# 157 - PHYSICAL EDUCATION AND VIOLENCE

CÁSSIO JOAQUIM GOMES;
ADRIANA CARVALHO MEDEIROS
FACINOR / PARANÁ, BRASIL
cassiouel@hotmail.com

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**Introduction**

News related to school violence have become plaintiffs in the medium. Therefore, it has become more frequent among ed ucadores, researchers and the media, given the fact that at the present time, you can see that school violence is not a phenomenon that only affects the outskirts of schools or social group, but that reaches various sectors and social classes.

To understand the reasons and consequences of school violence, we must start from the understanding d the complexity of moral and ethical relations prese nt in the school's social space.

Thus, this article aims to identify the concepts of violence and their main moral causes, map out what are the factors that can influence and generate violence, to establish the relationship between school violence and morality. To this end, initially evidenciaremos the concepts of morals and ethics, then, We discuss how morally organized violence, and finally, we discuss how the school and physical education classes can contribute to the reduction of violence in schools and the development of moral autonomy of the individual in and out of school.

**Materials and methods**

This work consists of a searchable qualitative nature of bibliographic get. And, for such was conducted research on platforms on line such as:. Scielo, Medline, the CAPES Journal, digital library USP, UEL and EMU In order to achieve better quality in the preparation of this study sought to limit the collection found a year, with the based early works from 1998 to 2014, so getting about 30 articles, 2 completion of course work and two master's theses. After that delimitation was carried out a new cut line was based, themes that run through directly by the issue of school violence in and from school and on moral psychology.

After this structure, we now correlacion air the issues and to structure the go was that morals are guided by the social construction of rules and regulations, so the violence is based on the no legitimacy des if moral construct and depends INSTANCE of moral validation on the other. In this context, evidence from the consulted bibliographic production, such as physical education classes can m contribute to the moral autonomy of learners.

**Results and discussion**

The moral is present in the representations and social structures aimed at providing a social order, as this social order, is intended to generate an equal and symmetrical social sphere. To Torgnetta (2004, p. 28), morality is a system of rules constructed from an interaction of the subject with its internal structures and goals of the world.

Silva (2009, p. 29) says that every human organization has a moral, a set of rules that must be observed, aiming for a harmonious coexistence of members of certain groups.

For De La Taille (2008), the rules are verbal formulations that clearly pose as we should and should not act in certain situations.

By understanding that morality is socially constructed by certain groups and that its essence consists of the rules and principles, then ask us, what sustains morale are the principles and virtues such as generosity, honor, equality, respect, character, confidence, etc.

De La Taille (2008), says it is only legitimate rule, the one for whom this rule makes sense in life. This sense, which is characterized by the subject's ability to assign a value to objects and to certain actions, situations and people.

Therefore, it is understood that ethics is characterized by creating a life project, which has the values and rules as the basis for their actions this way the life plan of a subject should be directed to answer the following questions:. " that life I want to live "and"who I want to be? "

The answers to these two questions are linked to a search carried out by the subject by an expansion of himself and a search for "gall icity." Torgnetta (2004), argues that the search for the expansion itself is packed with figure of admiration which the subject assigns value and may or may not incorporate -las. On the other hand, De La Taille (2008) states that happiness is never and It never will be a sum of pleasures, because by definition the pleasure is momentary. Therefore, the subject is always looking for their happiness, as well restructuring and by planning their life project.

So the moral plane is primarily made up of the company and secondarily by the subject. In short, the company establishes a moral content which must be passed on to future generations.

To Silva (2009), is the ethical level that you can identify the motivations and objectives outlined that explain the actions and options on the moral plane. Therefore, the ethical level consists of the search for meaning in life, one's entimento of inner wellbeing and is focused on the acquisition values that will be used to support the expansion of you and organize the life of the project.

The ssim to De la Taille (2008) and Vine (2008), personality / identity of the subject consists of two parts interconnected. There is a moral personality (rules and regulations) and ethical personality (planning of goals and values), both of which have a central axis and a peripheral axis.

The central axis composed by virtues such as justice, generosity and equality. So when the subject is placed in conflict situations will make use of these moral values to resolv er such conflicts. In the peripheral axis, are the elements as vanity, greed, beauty and more.

It is noteworthy that the guy who sits not apre these axes, may be in a phase called heteronomy, whose characteristics egocentrism, imitation processes, the sense of fear and love for an authoritative figure and a one-sided power relationship - afetivo partner. Menin (2003, p. 40) says that heteronomy sign ifica be ruled by others (outside of us). So Tognetta (2004 p. 30) argues that the heteronomous actions are atio loaded es disabilities and decentralization.

Autonomy goes against the heteronomy. The moral autonomy, which is based on obedience to rules, principles and universal moral virtues thus presenting a maturing of cognitive of the subject. But this moral ripening of the subject should be

based on a cooperative relationship of mutual actions and reciprocity of the rules and will not follow the other's behavior, or imitate it in their actions.

