DÉRANGEMENT DE CONDUITE DANS UN ÉTABLISSEMENT SCOLAIRE

RESUMÉ: La violence fait partie des caractéristiques de l'Homme, pour l'éduquer il faut en quelques cas, modifier aussi la manière d'agir et de conduire de l'éducateur. Ce processus de changement peut être conduit par la compréhension de les carences Humaines ou morales. Ce travail presente des cas particuliers de violence d'adolescents entre 12 et 15 ans qui montrent des dificultés de s'intégrer et de interagir dans les propos pédagogiques de l'École Municipale Jardim Gláucia, à Belford Roxo. On croit que ces jeunes sont plusieurs fois ségrégués pour avoir des problèmes existenciels par rapport au dérangement de conduite. On affirme qu'il y a une liaison directe entre ce problème et les carences de nature sócio-historique et s'on comprend la violence sur ce point, les classes d'Éducation Physique peuvent être un instrument de valeur pédagogique dans l'éducation de ces élèves.

Mots Clés: Violence, Carences Humaines e Éducation Physique

INTERPRETACIÓN ACERCA DEL VALOR DE LAS CLASES DE EDUCACIÓN FÍSICA DIRIGIDAS A LOS ADOLESCENTES COM PROBLEMAS DE TRASTORNO DE CONDUCTA EM ALGUNAS AREAS ESCOLARES.

RESUMEN: Partiendo de que la violencia es parte de las características que educan al Hombre, en algunos casos es necesario modificar la conducta y el comportamiento del educador. Este proceso de modificación puede ser llevado a cabo por medio de la comprensión de las falencias físicas o morales Humanas. En algunos casos los adolescentes entre 12 y 15 años de edad tienen un comportamiento violento y dificultades para integrarse con los esquemas pedagógicos de la escuela Municipal Jardim Gláucia, en Belford Roxo. Estos jóvenes muchas veces están envueltos en problemas que ocasionan el trastorno de su conducta y se dice que hay una relación directa entre este problema y las carencias de naturaleza socio-históricas. Comprendiendo la violencia que se visualiza en este tema, las clases de Educación Física pueden ser un instrumento de gran valor pedagógico para la educación de estos alumnos.

Palabras Claves: Violencia, Carencias Humanas e Educación Física.

UMA INTERPRETAÇÃO ACERCA DO VALOR DAS AULAS DE EDUCAÇÃO FÍSICA VOLTADAS PARA ADOLESCENTES ENVOLVIDOS EM PROBLEMAS DE TRANSTORNO DE CONDUTA EM UMA ESCOLA

RESUMO: Partindo do pressuposto que a violência faz parte das características do Homem, para educá-lo, em alguns casos, se faz necessária a modificação também da conduta e do comportamento do educador. Este processo de modificação pode ser norteado pela compreensão das carências Humanas ou morais. Observaram-se alguns casos de adolescentes entre 12 a 15 de idade que apresentavam comportamento violento e mostravam dificuldades de se integrar e inter-relacionar com as propostas pedagógicas da Escola Municipal Jardim Gláucia, em Belford Roxo. Afirma-se que estes jovens são muitas vezes segregados por estarem supostamente envolvidos em problemas existenciais decorrentes do transtorno de conduta e que há uma relação direta entre este problema e as carências de natureza socio-históricas. Ao compreender a violência sob esta visão, as aulas de Educação Física podem ser um instrumento de valor pedagógico na educação destes alunos.

Palavras Chaves: Violência, Carências Humanas e Educação Física.