

147 - CONTRIBUTIONS OF A PROJECT TO DANCE WITH CHANGES OF SOCIAL BEHAVIOR OF CHILDREN AND ADOLESCENTS

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INTRODUCTION

The dance is accompanied by sound and rhythm of music and involves the expression of feelings exacerbated by it, but it is only through the sound of music that you can dance because the movements can happen independent of the sound you hear, and even without it. We also consider that the dance form distinct conceptions of dancing bodies, because with the movement are set various relations of space and time, allows to realize that if they build different "discourses" on the body, either in relation to technical aspects (physical ability, performance), social (representations of gender, race, ethnicity or sexuality) or cultural. Thus, that player is not only a physical culture, it is important that people understand that there are different world views and different ways of perceiving, experiencing and signify the body in dance, culture and other peoples. This will contribute to the difference in body of ideas and values are respected and valued, thereby contributing to the dance space is a place of transformation and social empowerment (Soares et al, 1999).

This understanding about the dance that considers the possibilities and diversities, considering approaches that free of stereotypes and to encourage large numbers of participants, nurture the development of programs and projects that include dance as a cultural event. The pedagogical program has as its main structuring education, citizenship and social inclusion and follow the principles of autonomy, solidarity, respect for diversity and preservation of the environment.

The Open School Program / School Experience makes the schools open on weekends, including schools in urban communities at risk and vulnerability, offering educational workshops, entertainment, culture, sports and training to the wider community and particularly for young people. The Dance Project of this program is educational, because there is a routing issues related to teaching and learning in their students contemplating different teaching methodologies and different styles of dance, is also a means of social critique that involves reflection on values pre-established, repetitive patterns and trends.

Thus, we believe that through dance we can work various themes, and while we reflect on the idealization of this body in dance and culture, create a group sharing ideas and opinions and expand knowledge and sense changes in their own social behavior. Understanding that this work is necessary for seeking to know about a project Dance in a social program that has not been discussed here in Campo Grande - MS. Another issue that justifies this study is related to study needs and seek to contribute to the results of this study with discussions and information about a social disadvantage.

Thus, the purpose of this paper is to understand the Dance Project of the Open School Program / Living School is contributing to behavior change such as respect, kindness and commitment of participants in the activities offered at the Dance Project. To this end we performed an exploratory research descriptive type. Participants were individuals of different ages, genders and socio-cultural effects that are embedded, integrated and participating effectively in a dance class of the Project that is part of the Open School / School Living in an area of social risk, as well as the professional responsible for teaching the dance project and the general coordinator of this program.

The first study procedures began our visit with the City Department of Education (SEMED), seeking a copy of the Open School Program / School Live to have more information about Dance Project. Thus the projects already identified what this program is being conducted in public schools. From this information we talked directly with the person responsible for coordinating the program to obtain your opinion regarding the consent of that for this research. Received the consent of the coordinator responsible for the Programme were the following procedures: a) went to school to have more information about the times that happens the Dance Project, b) when information is received, we were at this time to accomplish the integration of context classes and submit to the teacher, c) received the authorization of the same, observe their classes, d) deliver the Statement of Informed Consent - Informed Consent for all participants; e) The present study included only individuals who brought the signed Informed Consent; f) has been implemented as of this moment the data collection. Then we present the theoretical background about the dance, followed by the presentation and discussion of results and finally the findings of the research.

2. DEVELOPMENT

2.1 THE DANCE: JOGGING THE SOCIAL PROJECTS

Dance is seen as an art in its development where there are rules for its implementation is accurate, requires dedication, skill and commitment, for being considered the oldest art and complete allows us to create the moves and expressing them through the body. Dance can be recreational, artistic or ritual by her express our feelings, fears, anxieties, anger, use it as a communication vehicle, where it can enchant and excite people. The dancing should be an instrument of access to every child as a means of assisting their development, thus contributing to their cognitive processes and social-emotional development.

Social projects are born of a desire to change reality, or to move it, move in to contribute. Generally the projects are bridges between desire and reality, are movements that generate structural and intentional actions of a group or social organization, starting from the reflection and diagnosis on a particular issue and seek to contribute in some measure, for "another world possible".

