INTRODUCTION

What unchained the present study went to the observation of the boys' conduct in relation to participation of them, in the same team, when of the accomplishment of the games pré-sport or sport, such as: handball, volleyball etc. Those two groups along the years in that the Physical education has been taught at the Brazilian schools, they demonstrate a total social separation, when the subject is the collective games. The boys when questioned of the reason of that behavior, they justify his/her discrimination for the fact, that the girls, don't possess enough ability so that their teams can arrive the victory. That type of behavior begins, precocemente, to develop an attitude highly discriminadora and a factor of quite preoccupying social exclusion, because, for a society it can become a great nation is necessary that there is a great cooperation between men and women.

After probing those two groups informally, on the reason of such procedure, I noticed that the cause was related with basic needs of self-esteem and of other aspects comportamentais and social.

The central subject of that study is ruled in the prevalence of the presence of some students that have a conduct comportamental dominant ego in the questioned groups. And in the harmful character that such behavior can present in his/her future lives, concerning the social conviviality and the social interaction. The concern, because, with the theme corfebol and his/her character socializador as intervening factor, for the increase of the goal task and the decrease of the goal ego in the boys' behavior in relation to the girls' participation in the sport games in the classes of Physical education appears exactly of the understanding that every individual should be motivated with a "green sign" that it continues or stop with a certain behavior, in all of the social spaces, above all in the educational spaces. Being permitted that all can maintain or to modify his/her motive conduct in the proposed activities and enjoy their benefits, being valued the individual capacities and the several stages of the child's development psicomotor, not looking for the athletes' formation, but the human being's global formation.

The physical activity is of fundamental character in the man's general formation and to the professional of Physical education it fits to stimulate and to drive that practice, that theme - corfebol and his/her character socializador - it deserves special attention, once the professional of Physical education should promote and to unchain her/him all the moment in their fundamental values in the human being such an as; the respect, the cooperation and the socialization.

It is fundamental that this educator knows the rules, the foundations and the essence of the corfebol, because the professionals of Physical education, in Brazil and in some countries in the world, they still ignore that sport, no Olympic and that it possesses in his/her essence a capacity sounds integradora and cooperativista when of his/her application in school youths.

Then to be of great relevance the present study, because what intended with the implantation of the corfebol in the grating curriculares of the classes of Physical education, it fits to stimulate and to drive that practice, that theme - corfebol and his/her character socializador - it deserves special attention, once the professional of Physical education should promote and to unchain her/him all the moment in their fundamental values in the human being such an as; the respect, the cooperation and the socialization.

It is fundamental that this educator knows the rules, the foundations and the essence of the corfebol, because the professionals of Physical education, in Brazil and in some countries in the world, they still ignore that sport, no Olympic and that it possesses in his/her essence a capacity sounds integradora and cooperativista when of his/her application in school youths.

The studies concerning motivation occupy a prominence place inside of the literature. The Cognitive Social Theory of the Approach for Objetivos/Metas (NICHOLLS, 1984 and DUDA, 1989), it proposes two denominated goals of goal task and put ego, that you/they are related to the composition of the climate motivacional in the classes. This theory will be initially the base on which will lean on the study of the lifted up subjects.

The student gone back to the learning, to the cooperation with the friends, the honestly in the accomplishment of the games, to pawn to the maximum to reach a goal and to the work in team is characterized as goal task that we got to verify with the application of the corfebol in the researched population.

However, the individualistic student, no cooperative, discriminator and immodest in the accomplishment of the games and that it looks for sordid artifices to reach a certain goal the any cost is characterized as goal ego, what can verify when of the accomplishment of the pré-sport games or sports in the classes of Physical education, where the student looks for to win her/him any cost.

As that theory completely individual possesses the goal ego and the goal task, and those goals will be responsible for the man's characteristics comportamentals. However in every individual one of the goals will prevail on the other in agreement with the situation that is living.

