INTRODUCTION

Appears the school didn’t realize the change of the educations ways yet, this is, necessity to transfer the acquisition focus of content to acquisition abilities in affective, cognitive and psicomotor area and competences in the contents’ control.

The education is a continue and dynamic process, which develops theirs bio-psycho-social abilities of critical form (VERALDO and OLIVEIRA, 1991). It's with this focus that the school education, in integral schedule, tries to reach a global development of the students, offering sporting and artistic activities (dances, music, scenic arts, plastic arts, coookery), beyond the pedagogical activities.

To provide to the student a bigger permanence in the school environment, giving chance to it to extend its social relations and to manage its time in healthful, productive and creative way is the best option in the search in forming conscientious citizens of the responsibilities demanded for the new millennium.

The responsibility is attributed to the Physical Education of, by means of the physical activity, to make possible to the child the access to the movement culture, to them participate, usufuct and also to construct in the direction of its magnifying and enrichment.

Or still, the use of the physical activity could fit to the physical education as a way for the promotion of the health, it harmonious physical growth and of habits and healthful motor behaviors of the child (TANI, 2001).

In accordance with Penteado (1999), the Televison and the school are two social agencies that have in the knowledge its raw material. The first one is clearly organized, according to an industrial model of production, from which it spreads out and it produces knowledge; the second, is organized in accordance with a bureaucratic model of rendering of services, it is conceived as a channel of transmission and diffusion of knowledge, in its procedures identified as a pedagogy conservative and traditional.

For Forquim (1993), traditional culture means what each generation, in the same country, receive like inheritance a kind of intellectual and artist tradition that always represent more than only one social class product.

The common stock of symbolic property is always alimented for individuals from many social source, even that the contribution of each group being unequal.

For Freire (1991), even more the child learn less at the school and more from media that, undoubtedly, exerts more influence than learn system. In agreement with Penteado (1999), the television is in the school, across viewers that frequent it. People from both sex, age and socioeconomic level, before television, for example, sighting, detaching and retain different aspects from the same program. The television has established so definitively that can be considered a universal standard from our culture.

For Penteado (1999), the mass culture is composed for many cultural products, extracted from the elite culture or popular culture, consist on the transmission of this products in industrial scale, by industrial communication technology; hit a indiscriminate stalls, it's of varied social origin and constitute a big uncertain population.

For Forquim (1993), traditional culture means what each generation, in the same country, receive like inheritance a kind of intellectual and artist tradition that always represent more than only one social class product.

METHODS

The sample was built up from for twenty eight individuals, being fourteen of the conventional system and fourteen of the integral system, students from 2º to 4º series from a private school, situated on zone south of Belo Horizonte, Minas Gerais.

The volunteers have been informed the respect from the objectives and methods of the project and that could let of participate in from research to any moment without any type of harm. The responsible for individuals assign a term of agreement free and apparent approved, authorized to participate in from research.

It was in-depth a questionnaire quantitative as was applied bristles researchers on institution of origin from the students. The questionnaire was made up of free dimension.

The first dimension he used to be built up from for figures demographic of the student; the second dimension assesses the preferences from the student in relation to television program and the third dimension she picked appraise the preferences from the students regarding activities from culture traditional or culture of dough. The researchers remain on site about to make clear any doubts.

After the tabulation of data, was realized an descriptive analysis of data calculating - if the absolute value, the worth average, about to figures of the first and second dimension of the questionnaire, and analysis from frequency of answers about to the figures from third dimension of the questionnaire. For statistic analysis, used the statistic packet of Microsoft Excel for Windows.

RESULTS AND DISCUSSION

In relation to the time that the students of the conventional and integral system watch television programs, it can be observed that nine students of the conventional system and eleven students of the integral system watching from one to three hours a day. Three students of the conventional and three students of the integral watching from three to five hours a day and only two students of the conventional system watching, during more than five hours, to television programs, daily (TAB.1). Study mentioned by Betti (2003), it shows that one of the impacts of television about the childhood is the consumption incentive and the imposition of...
ideological and cultural values. The modern consumption society denies diversion spaces to the children, and they submits them to a control dynamics, leading them to the preset paper of expectants of television - them a lot of hours of their lives pass before the television, in a passive contemplation.