According to Rodrigo Amorim (2000), education can be regarded as evolution and transformation of the individual, considering the dance as a continuum of physical education, expression and embodiment of considering the movement a way to view demonstrations of our students, dance should provide opportunities for children to develop all areas of human behavior and, through diversification and complexity, the teacher can contribute to the formation of more complex body structures. We must realize that the dance seen as body language is very important for humans, because through it we can bring to our everyday great peace of mind and when done in a group promotes a healthy social life.

Portinari (1985) points out that the dance would be a statement dismissing the wordplay, that is, which refers to the expressive movement is what is allowed to be translated through the body to the public. And Castro (2000), access to culture provides an experience of transformation: of himself everyday, interpersonal relations, and community in which we live. This experience enables the inclusion of individuals in groups and networks of social interaction.

The outreach included in schools are possible because the school can be compared to the stage and scenery,

reported as the knowledge base, the complete structure in which the student can locate. Barreto (1998) cites that the school dance should not prescribe or prioritize the movements that have standardized technical standard, enforcing the income stereotyped. But the emerging understanding that movement is a form of expression, which increases the communication of the student as part of your body culture.

2.2 PROJECTS IN SCHOOL DANCE: CHANGE IN SOCIAL BEHAVIOR

The dance projects have been explored not only in Brazil but in other countries when developed within schools may be a mechanism that enables new experiences and makes the individual can deal with their attitudes, needs, everyday actions, desires, expectations and also serve as a tool for new insights into the world.

We are faced with cultural diversity and recognize the right to difference and the fight against all forms of social inequality. We understand that they promote equal relationships between people belonging to different cultural backgrounds, this school project and Dance Rhythms also fits within a group which we consider as crucial for effective training of a professional relationship that seeks to research, learning and the extent and shown completely committed to the process of construction and reconstruction of knowledge.

We believe in the benefits of dance for the development of man conscious and active in education that takes place in different social practices of the dance as cultural expression inherent in man and a language that the individual has to express and communicate their feelings, emotions and values, reflecting the social relations and cultures. Therefore, it is through these contributions that most dance projects should be developed within schools not just local, but as in all networks, investing in culture is to invest in knowledge and opportunities for our children.

We live in a society that contributes to the education of people who specialize in certain activities, in this sense, the practice of dance was a way to recover and expand people's perceptions, with increased body awareness, seeking to promote the integration of body, mind and emotions, through teaching the language of dance, where the human being can express the deepest sense, it demonstrated through our fears, anxieties, desires, and even anger. A major contribution of Dance for the education of man is to educate individuals who are capable of thinking of creating a world art form.

Today the dance projects in existing schools need more than ever relevant actors, critics and aware of their role with regard to dialogue and offer the students of municipal education, opportunities and proposal of dance that effectively contribute to the construction of citizenship. The transmission of knowledge today, as we know is no longer restricted to the four walls of the school.

The child's body and movement in everything we do. The body consists of an expression on the stimulation of creative and expressive potential of children through body language. Not limited to coding of movement, but allows the expression of individuality. The dichotomy between body and practiced cognitive learning in school, puts the child in a different world in which she does not participate and do not learn in an integrated way (Gonçalves, 1994, p.32).

The Open School Program / School Viva, revolves around the Education, Culture, Sports and Employment for Youth, run by the Ministry of Education, through the National Fund for Educational Development (ENDF / MEC), with the idea to make the public schools of basic education in alternative spaces for the development of complementary activities to educational activities, on weekends, improving the quality of education, contributing to building a culture of peace and reducing levels of violence.

Dance in school can be a transforming agent, allowing the understanding that the language of art brings a reflection of society and the reality we live. In our research we had the collaboration of 16 students and also with the dance teacher Project Open School / School Experience, we can observe this fact. The reflection brought about through interviews and dialogue with the teacher responsible for lessons in dance, which is formed in Physical Education with a specialization in Dance was held on the staff that the project contributes to the social development of its participants, and said: certainly the discipline, focus and resourcefulness of children increased significantly. " And: The project contributed to the social and emotional development of these children is contributing and will contribute." The survey found that children living close to and study at school, which encourages regular attendance of them every weekend, contributing to personal development, which can be observed by classroom teachers and by other school staff.

