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Introduction

The family reality is made by parents and mothers are of house working each time more, in search of a material comfort for theirs children, theirs family. Children pass the day all making tasks and activities to fill the time that are far from their parents.

Rappaport, Fiori and Davis (1981, p.28) say that the supply to transmit and to modify behavior in situations where the errors can, probably, to take the fatal consequences and that in fact, would be difficult to imagine a process of socialization in which the language, the obligations, the rights, the familiar customs and practical educational of a culture they were shaped without the reply of orientation of models that contain the accumulated cultural repertoires in its proper behavior.

The parents try to offer the best possible one for its children, because they don´t have much time to be with the children. Then, trying don´t leave them in the idleness, search diverse tasks and most of the time forget that the small ones also need a time for itself, to be and to play with the friends and to rest. Being with their family and friends is essential for the development of the children.

Concern with the future of the children

The busy life of the parents who work the whole day and make use of little time to take care of their children make the children also pass the day making the obligations of the agenda, in most of cases as full as their parents. With modernity, people spend most of time outside searching personal accomplishment and professional success. In this race against the time, parents feel coerced with the option lack of leaving the children and they offer they one day full of commitments. Most of parents justify the busy life of the children as an "investment" for their lives.

According to Araújo (2001), parents of century XXI worry to early about the professional future of the children and the children precociously learn to say different languages, dominate the computer, practice more than one sport. He still says that it is important don't to overload the life of the children, because they are not only small brains, they are in development and growth and they can continue theirs learning in other phases of the life.

As Le Boulch (2001) all child presents since the birth potentiality of biological and emotional development, but so that this occurs successfully it is determinative the presence of an orientation of the personality and the done temperament mainly with the aid of the family. The child cannot only be seen as a being in evolution of growing, but also emotionally, with affective aspects that they need to be constructed.

Many times the parents think that it is better to their children to keep them busy the entire day but leaving them in the street or playing alone. They should know that is better children spend less time in front of television or the computer. The parents must know that their children can develop a feeling of abandonment, unreliability and lack of an affective. The financial question justifies the absence, but we stand out that this fact is a danger that patrols the process of development and growth of their children.

According to Rappaport, Fiori and Davis (1982, p. 93), the paper of the parents as socialization agents is basic. They are the first people that their children take as an idol. Theirs characteristics of personality as well as the climate created in the family for one or another type of practical of infantile creation are decisive to determine the social development and the personality of the children.

Social class

The routine tasks of the children are related to the economic reality of each one. The children with better financial condition can many times enjoy of diverse complementary activities to its growth, preventing the idleness and keeping an agenda with many commitments. Already the children most devoid, who pass for financial difficulties, with dismissed parents, take bigger responsibilities.

Jacyra Calazans Campos *apud* Rappaport, Fiori and Davis (1982), says that the practical ones of creation suffer influence from the social class the one that belongs the family and determines the type of attitude that will be taken with the children.

According to Cavalcante (2003), it is common for the children of middle class to study languages, to practice sports and try to manage as many activities beyond the regular school, keeping a busy routine that brings physical and mental consuming to as many requirements, being able to cause stress.

Still according Cavalcante (2003), people with less money also can suffer from stress because of their busy life, but for different reasons as to work to help the family, to take care of the smaller brothers and make the domestic tasks, and the school performance and responsibility.

Child: full agenda x playing

According Mussen, Conger, Kagan at al (1995, p. 425 and 426), the basic vehicle for the development of relations with the friends is the trick and to the measure that the children grow, its changes in the social interaction and the tricks are, until certain point, function of the increasing capacity to assume roles.

"Children of 7,8,9,10 years prefer to play with other children and the shared playful interests continue to form the main base of the relationships of the children in ages pertaining to school." (BEE 1996, p.328).

But the many daily commitments of a child doesn't leave time to play and this fact, in accordance with Cavalcante (2003), is one of the biggest causes of children stress, because they don't have free time to create and to invent without pressing of their parents. Children need having time to play, to develop, to try new sensations, and develop theirs imaginary. Playing is essential for the children development.

Results

According results gotten through a collection of data, the children of the private college, when being questioned on where they used to pass more time of the day: 65% affirm that they are in house, 10% in school and 25 % in the street and in the

public school, 45% had answered in house, 39% in school and 16% in the street. When questioned on with who they pass most of the day, 7% of the students of the private school had affirmed that is with the father, 20% with the mother, 50% with a responsible person for them, 3% with the professor and 20% alone. In the public school, 13% indicate that they are with the father, 14%, with the mother, 33% with a responsible one, 29% with professor and 11% are alone. With these results, we can notice that the most of the children affirms to pass great part of the time with responsible of that with its proper parents.

When being questioned if they had some obligation in helping in house, in private school 37% they affirm not to have an obligation, and 63 % indicate that yes. Between the cited activities they are 15% to arrange the house, 34% to arrange room and 51% to study. In the public school, 21% indicate not to have obligation in house and 79% say that yes. The cited activities had been 47% to arrange house and 53% to arrange the room. Different of the particular school, nobody cited to study as an obligation.

Swimming 23% was pointed by 30% of the children of the particular school that they do not practice no type of sport and 70 % practice some sport, between them, soccer 23%, ballet and futsal 18% each, volley 10% basketball 5% and karate 3%. In the public school these indices are of 35% that they do not practice sport and 65% that they practice, indicating, soccer 58%, karate and swimming 12% each, basketball 10%, volley 5% and tennis 3%. About the question of the practical one of extra-pertaining to school courses, in particular school 71% had answered that they do not make courses and 29% had answered that yes. Between the cited activities 44% are English, pertaining to school reinforcement and computer science 19% each, 12% arts and 6% music. In the public school, 81% had answered that they do not make extra-pertaining to school course and 19% had answered yes. The cited activities had been pertaining to school reinforcement 55%, computer science and English 18% each and music 9%.