According to Duda (1989), a link exists among an individual's orientation motivacional in certain private atmosphere and the potential socialization of inherent values in this adapts. The pedagogic actions used by the teacher in their classes will be noticed in different ways by the students and they will influence in the establishment of goals of the same ones. In that way the postures and the students' behaviors in the classes will be reflexes of the constant and sincere job of an addressed positive reinforcement in an individual way or collectively in order to if it reaches the objective of the group.

METHODOLOGY

It is treated of a study of case of partner-historical nature that it looks for to investigate under the optics of the Cognitive Social "Theory of the Approach for Objectives / Goals" (NICHOLLS, 1984. and DUDA, 1989 ), the relevance of the practice of the corfebol in the classes of Physical education in the change of the boys' behavior in relationship the girls with ages understood among the nine to eleven years of the groups 301 and 302 and 303 of the School President Kennedy / Town Kennedy-RJ, in the classes of Physical education. The research was accomplished during a period of five months of classes, so that the students lived the basic foundations for the practice of the corfebol. They participated previously in the investigation ninety for center of the component students' of the groups total mentioned that you/they were present in the first day of the research in the class of Physical education. The groups were composed of students of both sexes, that accomplished the classes of Physical education committees.
The table to follow display the number of students for groups and the number of participants in the research.

<table>
<thead>
<tr>
<th>GROUPS NO.</th>
<th>OF PARTICIPANT</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>30</td>
<td>27</td>
</tr>
<tr>
<td>302</td>
<td>35</td>
<td>31</td>
</tr>
<tr>
<td>TOTAL</td>
<td>65</td>
<td>58</td>
</tr>
</tbody>
</table>

Table 1

The table to follow display the students’ age group that you/they participated in the research:

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>AGE GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>09 - 10</td>
</tr>
<tr>
<td>302</td>
<td>10 - 11</td>
</tr>
</tbody>
</table>

Table 2

The instrument used for the collection of data was "Task and Ego Orientation in Sport Questionnaire" - TEOSQ, that is a questionnaire about the orientation task and ego in the sport.

According to Chi and Duda (1995) the questionnaire previously mentioned is composed by thirteen subjects elaborated by Duda (1989) and Duda and Nicholls (1992), ambasd Purdue University / USA. That research will follow the standardization accomplished by Olavo Feijó and Jaqueline Martins, through CNPq and Universidade Gama Filho / RJ in 1996.

The questionnaire mentioned previously is used usually in sport practices or in physical activities of school extent. (ibid) The present questionnaire is elaborated in the following way: 1 - I don’t "agree"; 2 - I don’t "agree, more or less"; 3 - he/she doesn’t "make difference"; 4 - I "Agree, more or less"; 5 - "Yes I agree.

The items related to the numbers 2, 5, 7, 8, 10, 12 and 13 are inherent to the individual puts task, and the related to the numbers 1, 3, 4, 6, 9 and 11 to the individual's goal ego. (CHI & DUDA, op. cit.)

The individual’s characterization as goal task will be established in agreement with the sum of the items of number 2, 5, 7, 8, 10, 12 and 13. Owing the select value to oscillate among thirty five pontos.Caso the value he/she approaches the seven points the individual presents a weak predominance of the goal task, I marry the result approaches of the thirty five points the individual will present a strong predominance of the same.

The individual’s characterization as goal ego should follow the same procedures adopted for the individual to put task, except for the items to they be added that you/they will be the one of number, 1, 3, 4, 6, 9 and 11. Owing the select value to oscillate between six and thirty points. In case the result approaches the six points the individual will present a weak predominance of the goal ego, I marry the result approaches of the thirty points a strong predominance of the same will exist.

By the results obtained with the two groups will determine to the predominance of the goal task or put ego in the appraised groups.

For the completion of the questionnaire it was done necessary to establish the following question: "I feel happy with the practice of sports... ".

The collection of data was accomplished in two moments. In the first day of class the questionnaire was applied with the students of the groups involved in the research and after ten months of class the questionnaire was reapplied, for the verification of occurrences of changes in the predominance of the goals, by the influence of the corfebol.