The same changes were observed among colleagues where they have come to respect more the limits of each other have become more understanding, deal with more education and seek to control not to discuss, in addition of course to become more extroverted, which contributed to the conquest of new friendships, discovery and conquest of new feelings. Students mentioned that they are happiest when they dance, they see themselves more beautiful and important, that self-esteem increased, and they use dance as a way of expressing themselves. We realize that there are motivational factors as: the term with the possibility of showing feelings, the show as a goal to be fulfilled. Given this reality, it is gratifying to realize that children and community can participate in the design and dance that has brought changes to that context.

3.FINAL CONSIDERATIONS

At the end of this article we make some considerations underpinned found in field research as well as the reflections made on the theoretical framework we use in the same building. We consider how the Dance Project contributes to the development processes and social behavior of children and adolescents, encouraging creativity and expression of movement through artistic stimuli, motor, social, moral and participants are encouraged to purchase. We envision that stimuli designed to respect the personality of each individual, their characteristics, needs, anxieties and feelings so that your skills, body awareness, attitudes, knowledge, capabilities and limitations are being considered in the implementation of actions Dance Project.

We realize that there is motivation of the teacher and his students, and this influence in the planning and conduct of lessons. The teaching of the lessons promote the relations between individuals and their daily lives, allowing the development of human potentialities, such as respect for others, rules, regulations; of warmth, understanding, kindness to each other as well as commitment with oneself, the group, ie, among peers and teacher. Thus, it became clear that the social project which is inserted Dance Project has become a way of developing social and emotional motor behaviors of their students.

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CONTRIBUTIONS OF A PROJECT TO DANCE WITH CHANGES OF SOCIAL BEHAVIOR OF CHILDREN AND ADOLESCENTS

ABSTRACT

The Dance Project is part of the Open School / School Experience, and educational referrals in their being related to issues of teaching and learning, encompassing various teaching methodologies and different styles of dance. Thus the aim of this study was to identify possible contributions to the Project Dance Program Open School / School Live to changes in social behavior such as respect, kindness and commitment of participants in the activities offered at the Dance Project. The research is characterized as descriptive exploratory. The participants were 16 individuals of different ages, genders and socio-cultural effects that are embedded, integrated and participating effectively in a dance class of the Project, as well as the professional responsible for dance lessons of the project and the general coordinator of the program. The instruments used were interviews and questionnaires, subsidies that have brought us to visualize that there are changes in social behavior related to respect, commitment, warmth, self-esteem and that when they dance they are happiest, most beautiful and important and they are using dance as a way of expressing themselves. We understand that the Bill Dance has become a way of developing not only motor behavior, but the socio-affective which is the objective of the Project and the Open School Program / Living School.

KEY-WORDS: 1. Dance. 2. Dance project. 3. Social behavior

CONTRIBUTIONS D'UN PROJET DE DANSE AVEC CHANGEMENT DE COMPORTEMENT SOCIAL DES ENFANTS ET DES ADOLESCENTS

RÉSUMÉ

Le projet s'inscrit dans le cadre de Danse de l'École ouverte / vie à l'école, et les renvois d'enseignement dans leur étant liés à des questions d'enseignement et d'apprentissage, englobant les méthodologies d'enseignement diverses et différents styles de danse. Ainsi, l'objectif de cette étude était d'identifier d'éventuelles contributions au projet de programme Open School Dance Live / École des changements dans les comportements sociaux tels que le respect, la gentillesse et l'engagement des participants dans les activités offertes à la Dance Project. La recherche est caractérisée comme exploratoire descriptive. Les participants étaient 16 personnes de différents âges, les sexes et les effets socio-culturels qui sont incorporés, intégrée et participer effectivement à un cours de danse du projet, ainsi que les professionnels responsables de cours de danse du projet et le coordinateur général du programme. Les instruments utilisés étaient des entrevues et des questionnaires, les subventions qui nous ont amenés à visualiser qu'il ya des changements dans les comportements sociaux liés au respect, l'engagement, la chaleur, l'estime de soi et que, quand ils dansent, ils sont plus heureux, plus beaux et importants et qu'ils utilisent la danse comme un moyen de s'exprimer. Nous comprenons que le projet de loi de danse est devenue un mode de développement non seulement le comportement moteur, mais le socio-affective qui est l'objectif du projet et de l'Open Programme scolaire / Living School.