In the question about the activities that they practice outside of the pertaining to school schedule, in private school, 13% had affirmed that they do not make no activity, 60% affirm that yes, they like the one that they make, 19% indicate that they like little and 8% indicate that they do not like. Already in the public school, 10% say that they make no activity, 55% affirm that they like the one that make, 16% indicate that they like a little and 19% had answered that they do not like. This factor is excellent since one parcels out expressive of the students in the generality, had affirmed to like a little or not to like the one that makes.

In the question on the amount of activities made of the pertaining to school schedule per day the indices had outside been, for private school, 13% do not have no activity, 32% one, 21% two, 18% three, 16% more than three. In the public School these indices had been 10% do not practice no activity, 59% one, 11% two, 10% three and 9% more than three. The financial factor of the family can influence in these numbers.

About playing, the last question was made asking if the children still play. In private school 8% they had answered that not, 39% had said that yes, 43% had indicated that to the times they play and 10% had answered that they play rarely. Already in public school, 3% they had said that they do not play, 46% had indicated that 41% to the times always play and 10% rarely play. From the answers of this question one concludes that the great majority still has the habit to play but one parcels out excellent indicates that does not play or this fact occurs rarely, what worries because these children are in development and the tricks would have to be part of its daily one.

Conclusion

The extracurricular activities are necessary to the children extend its knowledge, so that they have active a social life and they develop the most diverse aspects related to the growth through the sportive practical, artistic activities among others. But the excesses must be controlled and the parents must know the real necessities of its children, go up the stages of the development that must be fulfilled adequately, on the importance of the family, the friends, the tricks in the life of these children, so that they can really reach the success longed for the parents, having right to enjoy its infancy with fullness.

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THE OBLIGATIONS CHILDREN'S LIFE

Abstract

Currently, parents are searching for better conditions of life for their children. This fact provokes the abserve of the family's routine because the parents pass most of the day working and the children expends their time making a lot of activities after school. This way of children's life prevents idleness and collaborates with their development in the future. This children have to follow a busy schedule and because of this, they don't have time enough to play and discover themselves through the tricks. A questionnaire answered for 116 children between 8-11 years old for particular and public schools shows that they have a very busy life and in accordance with some authors we observe as many activities can affect the children's life. The excess in relation to the activities must be controlled considering the stages of growth and the children's development. They have to grow healthful and to acquire knowledge about the most different subjects, but having their limits recognized and respect.

Le sommaire

Actuellement, des parents recherchent meilleurs des états de la vie pour ses enfants et ce fait provoque l'absence courante de la famille dans la maison, puisque les parents passent la plupart du fonctionnement de jour et des enfants, supplémentaire-concerner divers de marques les activités d'école qui empêchent l'oisiveté et visent à collaborer avec son futur. Les enfants alors, accomplissent un ordre du jour avec beaucoup d'engagements et avec ceci, ils ont peu de temps pour lui-même, pour jouer et par les tours si pour découvrir et se développer. En utilisant un questionnaire répondu pour 116 enfants d'une

école et particulières du filet public avec les ages entre 8 et 11 ans, nous vérifions si ceux-ci ont une vie avec beaucoup de choses pour faire et selon quelques auteurs que nous observons autant d'engagements peut venir pour affecter la vie des enfants. Les exageros par rapport aux activités doivent être commandés et doivent être considérés les étapes de la croissance et du développement des enfants, qui ont droit a se développer salubre et pour acquérir la connaissance sur les secteurs les plus divers, mais d'avoir ses limites identifiées et respectées.

El resumen

Hoy, los padres buscan mejores condiciones de vida para a sus niños y este hecho provoca la ausencia rutinaria de la familia en casa, puesto que los padres pasan la mayoría del dia trabajando y los niños, haciendo diversas actividades que previenen la ociosidad y tienen como objetivo mejorar su futuro. Los niños entonces, satisfacen una agenda con muchas comisiones y con esto, tienen poco tiempo para sí mismo, para jugar y con los trucos, si descubrir y crecer. Usando un cuestionario contestado para 116 niños de una escuela particular y outra de la red pública con la idades entre 8 y 11 años, verificamos si éstos tienen una vida atarefada. De acuerdo con algunos autores que observamos tantas comisiones puede venir afectar la vida de los niños. Los exageros con a las actividades deben ser controlados y se deben considerar las etapas del crecimiento y del desarrollo de los niños, que tienen derecho a crecer saludables y para adquirir conocimiento en las áreas más diversas, solamente se tuvieren sus límites reconocidos y respetados.

A VIDA ATAREFADA DAS CRIANÇAS

Resumo

Atualmente, pais buscam incessantemente melhores condições de vida para seus filhos e esse fato provoca a ausência rotineira da família em casa, já que os pais passam a maior parte do dia trabalhando e as crianças, fazem diversas atividades extra-escolares que evitam a ociosidade e visam colaborar com seu futuro. As crianças então, cumprem uma agenda com muitos compromissos e com isso, têm pouco tempo para si, para brincar e através das brincadeiras se descobrir e crescer. Utilizando um questionário respondido por 116 crianças de uma escola particular e uma da rede pública com faixa etária entre 8 e 11 anos, verificamos se estas têm uma vida atarefada e de acordo com alguns autores observamos como muitos compromissos pode vir a afetar a vida das crianças. Os exageros em relação às atividades devem ser controlados e deve-se considerar as etapas de crescimento e desenvolvimento das crianças, que têm direito de crescer saudáveis e de adquirirem conhecimento sobre as mais diversas áreas, mas tendo seus limites reconhecidos e respeitados.