69 - PHYSICAL EDUCATION AND SOCIAL INTEGRATION OF PRE-SCHOOL ADOLESCENT STUDENTS ON THE AGE FROM 9 TO 12 YEARS OLD, THAT PRESENTPRESENTS SCHOLARY DELAY, ATTENDING "PROGRESSION CLASS" ON DR. MÁRIO AUGUSTO TEIXEIRA DE FREITAS SCHOOL

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Introduction

Although it is a Brazilian education policy priority, decreasing the analphabetism standards and improving the scholarly (GENTILE, 2003), Brazil is among 127 countries, classified on the 72nd, behind Peru, Equator and Jamaica, for example, concerning education development indexes (WEBER, 2004).

On Education Minister's opinion, at that epoch, Tarso Genro, this is a fair classification; this is a result of successive governs that didn't use to considerate education as an essential public possession, and that left as a legacy more than 65 million young and adults without basic teaching conclusion. Among them, 30 million people didn't attend even four preliminaries scholar years; almost 16 million people don't know how to read or write a simple note, some of them are on reading first's steps, identifying only letters, words or short phrases but they can't associate the information in order to give sense to what is being read. They are called functional analphabets, because they dominate some precarious concepts about read and write but they can't mach them (ibid).

Also, on this Brazilian educational matter, it can be said that:

[…] despite all improvement, Brazil is continuing to show an increasing index of analphabetism. According to IBGE, 33 million Brazilians on the age of 15 years old are under this condition; 16,3 million "with no instruction" and 16,7 million of "functional analphabets", which didn't conclude 4th grade from fundamental teaching. What to do with this population? To invest only on the ones that are arriving now and let the old ones die? (GADOTTI, 2004 page 40).

As a part of this reality, we can mention students on the age of 9 to 12 years old, enrolled on Progression Class of Municipal School Dr. Mário Augusto de Freitas, what corresponds on a regular system to a 2nd grade of Fundamental Teaching. These pre-adolescents are scholar aged to be one grade above, they are students with the scholar delay problem, what brings them the difficulty of develop their intellectual capacity and problems with different aspects of life, especially the capacity of social integration.

Aiming this problem, this research is looking forward to show that Physical Education can be as a pedagogic perspective action capable of contribute to social integration of these individuals, this is what makes relevant the present research.

The development and the social integration of being on the age of 9 to 12 years old.

According to human development theory, Men pass through specific circumstances during life, thus He shows a pattern related to physical, psychological and social characteristics, on each period of life. These expectations serve as orientation lines that allow solid expectations about what children can do according to their age (MELILLO and OJEDA, 2005).

According to Freire (2002), the development period that goes from 6/7 to 10/12 years old, is set by a start of cooperation and logical thinking and this can change completely the child's motor expression, because what is seeing from there, are actions directed to a collective task, where even child's language is socialized, helping interpersonal relations. It's a period of a logical and coherent thinking construction, coherent, that has its limits set by concrete world lived by the child and it is related to an evolution process speed of individual as a whole.

To Papalia & Olds (2002), on this cycle of life, which corresponds to the third childhood, it is considered that:

[…] children acquire physical abilities to participate on games and organized sports. Cognitively, […] they can make huge improvements on logical and creative thinking, on moral judgments, on memory and on reading and writing. Individual differences become more evident, and special necessities more important according to competencies interference on scholar success (page 247).

Affecting scholar success, self-esteem and popularity are also affected. These negatives effects on general Men development are result of difficulties on intellectual development. Lima (1970) made a commentary about it saying that a well intellectually developed individual is also a person capable of being well succeed in others aspects of life improving social relation.

Phenomenological Existential Transubjective comprehension of a Being, pre-adolescent, boys and girls from the age of 9 to 12 years old, that have scholar delay problem, enrolled on "Progression Class" of Dr. Mário Augusto de Freitas's school.

The implementation of Progressive Classes came as one of the tools suggested by Aims and Bases National Education Law (LBD) to stop repentance, opening a possibility to an advance for next standards and also aimed to put the student back on the scholar regular trail.