For Kishimoto (1995), the integration among the body, the movement and the objects called toys or games that move the body is fundamental for the child's education and that gets lost when it is not destined moments for that interaction.

It is necessary to think in forms of organization of the time and of the space, that avoid the costumer (BARBOSA, 2000), that meditate individual moments, in group, that value the action free and deliberate of the child for now, now the professional's orientation, that include internal and external spaces, the contact with multiple characters of the institution, of the family and of the community.

### TABLE 1
Relation of the time (hours) a students of the conventional and integral systems watch television programs for day

<table>
<thead>
<tr>
<th>Watch time the Television programs</th>
<th>Conventional System</th>
<th>Integral System</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 3 hours</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>3 to 5 hours</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>More than 5 hours</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

In relation to the period of the day as the students of the conventional and integral systems watch the television programs, barely eight students of the conventional system watch into the period from afternoon; nine students of the conventional system and fourteen of the integral system watch into the period of the night (TAB.2). Dumazedier (2004), about a third from program is busy bristles programs of varieties and these are the preferred. It is important worry with the quality from program it offers by television on the different periods of the day.

### TABLE 2
Period of the day when students of the conventional and integral systems watch the television's programs

<table>
<thead>
<tr>
<th>Period of the day watch</th>
<th>Conventional System</th>
<th>Integral System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Afternoon</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Night</td>
<td>9</td>
<td>14</td>
</tr>
</tbody>
</table>

Seven students of the conventional system and seven of the integral system, they have, determined for parents, the period of the day when watch television, and seven students of the conventional system and seven students of the integral system haven't the period of the day determined for parents or responsible (TAB.3). According to Penteado (1999), the snapshot it is important on communication because appealing, involving, overpowering the attention. But, is necessary fence there she is in such a way than she does overpowering and fascinated the yours spectators in an effort to of the functional of the system where located the TV viewer.

### TABLE 3
Parents or Responsible determination as day period that the conventional and integral's system students could watch television programs

<table>
<thead>
<tr>
<th>Parents Determinations</th>
<th>Conventional System</th>
<th>Integral System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

In relation to the frequency with that the students of the conventional and integral system attend television programs with the family, it is observed that a student of the conventional system and four students of the integral system always attend the television programs with the family. It is noticed that four students of the conventional system and two students of the integral system attend, usually, in the company of the family, while eight students of the conventional system and five students of the integral system seldom attend with the family and a student of the conventional system and three students of the integral system never attend in the company of the family (TAB.4).

For Marcellino (2002), he tells respect the influences in the family, that the television should be considered of two perspectives: as agglutinate element, especially in the space field; and as insulating element of the family problem.

Besides, Kishimoto (2001) affirms that the work, in the student's development with the family and the community, it cannot be occasional and yes complementally of the pedagogic project developed at the school for the student to develop integrally, being necessary the participation of the family in the same student's existences in usual activities.

### TABLE 4
Frequency that conventional and integral's system students watched television programs with the family

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Conventional System</th>
<th>Integral System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Usually</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Seldom</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

According with Penteado (1999), of the psychological viewpoint, the individual participation in the culture is always selective. Based in the last words, it can observe that the table results next (TAB.5) showed, in majority, values near zero due the large variation in students preference as television programs.