The subject may also submit outa moral phase called non-moral. This moral stage is configured by a lack of morality and social interactions that might influence the subject. Such moral condition is present mainly in children 01-03 years old.

The school environment, understood in this article as a social space, is a favorable space for the realization of such cases. At school you see the contractual interactions in constant construction and interaction, as we can observe the moral development and strengthening of morality, there view, it is at school that the "life projects" started. Thus, the school is constituted as democratic and assertive space for development and formulation of facing moral personality to moral autonomy.

For Costa (2009) and Moya (2003) the school education can be understood as a process that organizes and enables further study of knowledge and events that are present in the lives of students.

It is worth noting that the school as an organized institution must not only introduce students (subject) specific knowledge of certain areas or transmit content to the subject, it should be concerned with the formation of the human being "as a whole" in its dimensions such as cultural, social, biological, psychological.

For Costa (2009), is by means of school subjects that cultural knowledge is transmitted, the subjects who are in school today represent the social needs for the formation of the subject. Among them the Physical Education.

Physical education is a discipline that deals with the subject that moves with intention, and, through movement that the subject establishes communication with each other, is expressed and know yourself. Palma and Palma (2005, 2010) claim that physical education is the culturally constructed movement, designed and redesigned exclusively by humans. So n the physical education classes can be characterized by the presence of moral and ethical issues in the interactions both among students and their peers and between students and the teacher.

Palma and Palma (2010, p.193) point out that we can consider that every teacher is also a professor "moral" because it builds relationships in which eteronomia ah or autonomy is the present.

Students to interact with the teacher also emit concepts, values and customs experienced in their previous relationships to school and the teacher should establish a "bridge" between such experiences with the content that make up the Physical Education in the search for autonomous relations. When preparing a lesson the teacher makes conscious use of moral concepts, to separate the content, strategies and prepare evaluations. That's because, to deliver that content teachers will be També m establishing small rules, agreements or contracts for the moral good OPERATION of this lecture to the students and in doing so, the teacher will also be making use of moral in their teaching practice.

Palma and Palma (2010, p. 196) argue that the development of morality is related to the quality of interventions experienced in everyday school life.

Remember that the student at school entry is in at heteronomy phase, a phase in which the subject has egocentric traits, reproductive behavior and a sense of obligation to follow the ens ord of an authority figure, features actions heteronomy. S endo so that student (subject) is unable to recognize the point of view of the other and resolve their conflicts alone.

To Palma and Palma (2010, p. 196), children arrive at school in moral social development phase, so this environment is one of the instances in which this development is completed. It is up to teachers of physical education and other disciplines as agents of knowledge and the construction of moral partner school look in their interactions with students and propose mediate conflict situations students so that it can identify the moral development of its students and guides them to a moral autonomy. Thus seeking sociabiliza them and minimize any intervention oppressive dimension of violence.

Teachers of Physical Education, as well as teachers of other disciplines, establish positive influences on the subject, that because throughout their teaching practices the teacher consciously and elaborately going organizing, structuring the principles and universal values favorable to the moral strength and the moral autonomy. What the teacher action set uses in order to expand and contribute to the students' action and reflection are the aspects that embody the formation and training of the moral order by learners (PALM & PALM, 2010). These principles are transmitted to students in the form of rules and prohibitions, which are more or less subtle, regulating the actions of the teacher, his views on teaching and moral learning.

Thus, when the student (subject) is replaced by an understanding of the rules that surround the school environment and the social environment, this guy going to be reserved for yourself our shared values on justice, generosity and respect towards each other, so this guy then proceeds to walk to a moral autonomy, which is based on an immutable sense to follow the rules to establish a just social order and honrad the next to the next.

**Conclusion**

That the subject is not born It follows violent but becomes a violent subject because of their experiences. This is because the subject has three stages of moral development a-) not moral, b-) heteronomy and c) autonomy.

In the call phase of heteronomy which is most human beings, the subject is "open" and accepting the various influences of his surroundings, and you influence originates f amiliar, its social context.

The guy to structure your personality makes use of concepts and moral principles and moral virtues. It is both a school, as the teacher realize that both have great influence in the formation of the subject's personality (student), because along the curricular organizations, structuring of content and its teaching practices these teachers throughout their classes will be forwarded to students daily the concepts, principles and moral virtues that will base the construction of moral personality of the student.

The s physical education teachers in their teaching practices can establish an even stronger connection with students to convey and consolidate the values and moral concepts, as it is in physical education classes where they (students) express their emotions, feelings, wishes and behaviors with more ease and freedom at other times.

And this assertion is strengthened when we seek in literature and the teaching practices answer the question which is the study of physical education subject?

The answer to this question is seemingly easy. It is human movement, but it is not any movement produced by the human being this movement has to be by nature a meaning, the meaning and because, therefore, that this movement should also start with a reflection and a structuring both by teachers physical education should focus on direct students there is a moral and social autonomy, for the students that through the mediation of the teacher will have contact with such constructs that formed their moral structure and lead to a moral autonomy.