Progressive classes give the student with scholar delay problem, in other terms the ones that has scholar age to be ahead from where they are a chance to reintegrate on scholar regular trail. These classes are defined, from the process that has originated them as an space to shelter an excluded population of students from educational system, bringing different students that are in all kind of knowledge and development stages and a variety of ages (9 to 18 years old) and multiple interests (RIO DE JANEIRO, 2002).

On Dr. Mário Augusto T. Freitas school, 32 students are enrolled on progressive class, among them 15 are boys and 17 are girls. Six of them are 9 years old; eleven students are 10 years old; ten students are 11 years old; a couple is 12 and another couple is 13 and one of them is 15. So the class mixes students that for some reason didn't have a normal learning sequence process. The students are repented or sometimes they don't have scholar period proven or even has been alphabetized; some of them could not, at the end of the period formation cycle, achieve the proposed aimed to attend classes at third grade of fundamental teaching, and as they are 9 years old they enrolled for that class. This individual, generally are used to streets living on it "as an indeterminate space without rules rising violence" (ZALUAR, 1992); they are free, with no limits, many have the house key and almost every of them miss classes for having to take care of young brothers or work on free markets, traffic lights, supermarkets etc. they contributes to familiar profit.

On that class, the great majority doesn't read. It is also observed a total lack of distinguishing parameters of what is right or wrong. For example on 3/3/2004 at 9502 Progression class occurred that a student and a teacher argued about the reasons why attending classes is important, and he answered:

-"My brother had never studied and he works at the supermarket". His brother supports him and also gives him expensive gifts, he certainly have unknown business. This student's mother is pregnant for the tenth time. He doesn't attend classes, the Tutelary Consul was warned about his situation and because he can not achieve other grades due to the fact that he always has more than 75% given classes skipped, he is above law average permission. So, taking these facts into consideration, an 11 years old child can not read or write showing a cognitive lack and disturbed moral value.

It is evident, that these adolescents, barely analphabets or functional analphabets, despite being late shows other difficulties on their life dimension. As they cannot follow some thoughts they are banned from the social group they belong or intend to belong. Intend because this discrimination makes them feel as they're not a member of this group, making them socially put apart and disregard of values, on any life segment.

The Physical Education and the social integration of pre-adolescents from 9 to 12 years old.

The school formed citizen will have to manage collective questions very complex, such as environment pollution: the water, the air, the potable water, the epidermis, social differences, and rural exodus. School cannot be apart from world's news. So education shoul has as an aim the development of individual in order to make them friendly, fraternal and capable of living well in society. To do so, not only rational intelligence but also emotions, morality, sociability and instructions to sexuality have to be recaptured.

One of the physical Education proposals is that it frees students from classroom confinement, regarding some of these aspects, […] the school can not be attached only to child's head but to the whole body (FREIRE, 2004, page 8).

On pedagogic point of view, it is not fair invest on movement's formation without counting on the human desire of world's comprehension. The fundamental school task is promoting the doing together with comprehension (idem, p. 27).

Therefore, Physical Education specialist must be a student of corporal action, not only a couple of balls specialist but an action specialist. This will concern several changes on the way that he comprehends the world. So, the pre-adolescent view should be shared and he also should be listened in order to understand and learn from his circumstances and then comprehend him. It must be take into consideration that "[…] each age presents new characteristics related to motor, affective, social, cognitive, moral and sexual development" (FREIRE, 2004 page 14).

On the age of 9 to 12 years, pre-adolescent continue to evolves, in terms of motor aspects and constituted sets, though, if the children is exposed to social and economical disadvantage circumstances, this process become fast, frequent and violent, specially if there is a lack of free movement, attention, stimulation or care. So, the proposed activities in a circle must be flexible, so it can allow a different expression to different people. It should presents opened contents so that students have the space to personal manifestations, on to improve an own development rhythm (ibid).