MOTS - CLÉS: 1. Dance. 2. Dance projet. 3. Le comportement social

CONTRIBUCIONES DE UN PROYECTO DE DANZA CON CAMBIOS DE COMPORTAMIENTO SOCIAL DE LOS NIÑOS Y ADOLESCENTES

RESUMEN

El Proyecto La danza es parte de la Escuela Abierta / experiencia escolar, y referencias educativas en su ser relacionado con las cuestiones de la enseñanza y el aprendizaje, que abarca diversas metodologías de enseñanza y diferentes estilos de baile. Así, el objetivo de este estudio fue identificar las posibles contribuciones al Proyecto Programa de Danza de Escuela Abierta en vivo y la escuela a los cambios en el comportamiento social como el respeto, bondad y compromiso de los participantes en las actividades propuestas en el Proyecto de Danza. La investigación se caracteriza como descriptivo exploratorio. Los participantes fueron 16 personas de diferentes edades, géneros y efectos socio-culturales que se incorporan, integrados y participar efectivamente en una clase de baile del Proyecto, así como los profesionales responsables de clases de baile del proyecto y el coordinador general del programa. Los instrumentos utilizados fueron entrevistas y cuestionarios, las subvenciones que nos han llevado a visualizar que hay cambios en el comportamiento social en relación con respeto, compromiso, amor propio calor, sí, y que cuando bailan son más felices, más bellos e importantes y que están utilizando la danza como una forma de expresarse. Creemos que el proyecto de danza se ha convertido en una forma de desarrollar no sólo el comportamiento del motor, pero el socio-afectivo que es el objetivo del Proyecto y el Programa de Escuela Abierta / Escuela Viva.

PALABRAS - CLAVE: 1. Danza. 2. Proyecto de danza. 3. Comportamiento social

AS CONTRIBUIÇÕES DE UM PROJETO DE DANÇA PARA AS MUDANÇAS DO COMPORTAMENTO SOCIAL DE CRIANÇAS E ADOLESCENTES

RESUMO

O Projeto de Dança faz parte do Programa Escola Aberta/Escola Viva, sendo pedagógico em seus encaminhamentos estando relacionados às questões de ensino e aprendizagem, contemplando diferentes metodologias de ensino e estilos diferentes de dança. Assim o objetivo deste estudo foi identificar as possíveis contribuições do Projeto de Dança do Programa Escola Aberta/ Escola Viva para mudanças no comportamento social como: respeito, cordialidade e comprometimento dos participantes das atividades oferecidas no Projeto de Dança. A pesquisa está caracterizada como tipo descritiva exploratória. Os participantes foram 16 indivíduos de diferentes idades, gêneros e condições sócio-culturais adversas que estão inseridas, integradas e que participam efetivamente das aulas de dança do Projeto, bem como o profissional responsável pelas aulas de dança do projeto e o coordenador geral do programa. Os instrumentos utilizados foram entrevistas e questionários, que nos trouxeram subsídios para visualizarmos que estão havendo mudanças nos comportamentos sociais relacionados ao respeito, comprometimento, cordialidade, auto-estima e que quando eles dançam se sentem mais felizes, mais bonitos e importantes e que estão utilizando a dança como uma forma de se expressarem. Entendemos que o Projeto de Dança se tornou um meio de desenvolvimento dos comportamentos não apenas motores, mas sócio afetivo o que corresponde ao objetivo do Projeto e do Programa Escola Aberta/Escola Viva.

PALAVRAS - CHAVE: 1. Dança. 2. Projeto de dança. 3. Comportamento social