23 - EDUCATION ATHLETES OF FAMILY OF LAKES REGION AND ITS INFLUENCE ON THE CHOICE AND SPORTING LIFE.

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INTRODUCTION

As Bourdieu (apud NOGUEIRA and NOGUEIRA, 2002, p. 19), the individual "is a socially configured in every detail actor. The most intimate tastes, preferences, skills, body posture, voice intonation, aspirations for the future career, everything would be socially constituted ".

Nogueira and Nogueira (2002) Bourdieu believed that from the initial formation of an individual in a social and family environment in a particular social position, they assimilate some provisions for the peculiar action of this position and that would take them through the ages and environments of action.

According to Carneiro (2010) psychologists say this is confirmed by practical action of teachers and educational psychologists, that there is not balanced and healthy development of the child, without family.

Thus, family background allows the development of character and autonomy of the individual, ensuring the preservation of good social life, and allow the existence of a social and professional guidance this individual.

The Federal Constitution of 1988 (BRAZIL, 1988) is new values to the social environment establishing the upgrading of the human person and thus came to see the family based society and also began to admit the plurality of family forms, ensuring the importance of dealing of children and adolescents in the same conditions and human dignity.

The family has always been considered the mainstay of society and the starting point of any citizen, and this fact made visible, because a person was recognized through knowing which family this individual belonged. With social progress and the fall of the wall of the distances between different countries and cultures, values and how to see their function in life is being changed daily. thus the formation of children eventually suffer distortions from confused and unprepared family structures.

Thus, the family structure and education within the family can be key factors in the child's development in the social and sporting life, as how parents or guardians, educators can directly influence the behavior and recognition of the realities of life and options.

The objective of the research is to identify the influence of family education on the choice and the sports development of their downline in families with sports results in the Lakes Region.

EDUCATION AND ITS CONCEPTS

Education versa first in a set of actions that correspond to an educator decision making through conscious acts. The person who assumes the act of educating be it simple or complex, have some prior knowledge, either by having been raised by previous generations, either want the conformation of the student in relation to mold the social group to which he belongs or by admitting that through its educational action there is a positive impact on future student (SOBRAL, 1985).

According to Piaget (1988, p. 139) "to educate is to adapt the child to the social environment, that is, turn the psychobiological constitution of the individual due to the collective set of realities to which the common consciousness assigns some value."

It can be said that education is a broad concept that refers to the unilateral development procedure of personality which covers the formation of human, physical, intellectual, moral and aesthetic qualities, since it allows the targeting of human activity in its relationship with the social environment in a determined context of social relations (LIBÂNEO, 1994).

It is determined in the LDB - Law no. 9394 (1996, p. 1) in Art. 2 that "education, family duty and the state, based on the principles of freedom and the ideals of human solidarity, aims at the full development of the student, his preparation for the exercise of citizenship and his qualification for work. "

Thus education must be seen in the family areas and the state with the main objective to adapt the student to exercise their citizenship and qualify him for the job. As Gonçalves (2008, p. 117) "to educate is to make the man conscious of himself, of his duties and rights, of their responsibility to their kind" and adds that part of education the ability to make the man skilled in thinking of you and in your relationships with others to aim at the realization that it is impossible that man has his needs met without the interaction of others (GONÇALVES, 2008).

According to this premise, Gallo (2006) states that the English poet John Donne started a poem with the verse that said, no man is an island. Man is a social being, and as defined by Aristotle 2,500 years ago, humans are political animals, and thus is necessarily taken to be part of human groups and to live life with a number of other human equal to each other. As Freitas (2003, p. 11) "[...] to Vygotsky human behavior was inherently socially and culturally organized."

Education corresponds to all forms of influences and interrelationships that tends to the formation of social personality traits and character, which implies an understanding of the world, values, ideas, ways of acting, which reveal themselves in ideological convictions, policies, principles and moral, compared to actual circumstances and challenges of life in practice (LIBÂNEO, 1994).

The character of the child is built with its development in parallel formation of their psychic functions, formed with human culture that is through interpersonal relationships of the society in which is inserted the child. Freitas (2003) states that Vygotsky considered that the learning of human culture is through education and training offered by the influence of adults or friends with more experience. The development of cognitive is a consequence of the content to be learned through the relationships that take place in the course of education and teaching process.

It can be said that education is a broad concept that refers to the unilateral development procedure of personality, which includes the formation of human qualities - physical, intellectual, moral, aesthetic - with a view to norteamento of human activity in its affinity the social environment in an accurate context of social relations (LIBÂNEO, 1994).

With this education should be treated in the family areas and the state with the main objective to fully prepare the student so that they can exercise their citizenship and qualify for the job.