This manifestation is eased on Physical Education practice, because pedagogical action of a professional on that area is developed based on imagination on which predominates the child necessity of living imaginaries situations (FREIRE, 2004). The author (2002) also understands that:

[…] on the game child pretends got hurt, kill. How much of kept press can child release when playing? How many forbidden activities are going to take place on the toy imaginary space? (FREIRE, 200, page 179)

So, on Physical Education, the motor action is worked, but when the way of proposing the exercise provokes consciousness kept, what is a material playing, a singing toy, a run, a jump, throwing turns into conceptual, showing the close relation that physical education has with other knowledge areas in a interdisciplinary way and even transdisciplinary, through the moment that on its organization, it represents the interaction of one or more disciplines increasing the stage of integration between them. It has to be started from the principle that every knowledge maintain a constant dialogue with others and that doesn't interfere the specification of each discipline nor extinct each professional play on his actuation area.

Concerning this reading of pedagogic practice, the PCNs (National Curricular Parameters) of Physical Education area, suggests that attitudes, concepts, procedures of subjects are worked on all corporal culture dimension, evolving, however, the knowledge about the body, challenges, sports, games, fights, gyms and rhythmic and expressive activities, on which different competencies are exercised and the individual differences respected and valorized.

Therefore, for Physical Education to become concrete as a social integration factor, the professor should be always contextualizing the practice, regarding the variety of learning dimensions, aiming one of each or more allowing all that students learn and develop (BRASIL, 1998).

Final considerations

For scholar delayed pre-adolescents, on the age from 9 to 12 years old Physical Education becomes a mean through which they can develop in many ways such as motor skills, intellectually, and in most important aspect: social life. They live dramatic life circumstances and in most cases they are obliged to abandon activities that are appropriated to their age to confront as an adult, life tasks, having also to work, or ask a stranger to some money in order to get support.

So, it is concluded that it Physical Education is capable of help him to develop these capacities, it can also promote gathering of many young people so they can play games and interact in a way that outside school activities don't permit. Games edify the sense of values and moral rules to a healthy social living and it can also promote leisure to an individual.

However, Physical Education must practice not only corporal culture but also consider procedures, facts, conceptions, attitudes and values as a subject, all of them at the same importance.

Physical Education is compromised with a more sociable society, and its professionals must be aware of the fact that they are part of other people action, such as other discipline area professionals, directors, coordinators, regent professors of different classes, parents, student's responsible, communities and society itself.

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PHYSICAL EDUCATION AND SOCIAL INTEGRATION OF PRE-SCHOOL ADOLESCENT STUDENTS ON THE AGE FROM 9 TO 12 YEARS OLD, THAT PRESENTPRESENTS SCHOLARY DELAY, ATTENDING "PROGRESSION CLASS" ON DR. MÁRIO AUGUSTO TEIXEIRA DE FREITAS SCHOOL

ABSTRACT

Much even, so many public politics come being developed aiming at to diminish the illiteracy, Brazil present, still, high index how much to this aspect, and it makes difficult the social integration of children, young and adult that live this problem. Such fact is lived deeply by the group of daily daily pay-adolescents, boys and girls of 9 the 12 years old, registered in the "Classroom of Progression" of the Dr. Augusto Mário T. of Freitas School. These beings present cognitive delay to the intellectual abilities, living deeply, also, adverse circumstances, that cause them difficulty of relationship and inclusion in society. The present article had for objective to show that the Physical Education can consist as a way of social integration of such individuals, since practical its provides the contact between the same ones, representing this the necessary condition for the "life game", this one contributing for learning in general e, in special, for the learning of proper moral rules to the conviviality in society.

Word-key: pre-school adolescent tudents on the age from 9 to 12 yars old, social integration, Physical Education.

L'ÉDUCATION PHYSIQUE Et L'INTÉGRATION SOCIALE DES ELEVES PRÉ-ADOLESCENTS De 9 À 12 ANS, QUI PRÉSENTENT UM RETARD ESCOLAIRE, ENREGISTRÉS DANS LA "CLASSE DE PROGRESSION" DE L'ÉCOLE DOCTEUR MÁRIO AUGUSTO DE FREITAS

