119 - THE GAME IN THE INICIAL TRAINING AND CONTINUED OF TEACHERS FROM ELEMENTARY SCHOOL.

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Introduction

From the initial theoretical framework, built on their own paths for the researchers about the subject, were selected three categories of analysis that were studied in the theoreic deepening and inquired inside the work field: evolution and the importance of the game as a pedagogical resource. The first category composed the educator's necessity, which intends to complete the game as a pedagogical resource, to comprehend characteristics that accept to conceive it as a kind of activity that has its own specificities. The choice from this first category was supported by the thinking of Brougère (1998) that there's no game by itself, but it's an human interpretation and provisory of determined situations and expressions. Second lima (2003a), as much as the educator knows about the kind of activity, much more he can understand what happen inside the game, permitting him some interference and influence. The comprehension about the game in its basic characteristics offers subsidies for the incorporation of this activity as a pedagogical resource.

The second selected category looked for reveal the knowledge of the guys from the research about the game's evolution. According to Lima (2003a), the knowledge about the game's evolution is essencial for that the educator knows and utilizes the playful activities, adapting it to the levels of knowledge and trying to understand the demands of the child's nearest development. Many authors show distinct positions about the kinds of games and the relation with the children's zone age. Among others, we can distinguish Wallon (s.d.), Piaget (1971) and Chateau (1987) that indicate the game's evolution in a ontogenic prospect, inside the process of individual development. Second these authors the games starts in a previous spoken period and it itself expand for the whole life of the person. The French Author Roger Callois (1990) portray the game's evolution in a filogenetic perspective. As the author, the historical process of the evolution for the human society promoted transformations that modified and started to arrange the game in its different configurations. He still clears, in his classification, that the games incorporate, in its historical trajectory, several functions, emphasize for the competition, imitation, vertigo and luck. The combinations from these components among them allow possible shapes which put in place the game from the voluntary and turbulent to the rules and social impositions.

The knowledge's enlargement about the game's evolution, in the different perspectives, offers scents to the deciphering, comprehension of kinds of playful activities which may be proposed to enrich the playful culture and still, provide for the teacher scents to know select diversified and appropriated games giving the real attention to the real child's nearest development. For that, tried to understand on the research if the subject could differentiate the game and joke, considering that the last one show as a central characteristic the imagination and the rules and inside it, predominating in the period which expand itself until the 06 years approximately. The game for itself, it's the most complex, because it presupposes complementary activities, explicit rules and the result.

By the end, a third category treated of the game's importance as a pedagogical resource. Became itself from the purpose that when the educator realize what are the aspects of de elementary development that are exercised and brought to perfection, inside the playful situations, he can removes from the game the character prescindent and treat it as an important pedagogical resource. See, then, the potential of the development that is behind the game request from the educator knowledge about the subject and the adoption of a posture that is investigative and reflexive. The central aspect, when discussing this category, was to demonstrate that the game, being an activity of social mature, loads inside it several aspects of culture and that to become it essential inside the educational context, is necessary that the educator has the clearness and obtain interpret the influences that this kind of activity practice inside the development and learning of the children. The situations of the game lived by the children transform itself in a space of observation, which the educator, by the advance, enlarge the knowledge and its capacity to decipher and distinguish the several contributions provided by this kind of activity, in the child's building.

Exhibition and analysis of datas.

Participated of the research 87 teachers belonging, in its majority, of the municipal net teaching from Presidente Prudente and the questionnaires were applied in moments of the continued training, that broached the game and the joke as pedagogical resources. The majority of the searched teachers, 65,50%, were graduated in pedagogy, that is, obtained graduation in a superior level. Among the searched teachers, 68% have more than 10 years of actuation and 19% have 5 years of experience as teachers, therefore, the data reveal that 87% have experience as instructors and therefore have all the route built inside the educational institutions. From the searched teachers, 69,80% teach in children's education, nursery school, and elementary school, with groups at least 10 students. The number of 58 teachers, that is, 66% told that daily become available time and space to for the development of ludic activities, still, 16 teachers, 18,39% reserve one day of the week for the development of fames and jokes.

As for that students, participated of the survey 39 that made the subject: playful Activities in the childhood, as optional of the pedagogy course from the Faculty of science and technology. The choice of these subjects was smoothed down in the interest that shows by the pupils when they registered themselves in the respective subject. Thirty-two teachers that answered the questions didn't have teacher's formation, 07 teachers had already concluded the teachership. From these 07, just 03 had more than 05 years of acting in the formal education. However, the professional experience wasn't the object for the analysis close to this group.

The answers showed to the question: “define game and joke”, that looked for raise the concepts of the game and joke controlled by the teachers, allowed evidence that were indicated for the definition n of the game at least 36 distinct terms, with bigger superiority by the definition of the game as activity ruled that was indicated by 43 teacher. The representation of the game as oriented activity appeared in 12 answers and as a competition was indicated by 9 teachers. The definitions as a ruled activity reveal that some teacher searched have the rule over this basics characteristics of the game. However, just 9 teachers discerned in a way characteristic the competition as other characteristic remarkable in the game.

By saying about the joke, the term which best show itself was the “free activity”, with 22 indications and “don't have rules” with 13 answers. Other terms, “spontaneous activity” “symbolic activity” appeared, respectively, with 12 and 6 indications. A concept definer of the joke, the imagination, was indicated just for 3 teachers. I could infer, by the datas analyzed that the definition of the game and the joke is so much eclectic, represented by the most distinct terms. What means to say that the courses of initial training and continued aren't able to act, still, in the sense of reach a definition more consensual and solid and that can help on teacher's work, mainly, in the children's education. Belong, then, to the professionals that work in the process of teacher's forming, such as initial and continued, act by efficient and accentuated way, in this sense, standing teachers the domain of a conception that allows characterize the game and distinguish it from the game.