FAMILY EDUCATION

“The specificity of sociology of Bourdieu's Education and the peculiarity of their discussion on the issue of family cultural heritage become clearer when considering certain broader theoretical concerns that characterize the whole of the author's work" (NOGUEIRA and NOGUEIRA, 2002 , p. 19).

School education in the case of children from culturally privileged backgrounds, would be a kind of continuation of family education, while for the other children mean something strange, distant, or even threatening (NOGUEIRA and NOGUEIRA, 2002, p. 21).

The school, in the process, helps in increasing socialization of the child, the more is the family that gives the necessary subsidies, such as self-esteem, kindness, unselfishness, intrinsic motivations, healthy feelings, consent, autonomy, intentionality, decision, maturity, respect, elements reciprocity, etc.

An important factor in family behavior change is the absence of parents in monitoring their children, often thanks to the hours of work that father and mother absorb in order to support his family and get the standard of living that aims. Thus, it is clear today that there is a formation of values different from those known so far and this factor has generated a new reality that ends up being considered common and normal, but this new family education has produced a contribution of new situations, this influencing negatively school education.

Family education should be rethought, as it is also is rethinking formal education. A sports family education successful example can assist in rethinking this education within the current parameters of society. Thus, the current proposal of this work will consider as family education the transmission of individual and family knowledge and habits within a hereditary line that has in common the sporting success.

METHODOLOGY

This descriptive study was conducted through a field research of qualitative nature, through the questionnaire use as a research tool. The research involved a collection and analysis of information according to Thomas and Nelson (2002, p 295): "The data for the study are interviews, observations or documents. It is not uncommon to employ all kinds of data. " The instrument was a questionnaire prepared with ten (10) questions to closed questions and multiple choice, which was directed to the main family members who work on family education of the athlete and the athlete himself. The questionnaire was completed anonymously by participants signed an informed consent and informed accepting participate. The results were tabulated using the Microsoft Office Excel software and Microsoft Office PowerPoint 2007. After tabulating the results, they were qualitatively evaluated and displayed in graphs showing the percentage of participants' responses, clearly and easily understood (MARCONI and LAKATOS, 2006).

PRESENTATION AND DISCUSSION OF RESULTS

The chosen hereditary line is formed by fighters Jujitsu sport with national, state and regional titles. Represent the hereditary line Mother of 26, who also acts as an athlete, his 10 year old daughter and her 8 year old son, both athletes of this sport.

Question 1 refers support offered by parents or guardians for them to do a sport. The mother said they have not had much support, but their children received full support for sports. Question 2 asked whether there was aid in choosing the sport. Again the mother said he had not had much assistance in choosing the sport, but their children revealed that hears all or part aid. The next question when asked if their parents supported and assisted during their sports practice, the mother proved indifferent to affirmative and his children said they had full support and assistance. According to Kreppner (2000) "the family is seen as a social system responsible for the transmission of values, beliefs, ideas and meanings that are present in society", and this statement is proved in the relationship that the mother had with her parents and she gave her children. The following three questions sought to identify if the parents or guardians practiced sport as a child and now as questioning whether they had had sporting success. The objective is thus to check the standard of sports practice and its automatic sports consciousness, and can be observed that the mother claimed to be the current practice of sports and there was little in the past of their parents and they had no sporting success. And his sons agreed that there was a practice and sporting success in the lives of their parents. As Dessen and Polônia (2007) "events and family experiences provide the formation of behavioral repertoires, actions and resolutions of problems with universal meanings (care with children) and private (school perception for a given family)."

When asked whether parental support and encouragement was a determining factor in the formation of the decision to practice sport can be seen that the mother said this statement not be true, while their children were in complete agreement with this statement. This fact confirms that "the family, the child learns to manage and resolve conflicts, to control emotions, to express the different feelings that are interpersonal relationships, dealing with the diversities and adversities of life (WAGNER, RIBEIRO, ARTECHE & BORNHOLDT, 1999)". Thus the incentive for parents of these little athletes was instrumental in the decision by the sports practice while in the mother's case that did not have the same incentive not occurred the same influence.

The question 9 of the study sought to identify your respondents believed that their involvement with the sport assists or assisted in the training of who they are today. The results of this question shows that children who are still developing believe that sports influence on his personal training, while the hand declined to give this credit to the sport only. This result requires that the adult had a greater amount of experience in your life ends up shaping standards of multiple influences, while the younger and inexperienced are based on feelings and more recent experiences, allowing there is a feeling of great influence of practice sport in their lives.

The final question sought to identify whether teachings as: determination, objectivity, competitiveness, respect and self-knowledge, received through the experience promoted by sport helped in the development of attitudes of respondents in their lives. Again the children were unanimous in their response stating that received these teachings of sports and make use in their lives, while the mother has not determined that this is only the source of his teaching life.