Sommaire

Beaucoup néanmoins la politique publique viennent étant viser développé pour diminuer l'analphabétisme, Brésil actuel, index immobile et élevé combien à cet aspect, ce qu'il fait lui difficile à l'intégration sociale des enfants, exactement adulte jeune et ce les vies ce problème. Un tel fait est vécu profondément à côté du groupe d'payer-adolescents, de garçons et de filles quotidiens de 9 à 12 ans, enregistrés dans la "Classe de Progression" de l'école Docteur Augusto Mário T. de Freitas. Le cognitivo relatif actuel de ces êtres retardent aux capacités intellectuelles, vivant profondément, également, des circonstances défavorables, quelles difficultés du rapport et inclusion occasionnez leur à la société. L'article actuel a eu pour que l'objectif prouve que l'éducation physique peut consister comme manière de l'intégration sociale de tels individus, puisque le son pratique fournit le contact entre la même chose ceux, représentant ceci la condition nécessaire pour le "jeu de la vie", ceci qui contribue pour apprendre en général e, dans spécial, pour l'étude des règles morales appropriées à la convivialité dans la société.

Mot-clef : tudents adolescents de précours sur l'âge de 9 à 12 yars vieux, intégration sociale, éducation physique.

LA EDUCACIÓN FÍSICA Y LA INTEGRACIÓN SOCIAL DE ESTUDIANTES PREADOLESCENTES DE 9 A 12 AÑOS DE EDAD, CON INSCRIPCIÓN EN LA "CLASSE DE PROGRESSIÓN" DE ESCUELA MUNICIPAL DR. MÁRIO AUGUSTO T. DE FREITAS

Resumen

Aunque, muchas políticas públicas educacionales vienen siendo desarrolladas con el objetivo de disminuir el analfabetismo, el Brasil presenta, aún, índice alto cuánto a este aspecto, el qué hace difícil la integración social de niños, jóvenes y adultos que viven este problema. Tal hecho es vivido profundamente por el grupo de preadolescentes, muchachos y de muchachas de 9 a 12 años de edad, con inscripción en la "Clase de Progresión" de Escuela Municipal Dr. Augusto Mário T. de Freitas. Estes entes presentam retraso cognitivo con relación a las capacidades intelectuales, viviendo, también, las circunstancias adversas, qué dificultan el relacionamiento personal e su inclusión en la sociedad. El actual artículo tenía como objetivo demuestrar que la Educación Física puede consistir como manera de la integración social de tales individuos, puesto que su práctico proporciona el contacto entre igual unos, representando esto la condición necesaria para el "juego de la vida", éste que contribuye para el aprendizaje en general, en especial, para el aprendizaje de las reglas morales apropiadas la convivencia en sociedad.

Palabra-llave: preadolescentes en la edad del 9 a 12 años, integración social, Educación Física.

A EDUCAÇÃO FÍSICA E A INTEGRAÇÃO SOCIAL DE ALUNOS PRÉ-ADOLESCENTES DE 9 A 12 ANOS DE IDADE, QUE APRESENTAM ATRASO ESCOLAR, MATRICULADOS NA "CLASSE DE PROGRESSãO" DA ESCOLA DR. MáRIO AUGUSTO T. DE FREITAS

Resumo

Muito embora, diversas políticas públicas da educação venham sendo desenvolvidas visando diminuir o analfabetismo, o Brasil apresenta, ainda, alto índice quanto a este aspecto, o que dificulta a integração social de crianças, jovens e mesmo adultos que vivem este problema. Tal fato é vivenciado pelo grupo de pré-adolescentes, meninos e meninas de 9 a 12 anos de idade, matriculados na "Classe de Progressão" da Escola Dr. Mário Augusto T. de Freitas. Estes entes apresentam atraso cognitivo relacionado às habilidades intelectuais, vivenciando, também, circunstâncias adversas, o que lhes acarreta dificuldade de relacionamento e inclusão na sociedade. O presente artigo teve por objetivo mostrar que a Educação Física pode se constituir como um meio de integração social de tais indivíduos, visto que sua prática proporciona o contato entre os mesmos, representando isto a condição necessária para o "jogo da vida", este contribuindo para o aprendizado em geral e, em especial, para o aprendizado de regras morais próprias ao convívio em sociedade.

Palavras-chave: pré-adolescentes de 9 a 12 anos, integração social, Educação Física.