### TABLE 5
Worth average of the preference for television programs of the conventional and integral's system students

<table>
<thead>
<tr>
<th>Varieties</th>
<th>Conventional System</th>
<th>Integral System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism</td>
<td>-0.46</td>
<td>-5.36</td>
</tr>
<tr>
<td>Cartoon</td>
<td>0.46</td>
<td>0.93</td>
</tr>
<tr>
<td>Soap Opera</td>
<td>-0.59</td>
<td>1.57</td>
</tr>
<tr>
<td>Movies</td>
<td>0.59</td>
<td>1.93</td>
</tr>
<tr>
<td>Shows</td>
<td>-0.75</td>
<td>-5.64</td>
</tr>
<tr>
<td>Culinary</td>
<td>-0.27</td>
<td>-4.86</td>
</tr>
<tr>
<td>Sports</td>
<td>-0.56</td>
<td>1.71</td>
</tr>
<tr>
<td>Auditorium Program</td>
<td>0.40</td>
<td>-2.79</td>
</tr>
</tbody>
</table>
In the graphic one, it observe that there is a major preference of the conventional (73%) and integral's (78%) system students for cultural activities in relationship on television activities related.

Nowadays, with the mass communication ways diffusion, the TV contribute significantly to the child culture substitution, constructed in playing and children's play, for a culture to the child, of quality discussable (MARCELLINO, 2002). Betti (2003), cite study that show the television consequence in child life is the breakage with the tradition childish culture.

Children's plays are communication forms that permit share means and conceive rules to develop and educated the children (BRUNER, 1996 in KISHIMOTO, 2001). By play can participate cultural values and significances, to express ideas, participate emotion, to learn take decision, to work together, to make sociable and to utilize the motricity.

GRAPHIC 1 - Answer frequency among preference for television programs or cultural activities of the conventional and integral's system students

FINAL CONSIDERATIONS AND CONCLUSION

The present study showed that there are different results between preference's average as television programs of conventional and integral's system students. When analyzed answer frequency of the students preference for television programs or cultural activities among the conventional and integral's system students, it found different results in the two groups.

The integral system's students passed less time watching television programs and the conventional system's students used to watch with theirs families more than the integral system's students.

According these informations, it concludes that exist a large students exposition on the mass culture, mainly between the conventional system, however, whole demonstrated major interest for traditional culture activities. There is a necessity of select programs transmitted by TV, according the quality and TV utilization in educational process.

It should that realized others studies utilizing a major sample, comparing the results among different regions' schools, public and private.

REFERENCES


Centro Universitário de Belo Horizonte
Av. Prof. Mário Werneck, 1685- Estoril
Belo Horizonte/ MG
Fone: (031) 92134418
E mail: carvalhaisbr@yahoo.com.br

ANALYSYS MASS CULTURE TRANSMITION BY TELEVISION IN THE CONVENTIONAL AND INTEGRAL’S SYSTEM STUDENTS FROM PARTICULAR SCHOOL

ABSTRACT

In accordance with Penteado (1999), the Television and the school are two social agencies that have in the knowledge its raw material. The first one is clearly organized, according to an industrial model of production, from which it spreads out and it produces knowledge; the second, is organized in accordance with a bureaucratic model of rendering of services, it is conceived as a channel of transmission and diffusion of knowledge, in its procedures identified as a pedagogy conservative and traditional. Knowing if that the television is inside of the school, through the viewer who frequents it, and restored in so definitive way that can be considered a universal standard of our culture, the objective of the present study consisted of evaluating the transmission of the
culture of mass for the television, beyond the preference for activities of the traditional culture or culture of mass of twenty and eight students of the systems conventional and integral, of 2nd and 4th series of a private, situated school in the south zone of Belo Horizonte, Minas Gerais. A composed quantitative questionnaire for three dimensions was applied: the first dimension was composed for demographic data of the pupil; the second dimension evaluated the preference of the students in relation to the televising programming and the third dimension searched esteem the preference of the students as the activities of the traditional culture or mass culture. All the participants had been informed of the study objectives and that they could leave to participate at any time besides having signed term of assent free and clarified to participate of the study. For statistical treatment, descriptive analysis of the data was used and analysis of reply frequency using itself the statistical package Microsoft Excel will be Windows. The results had show that great exposition of the students to the mass culture exists, however they had demonstrated to greater interest for activities of the traditional culture. KEY-WORDS: Television, culture, education.