It is believed that the family structure "is primarily responsible for incorporating social and intergenerational changes that occurred over time, with parents playing a leading role in the construction of the person, their personality and their inclusion in the social world and work (TAVORA, 2003; VOLLING & ELINS, 1998)". This makes clear that there was a major influence of the sports family structure practiced by the mother, which is athlete or sportsman, about their children, thus forming, with the help of sport, important values to build the character of children.

Therefore it is believed that the family is responsible for the "transmission of cultural values from one generation to another. This transfer of knowledge and meanings enables the sharing rules, values, dreams, perspectives and patterns of relationships as well as to exploit the potential of its members and their ability to build, expand and diversify the experiences" (DESSEN & POLÔNIA, 2007).

CONCLUSION

This study found that the matriarch of this family did not have in his parents person model that seeks sporting activity and therefore did not receive support or encouragement for their sports performance and not on your choice of sport to be practiced, not being taken sports practice early in his life. In this way the mother was shown to realize the significant influence of the sport in his life and his actions as a person.

On the other hand, the two children in the study who received greater attention from their parents in relation to sports during their lives early on and their constant performance even in their sports decisions, it became clear that generated great influence on the thinking of these small sports, to the point that they believe that this action has been instrumental in the decision to practice sport and that sport has been an important factor in generating their consciousness and how to act, thus fundamental aspect of their training.

Antunes (2005, p 53 apud DESSEN & POLÔNIA, 2007) points out that: "help the child build good character is the same thing to help her develop her error awareness and accuracy. Character and awareness express the vision she has of herself and is very close to the feeling of self-esteem. It is for this reason that character education is important". According to still Chalita (2001, p 20 apud DESSEN & POLÔNIA, 2007), the family has the responsibility to "build character, to educate for life's challenges, to perpetuate ethical and moral values. The family is a place where the masks must give way to the transparent face, undisguised. The dialogue is priceless".

Thus it is concluded that family education and sports knowledge in a hereditary line can be an influencer factor in the training of athletes in the Lakes Region and its relation to the formation of individual and sporting identity.

KEYWORDS: Family Education, Education, Family.

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EDUCATION ATHLETES OF FAMILY OF LAKES REGION AND ITS INFLUENCE ON THE CHOICE AND SPORTING LIFE.

ABSTRACT

The family is the structural unit of society and its construction influence on the social development of the individual. Thus, it is believed in the importance of family education and its consequences in the social transformation of society. The social individual is configured through their social relations and their first social contact is with family, especially with their parents or guardians, so the transmission of knowledge, habits, ideas, attitudes, aptitudes and moral are initially built within family. The sports habit can be developed by the individual or received in his personal experience, and is a playful way of caring for the health factor. It is believed that the practice of sports can be transmitted during social interaction within the family and this fact can be a great generator of athletes committed to their sport and social training. This study sought to identify the influence of family education in sports the hereditary line and its influence on social training of these athletes. He was interviewed a family of athletes Jui-jitsu sport where the matriarch's regional successful athlete, state and national and children 8 years and 10 years who practice the same sport mother and also have sporting success of the same scope. The objective was also to know how to influence and sports training of parents of each of the respondents and their influence on social formation thereof. It was found that the mother had parents that very little had access to sport and therefore did not influence the sporting life of the child and its opposite, when this mother raised her children and influenced in their sports and that was important in the social formation of these children , according to these judged it to be.

KEYWORDS: Family Education, Education, Family.

ATHLÈTES DE L'ENSEIGNEMENT DE LA FAMILLE DE LA RÉGION DES LACS ET SON INFLUENCE SUR LE CHOIX ET SPORTIVE LA VIE.

RÉSUMÉ

La famille est l'unité structurelle de la société et de son influence de la construction sur le développement social de l'individu. Ainsi, on croit à l'importance de l'éducation familiale et ses conséquences dans la transformation sociale de la société. L'individu social est configuré par le biais de leurs relations sociales et leur premier contact social est en famille, surtout avec leurs