For a society to live together in harmony it is necessary that there is the predominance of the goal task, where each Being will channel their efforts for the very common. As one of the objectives of the Physical education is the human being's global development, it is done necessary to the implantation, urgent, of the corfebol in the grating curriculares of the classes of Physical education of the fundamental and medium teaching, as form of waking up in the child and in the adolescent the importance and the need of the cooperation, the group spirit and mutual respect of one to the other and mainly the cooperation between men and women.

To proceed we will detach some used procedures, through the corfebol to reach a change comportamental of the students in the classes of Physical education.

1. when I am the only that he/she knows how to do the play. 1 2 3 4 5
2. when I learn a new technique he/she gives me of practicing enough. 1 2 3 4 5
3. when I play better than my friends. 1 2 3 4 5
4. when the others don't play as well as I. 1 2 3 4 5
5. when I learn something that is entertaining to do. 1 2 3 4 5
6. when the other ones get mixed up and me not. 1 2 3 4 5
7. when I learn a new ability working hard. 1 2 3 4 5
8. when I make an effort a lot in the one that I do. 1 2 3 4 5
9. when I get to mark the largest number of goals for points) 1 2 3 4 5
10. when some thing that I learned myself stimulates to practice enough. 1 2 3 4 5
11. when I am the best. 1 2 3 4 5
12. when I learn a technique (ability) that gives very certain. 1 2 3 4 5
13. when I give the best of me even. 1 2 3 4 5

For a society to live together in harmony it is necessary that there is the predominance of the goal task, where each Being will channel their efforts for the very common. As one of the objectives of the Physical education is the human being's global development, it is done necessary to the implantation, urgent, of the corfebol in the grating curriculares of the classes of Physical education of the fundamental and medium teaching, as form of waking up in the child and in the adolescent the importance and the need of the cooperation, the group spirit and mutual respect of one to the other on behalf of a common objective and mainly the cooperation between men and women.

I FEEL WELL HAPPENED (VICTORIOUS IN ESPRTE... I don't agree

I don't agree
More or less he/she doesn't make difference I agree more or less Yes, I agree

1. when I am the only that he/she knows how to do the play. 1 2 3 4 5
2. when I learn a new technique and he/she gives me of practicing enough. 1 2 3 4 5
3. when I play better than my friends. 1 2 3 4 5
4. when the others don't play as well as I. 1 2 3 4 5
5. when I learn something that is entertaining to do. 1 2 3 4 5
6. when the other ones get mixed up and me not. 1 2 3 4 5
7. when I learn a new ability working hard. 1 2 3 4 5
8. when I make an effort a lot in the one that I do. 1 2 3 4 5
9. when I get to mark the largest number of goals for points) 1 2 3 4 5
10. when some thing that I learned myself stimulates to practice enough. 1 2 3 4 5
11. when I am the best. 1 2 3 4 5
12. when I learn a technique (ability) that gives very certain. 1 2 3 4 5
13. when I give the best of me even. 1 2 3 4 5
RESULTS

After the verification of the results of the first application of the test, we proved, in each group, a tendency quite considered for the characteristic to Puts Ego.

For us to arrive the that first conclusion added the individual results of the applied questionnaires to the students, for then we accomplish the calculations of the average of each group. In that evaluation we didn't have as concern to the students' individual analysis and yes the group as a completely.

As the test used in that study presents seven subjects for the goal task and six, for the goal ego, we had to use the reason and proportion, so that we could compare the results. We used the proportion in the following way: we multiplied the average of each group, regarding the goal ego, for seven (number of items of the goal task) and we divided for six (number of items of the goal ego), reaching of that sorts out the proportion of the results among the two goals.

In the first application of the questionnaire with the students of the groups 301 and 302 collected the following averages regarding the goal ego: group 301 with (16,7) group and to 302 with (19,4) respectively.

However the values previously mentioned suffered an alteration so that the same ones if they turned proportional to the goal task. After the transformation of those values we obtained for the group 301 the result of (19,4) and for the group 302 the result of (22,6).