For this reason, it is understood that the violent practices and acts of violence both inside and outside the school can be countered or minimized Durantes the physical education classes, because as stated earlier during classes teachers will directing, guiding and sent students to a moral autonomy.

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**PHYSICAL EDUCATION AND VIOLENCE**

**ABSTRACT**

School violence is a frequent theme in the media and scientific literature. Researchers from the field of education and psychology m indicates many causes for this situation as: disintegration of the nuclear family, absence of rules and normative values, or even, reflecting the vivid and assisted violence in society at the present time. The incidence of violence in the school environment, has thus instigated researchers and educators, to seek not only the possible causes, but also for practical ways of overcoming of violence (physical and moral) from different content and pedagogical approaches. So nest and article, we aim to show how the discipline of Physical Education can contribute to combating violence, from the transmission of moral and ethical values. To this end, we left oars d and literature review which seek to identify from the moral psychology concepts of violence and their main moral causes. It also aims to map the factors that can influence and generate violence and establish the relationship between school violence, physical education and moral.

**KEYWORDS:** Physical Education. And scolar violence. Moral. Ethics

**ÉDUCATION PHYSIQUE ET DE LA VIOLENCE**

**RÉSUMÉ:**

Violence à l'école est un thème fréquent dans les médias et la littérature scientifique. Les chercheurs du domaine de l'éducation et de la psychologie m indique de nombreuses causes de cette situation: la désintégration de la famille nucléaire, l'absence de règles et de valeurs normatives, voire, reflétant la violence vives et assisté dans la société à l'heure actuelle. L'incidence de la violence dans le milieu scolaire, a chercheurs et éducateurs ainsi incité à commettre, à chercher non seulement les causes possibles, mais aussi des moyens pratiques de surmonter la violence (physique et morale) du contenu et des approches pédagogiques différentes. Donc nid et article, nous cherchons à montrer comment la discipline d'éducation physique peut contribuer à la lutte contre la violence, de la transmission de valeurs morales et éthiques. À cette fin, nous avons quitté les rames et la littérature d examen qui visent à identifier des concepts de psychologie morale de violence et leurs principales causes morales. Il vise également à cartographier les facteurs qui peuvent influencer et générer la violence et établir la relation entre la violence à l'école, l'éducation physique et morale.

**MOTS-CLÉS:** éducation physique. Et la violence scolar. Moral. Éthique

**LA EDUCACIÓN FÍSICA Y LA VIOLENCIA**

**RESUMEN**

La violencia escolar es una temática frecuente en los medios de comunicación y producción científica. Investigadores del campo educacional y de la psicología indican muchas causas para esta realidad como: desestructuración de la familia nuclear, ausencia de reglas y valores normativos, o mismo, reflejo de la violencia sufrida y asistida en la sociedad en el tiempo presente. La incidencia de la violencia en el ambiente escolar, tiene de esta forma, instigado investigadores y educadores, para que busquen no solamente las posibles causas, pero todavía, formas de superación para las prácticas de violencia (física y moral) partiendo de los distintos contenidos y abordajes pedagógicos. Por lo tanto, en este artículo, tenemos como objetivo evidenciar cómo la disciplina de Educación física puede contribuir en el combate a la violencia, partiendo de la transmisión de valores morales y éticos. Por lo tanto, partiremos de revisión bibliográfica donde buscaremos identificar, partiendo de la psicología moral, los conceptos de violencia y sus principales causas morales. Se pretende todavía, mapear los factores que pueden influenciar y generar la violencia y establecer las relaciones entre violencia escolar, Educación Física y la moral.

**PALABRAS-CLAVE:** Educación Física. Violencia Escolar. Moral. Ética

**EDUCAÇÃO FÍSICA E A VIOLÊNCIA**

**RESUMO**

A violência escolar é uma temática frequente na mídia e produção científica. Pesquisadores do campo educacional e da psicologia indicam muitas causas para esta realidade como: desestruturação da família nuclear, ausência de regras e valores normativos, ou mesmo, reflexo da violência vivida e assistida na sociedade no tempo presente. A incidência da violência no ambiente escolar, tem desta forma, instigado pesquisadores e educadores, a buscarem não só as possíveis causas, mas ainda, formas de superação para práticas de violência (física e moral) a partir dos diferentes conteúdos e abordagens pedagógicas. Portanto, neste artigo, temos como objetivo evidenciar como a disciplina de Educação Física pode contribuir para combater a violência, a partir da transmissão de valores morais e éticos. Para tanto, partiremos de revisão bibliográfica onde buscaremos identificar a partir da psicologia moral os conceitos de violência e suas principais causas morais. Pretende-se ainda, mapear os fatores que podem influenciar e gerar a violência e estabelecer as relações entre violência escolar, Educação Física e a moral.

**PALAVRAS-CHAVE:** Educação Física. Violência Escolar. Moral. Ética