ANÁLISE DE LA TRANSMISSÃO DA CULTURA DE MASSA PARA A TELEVISÃO EM ALUNOS DOS SISTEMAS INTEGRAIS E CONVENTIONELS DE UMA ESCOLA PARTICULAR

RESUMÊ

De acordo com Penteado (1999), a televisão e a escola são duas agências sociais que têm no conhecimento sua matéria-prima. O primeiro claramente se organiza, segundo um modelo industrial de produção, de cujo se separa rechace e vendas conhecimento; no segundo lugar, organiza de acordo com um modelo burocrático de prestação de serviços, se concide como canal de transmissão e de difusão do conhecimento, em seus procedimentos identificados como um conservador do pedagogia e tradicional. Sabendo se a televisão está dentro da escola, através do telespectador que a frequente, e restaurados de a maneira tan definitivo que se pode considerar um estándar universal de nossa cultura, o objetivo do actual estudio consistido em examinar a transmissão da cultura de la masa para la televisor in, más alia de la preferencia por actividades de la cultura tradicional o de la cultura de la masa de veinte y ocho pupilas de los sistemas convencionales e integrales, 2º e 4º de las series de un privado, escuela situada na zona del sur de Belo Horizonte, Minas Gerais. Un cuestionario cuantitativo compuesto para tres dimensiones fue aplicado: la primera dimension fue compuesta para los datos demográficos de la pupila; la segunda dimension evaluó la preferencia de las pupilas en lo referente de programación y tercera que televisaba la estima buscada a la dimensión la preferencia de las pupilas cuánto las actividades de la cultura tradicional o de la cultura de la masa. Habían informado a todos los participantes en los objetivos del estudio y eso que podrían dejar para participar en cualquier momento además de firmar el término del asentimiento libremente y clarificado para participar del estudio. Para el tratamiento estadístico, el análisis descriptivo de los datos fue utilizado el análisis de la frecuencia de la contestación que se usa el paquete estadístico Microsoft Excel será Windows. Los resultados habían demostrado que existe la gran exposición de las pupilas a la cultura total, no obstante habían demostrado a mayor interés para las actividades de la cultura tradicional. PALABRAS CLAVE: Televisión, cultura, educación.

ANÁLISE DA TRANSMISSÃO DA CULTURA DE MASSA PELA TELEVISÃO EM ALUNOS DOS SISTEMAS INTEGRAL E CONVENCIONAL DE UMA ESCOLA PARTICULAR

RESUMO

De acordo com Penteado (1999), a Televisão e a escola são duas agências sociais que têm no conhecimento sua matéria-prima. A primeira é nitidamente organizada, segundo um modelo industrial de produção, a partir do qual difunde e produz conhecimento; a segunda, organizada de acordo com um modelo burocrático de prestação de serviços, é concebida como um canal de transmissão e difusão de conhecimentos, em seus procedimentos identificados como uma pedagogia conservadora e tradicional. Sabendo-se que a televisão está dentro da escola, através do telespectador que a frequente, e instaurou-se de maneira tão definitiva que pode ser considerada um padrão universal da nossa cultura, o objetivo do presente estudo consistiu em avaliar a transmissão do conhecimento da cultura de massa para a televisão e, além disso, avaliar a preferência dos alunos quanto ao conhecimento da cultura de massa e o interesse dos alunos quanto às atividades de cultura tradicional ou cultura de massa. Todos os participantes foram informados sobre os objetivos do estudo e que poderiam deixar de participar a qualquer momento além de terem assinado termo de consentimento livre e esclarecido para participarem do estudo. Para o tratamento estatístico, utilizou-se análise descritiva dos dados e análise de frequência de resposta utilizando-se o pacote estatístico Microsoft Excel for Windows. Os resultados mostraram que existe grande exposição dos alunos à cultura de massa, porém eles demonstraram maior interesse por atividades da cultura tradicional. PALAVRAS CHAVES: Televisão, cultura, educação.