First application of "TEOSQ TEST"

After the application of the first test with the students, we collected the following medium values for each group:

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>META EGO TASK</th>
<th>PUTS TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>16,9</td>
<td>22,7</td>
</tr>
<tr>
<td>302</td>
<td>14,3</td>
<td>21,4</td>
</tr>
</tbody>
</table>

Table 3

The scores of the groups here presented demonstrate clearly, the prevalence of the goal ego on the goal task in the group 302. Concerning group 301 the same presents an average among the predominance of the goal ego, whose value was in (19,4) and the goal task that presented a score of (18,2), however we cannot stop emphasizing the predominance of the characteristic of the goal ego in that group. Already the group 302 demonstrates a small balance in the score in relation to the Meta Ego and the Goal task. In agreement with those obtained data of the group 301 we can believe that that group in the touching the other disciplines present a quite varied behavior.

The values here found concerning the prevalence of the goal ego, they are in a certain way preoccupying, because, as those children are going changing of series, if they turn more and more intransigent the competitions and exclusions on the part of the boys for the girls' participation in the calls collective sports, where the desire for the victory and to have a team more and more strong, in the way of thinking of them will take them consequently the victory.

Second application of "TEOSQ TEST"

In that second phase of application of the test we had the participation of 100% of the students that you/they underwent the same, in the first phase of the research. The group 301 obtained (14,5) regarding the behavior you/he/she puts ego, after the general sum obtained by each student, of that group. Already the group 302 obtained (12,3) in his/her average geral.referentes to the goal ego.

To the we convert those values, following the orientation of the scale of the goal task, we found the following score.

Second application of "TEOSK TEST"

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>META EGO TASK</th>
<th>PUTS TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>19,4</td>
<td>18,2</td>
</tr>
<tr>
<td>302</td>
<td>22,6</td>
<td>20,9</td>
</tr>
</tbody>
</table>

Table 4

To the we observe the table the top verified that as much the group 301 as the group 302, although they are far away from a characteristic puts dominant task, both groups, present in agreement with the collected data, a tendency to the behavior puts task. He/she suits to observe the prevalence of the goal task about the goal ego in that point of the study.

Comparison Between the First and Second application of "TEOSQ TEST"

In the table below we can observe and we compare the variations between the first and the second phase of the research. The first phase happened before the application of the positive reinforcement and the second phase after the eight months, consecutive, of application of the positive reinforcement.

<table>
<thead>
<tr>
<th>GOAL EGO TASK</th>
<th>PUTS TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>19,4</td>
</tr>
<tr>
<td>302</td>
<td>22,6</td>
</tr>
</tbody>
</table>

Table 5

To the we analyze the obtained averages of each group, after the application of the corfebol you give months can notice clearly that:

- The group 301diminuiu in 2,5 the index puts ego and it increased in 4,5 the index puts task.
- The group 302 decreased in 8,3 the index puts ego and you/he/she increased in 0,5 the index puts task.

To the we analyze the results previously mentioned observed that the group 302 was the one that presented the largest decrease in the related index the goal ego (8,3). Already the largest increase in the index related to the goal task the group 301 fit, (4,5).

EVALUATION GIVEN DOS

To the we accomplish "TEOSK TEST" application in the beginning of this work got to notice that we were before two groups with characteristics Puts dominant Ego, that prevalence of the goal ego in any continuation of the human relationships will be at
preoccupying least, once the individual’s characteristics comportamentais puts ego are among another the companionship lack, of honesty and of coexistence in group, what can verify when of the application of the collective sports or of the games pré-deportivos, that the boys refuse categorically to play in the same team that the girls. Contributing to the beginning of a social exclusion concerning the girls’ participation in those activities.

After ten months of research, where we used her it all the moment the corfebol game and his/her character socializador, in the groups 301 and 302 always emphasizing the importance of the feminine presence in those, because one of the rules of the sport is that the teams can only exist with a quantitative of four women and four men in block, because, without that configuration the sport would be descaracterizado. In that second application we obtained a quite significant result concerning decrease of the index of the goal ego and the increase of the index of the goal task in the groups 301 and 302.

Where both groups started to give value and they recognize the importance of the feminine presence in their teams.

Those results come to base the lifted up hypothesis in the beginning of that work about the relevance of the implantation of the corfebol in the grating curricular of the classes of physical education of the fundamental and medium teaching, in the Brazilian schools, due to his/her character socializador and dynamic, where all are same and they can live an odd experience concerning construction of a society based in the help and cooperation of all, without the ghost of the social exclusion.