parents ou tuteurs, de sorte que la transmission des connaissances, des habitudes, des idées, des attitudes, aptitudes et morale sont d'abord construit dans famille. L'habitude de sport peut être développée par l'individu ou reçu dans son expérience personnelle, et est un moyen ludique de prendre soin du facteur de santé. On croit que la pratique du sport peut être transmis lors de l'interaction sociale au sein de la famille et de ce fait peut être un grand générateur d'athlètes engagés dans leur sport et de la formation sociale. Cette étude visait à déterminer l'influence de l'éducation familiale dans les sports de la ligne héréditaire et son influence sur la formation sociale de ces athlètes. Il a été interviewé une famille d'athlètes Jui-jitsu sport où régionale réussie athlète, état et national et les enfants de la matriarche de 8 ans et 10 ans qui pratiquent la même mère de sport et aussi avoir le succès sportif de la même portée. L'objectif était aussi de savoir comment influencer et de la formation sportive des parents de chacun des intimés et leur influence sur la formation sociale de celui-ci. Il a été constaté que la mère avait des parents qui avaient très peu accès au sport et n'a donc pas d'influence sur la vie sportive de l'enfant et son contraire, quand cette mère a élevé ses enfants et influencé dans leur sport et qui a été important dans la formation sociale de ces enfants selon ces jugé qu'il soit.

MOTS-CLÉS: éducation familiale, l'éducation, la famille.

ATLETAS DE EDUCACIÓN DE LA FAMILIA DE LAGOS Y SU INFLUENCIA EN LA ELECCIÓN Y EL SPORTING DE VIDA.

RESUMEN

La familia es la unidad estructural de la sociedad y su influencia en la construcción del desarrollo social del individuo. Por lo tanto, se cree en la importancia de la educación familiar y sus consecuencias en la transformación social de la sociedad. El individuo social se configura a través de sus relaciones sociales y su primer contacto social es con la familia, especialmente con sus padres o representantes, por lo que la transmisión de conocimientos, hábitos, ideas, actitudes, aptitudes y moral se construyó inicialmente dentro familia. El hábito deportivo puede ser desarrollada por el individuo o recibida en su experiencia personal, y es una forma lúdica de cuidar el factor de salud. Se cree que la práctica de los deportes se puede transmitir durante la interacción social dentro de la familia y este hecho puede ser un gran generador de atletas comprometidos con su deporte y la formación social. Este estudio trata de identificar la influencia de la educación familiar en los deportes de la línea hereditaria y su influencia en la formación social de estos atletas. Fue entrevistado una familia de deportistas deporte Jui-Jitsu, donde de la matriarca regional exitosa atleta, estatales y nacionales y de niños de 8 años y 10 años que practican deporte de la misma madre y también tienen éxito deportivo del mismo ámbito. El objetivo era también para saber cómo influir en la formación deportiva y de los padres de cada uno de los encuestados y su influencia en la formación social de los mismos. Se encontró que la madre tenía padres que muy poco tenían acceso al deporte y, por tanto, no influyó en la vida deportiva del niño y su contrario, cuando esta madre crió a sus hijos e influyó en sus deportes y que fue importante en la formación social de estos niños , de acuerdo con estos juzgados que sea.

PALABRAS CLAVE: Educación de la Familia, Educación, Familia.

A EDUCAÇÃO FAMILIAR DE ATLETAS DA REGIÃO DOS LAGOS E SUA INFLUÊNCIA SOBRE A ESCOLHA ESPORTIVA E DE VIDA.

RESUMO

A família é a célula estrutural da sociedade e sua construção influência na formação social do indivíduo. Desta forma, acredita-se na importância da educação familiar e suas consequências na transformação social de uma sociedade. O indivíduo social é configurado através de suas relações sociais e a seu primeiro contato social é com a família, principalmente com seus pais ou responsáveis, por isso a transmissão de conhecimentos, hábitos, ideias, posturas, aptidões pessoais e morais são inicialmente construídas no seio familiar. O hábito esportivo pode ser desenvolvido pelo indivíduo ou acolhido em sua vivência pessoal, além de ser uma forma lúdica de cuidar do fator saúde. Acredita-se que a prática esportiva possa ser transmitida durante a convivência social dentro da família e tal fato pode ser um grande gerador de atletas comprometidos com sua formação esportiva e social. A presente estudo buscou identificar como a influência da educação familiar na prática esportiva da linha hereditária e sua influência na formação social destes atletas. Foi entrevistada uma família de atletas do esporte Jui-jitsu, onde a matriarca é atleta com sucesso regional, estadual e nacional e seus filhos de 8 anos e 10 anos que praticam o mesmo esporte da mãe e igualmente possuem sucesso esportivo de mesmo âmbito. Objetivou-se ainda saber como foi a influência e a formação esportiva dos pais de cada um dos entrevistados e sua influência na formação social dos mesmos. Verificou-se que a mãe teve pais que muito pouco tiveram acesso ao esporte e por isso não influenciaram na vida esportiva da filha e seu oposto, quando esta mãe educou seus filhos e influenciou em suas práticas esportivas e isso foi importante na formação social destas crianças, segundo estes julgaram ser.

PALAVRAS-CHAVES: Educação Familiar, Educação, Família.