CONCLUSION
In agreement with the data obtained in that research, we could observe that the implantation of the corfebol, in the one of the classes of physical education, gone back to the boys’ socialization and girls, integrating a same team, it was fundamental for the characteristic to put dominant ego of the groups was substituted for the it characterizes goal dominant task in the behavior of the group in a general way.

After we compare the results obtained between the second application of the questionnaire and the first, we observed that the two groups that suffered the interference of the corfebol in his/her behavior demonstrated a significant change in the prevalence of the goal ego in the beginning of the study for the goal task at the end of the study. During the whole phase of the research the classes always presented a character lúdico and quite casual, where the students counted the days for again could play corfebol. That collective sport and socializador without a doubt, it started to be those students’ new passion and to each basket converted by the girls was evident the admiration and respect that the same ones conquered of their friends. That research looked for to assist and to apply the bases of the pillars of the education, learning to be, learning to live together and learning to learn.

Word-key: Corfebol, socialization, goal-ego, put task,

REFERENCES
BOCK, Ana Mercês Bahia; STOLEN, Odair; TEIXEIRA, Maria of Lourdes Trassi. Psychologies - An Introduction to the Study of Psychology - São Paulo; Publisher Hails - 1999.
COLL, Caesar.; PALACES, Jesús.; MARCHESI, Álvaro. Psychological development and Education - Porto Alegre: Medical arts - 1995
GAGNÉ, Robert M. As he/she takes place the learning - Rio de Janeiro - Technical and Scientific Books - 1975.

CORFEBOL AND HIS/HER CARÁTER SOCIALIZADOR BETWEEN BOYS AND GIRLS IN THE CLASSES OF PHYSICAL EDUCATION.

ABSTRACT
What unchained the present study went to the observation of the boys’ conduct in relation to participation of them, in the same team, when of the accomplishment of the games pré-sport or sport, such as: handball, volleyball etc. Those two groups along the years in that the Physical education has been taught at the Brazilian schools, they demonstrate a total social separation, when the subject is the collective games. The boys when questioned of the reason of that behavior, they justify his/her discrimination for the fact, that the girls, don’t possess enough ability so that their teams can arrive the victory. That type of behavior begins, precocemente, to develop an attitude highly discriminatory and a factor of quite preoccupying social exclusion, because, for a society it can become a great nation is necessary that there is a great cooperation between men and women.

After probing those two groups informally, on the reason of such procedure, I noticed that the cause was related with basic needs of self-esteem and of other aspects comportamentais and social.

The central subject of that study is ruled in the prevalence of the presence of some students that have a conduct comportamental dominant ego in the questioned groups. And in the harmful character that such behavior can present in his/her future lives, concerning the social conviviality and the social interaction. The concern, because, with the theme corfebol and his/her character socializador as intervening factor, for the increase of the goal task and the decrease of the goal ego in the boys’ behavior in relation to...
CORFEBOL Y EL HIS/HER CARÁTER SOCIALIZADOR ENTRE LOS MUCHACHOS Y MUCHACHAS EN LAS CLASES DE EDUCACIÓN FÍSICA.

RESUMO

O que desencadeou o presente estudo foi a observação da conduta dos meninos em relação à participação delas, no mesmo tempo, quando da realização dos jogos pré-desportivos ou desportivos, tais como: handebol, voleibol etc. Eses dois grupos a longo dos anos em que a Educação Física vem sendo ensinada nas escolas brasileiras, demonstram uma total separação social, quando o assunto de os jogos coletivos. Os meninos quando questionados sobre o que eles pensavam sobre a conduta do oponente, disseram que eles não possuem habilidade suficiente para que suas equipes possam chegar a vitória. Esse tipo de comportamento começa, precocemente, a desenvolver um comportamento discriminatório e um fator de exclusão social bastante preocupante, pois, para que uma sociedade possa se transformar em uma grande nação é necessário que haja uma grande cooperação entre homens e mulheres.