As for that students, in the analysis of the question: “concept game and joke”, it was found the preoccupation to distinguish...
the game and the joke. To 38 teachers, what characterize the game is essentially the existence of rules, 17 searched added that the game is an activity more complex than the joke. Just one answer pointed that the joke and the game don’t distinguish itself. Referring to the joke’s definition, 18 teachers answered that the joke is a playful activity, spontaneous, free and it involves the imagination. Eight students pointed that inside the joke the rules are implicit. 11 pointed that there are no rules and 03 answered that the rules are flexible. To distinguish joke and work, 21 answers pointed that the first is smothered down inside the fun and pleasure, the work by itself is supported in objectives, is related with the production and with the obligatory.

The can shine that joke and game are activity of the same nature, however, according to Lima (2003b), distinguish itself by the complexity degree. While the game characterize itself by the rule, the mainy aspect that define the joke is imagination. Still, second Vygotsky (1991, p. 107-108) the joke develop, transforming by the activities which there’s a clearly imaginary situation and hidden rules, to the game, clear rules and a hidden imagination activity. Being that the game of rules become to the end of the preschool age, develop itself during the school age and stay during the adult life.

As of the theoretic referential of support, assume itself a conception synthesis of the game from the dialogue with three authors: Huizinga (1990), Callois (1990) and Brougère (1998) and adopted a basic definition that therefore define the game as: a kind of activity of historical and social nature, motivated by a volunteer attitude, pleasure, of persistence and submission to rules and the resuses of characterize itself as a playful situation, by constituting itself, in a different world from the habitual world, happened inside of some limits of time and space. It doesn't produce riches or abundance. It’s uncertain for the result. It can predominate the rule or fiction, according with the level of single development or social. Detach itself that in this conception, the game and the joke are already contemplated, however, defend itself, conform exposed, the importance of distinguish between the game and the joke, because this comprehension helps the teacher in the application of these activities as pedagogical resources. In the survey, was lifted up, also, the difference between game and work. The notes by the teachers about the “difference between game and work”, reinforce the necessity of big clearness in the characteristics of game, contributing so to the teachers can distinguish and employ in a complementary shape inside the educational context the playful activities and efficient activities. The privation of clearness for this question, deprive the kinds of activities and reduce the potential that both have in the process of learning and development.

According Lima (2005) the joke, main activity in pre-school, characterized by the predominance of imagination on the rule. It is an activity performed in the imaginary world of their own, non-productive, because the child can choose objects and use different modes of operation. The target, according Leontiev (1988, p. 123), is not only to affirme the results, but to the process, the context of the activity. When playing, emphasizes Vygotsky (1991), the game is a form of expression and ownership of world of the relations, of activities and adult's roles. The child, through recreational activities, acts, even symbolically, in different humanities spheres, reworking feelings, knowledge, attitudes and meanings. When playing, emphasizes Vygotsky (1991), the child seems more mature than it is, in fact, because it infiltrate, even symbolically, in the adult's world that is increasingly open to it and deal with the most several topics.

Searching for reference, in the history theory, one could say that the joke is a kind of mainly activity in the period from 03 to 06 years because of a marked influence on the psychological development and of personality, is characterized primarily by the process and changing from the predominance of imagination to the rule. It is an activity performed in the imaginary world of their own, non-productive, because the child can choose objects and use different modes of operation. The target, according Leontiev (1988, p. 123), is not only to affirme the results, but to the process, the context of the activity. When playing, emphasizes Vygotsky (1991), the game is a form of expression and ownership of world of the relations, of activities and adult's roles. The child, through recreational activities, acts, even symbolically, in different humanities spheres, reworking feelings, knowledge, attitudes and meanings. When playing, emphasizes Vygotsky (1991), the child seems more mature than it is, in fact, because it infiltrate, even symbolically, in the adult's world that is increasingly open to it and deal with the most several topics.

The joke is a source of proximal development and contribute to the child be able to assimilates and structure new learning, advancing in its stage of development. This type of activity is an essential condition for the child to structure knowledge, skills, roles and behaviors that are dormant or in a state of formation. The joke, according to Venguer (1986), Mukhina (1995) and Lima (2005), is an activity necessary for the development of higher psychological functions of children, among others, thought, memory, attention, concentration, imagination, the field of desire, socialization, drive, language.

According Lima (2005) the joke, main activity in pre-school, characterized by the predominance of imagination on the rule at the end of the pre-school moves to a predominance of the rule on the imagination and is becoming a game of rules. This new type of game, for its characteristics of social activity, requires complementary action among participants and explicit rules and it is much more complex, requiring from the children the skills developed in the pre-school, at the same time turning itself in a fertile area for learning and development of other skills, fundamental in this stage of child development. In the space of the game, the child has an opportunity to develop skills and essential attitudes to answer the new expectations and social demands, among others, communication skills and organization, the field of desire, participation in collectives work, the persistence in overcoming obstacles, the autonomy and independence, more complex movement, obedience and agreements reached. The joke evolves to rules of the game, but did not get the level of importance of this kind of activity in children's development and also does not alter the main feature of the recreational activities, which is the predominance of the process on the product.

It is in the research on this category, which is important in the process of initial training and continuing present positions of different authors which analyze the importance of game in child development, however, it is essential to further a particular approach, which may know, effectively, the impact of the game in the development of the child. In this research, the studies already prepared and practices sediments, the Cultural and historic Theory is elected as a proposition that built and subsidizes the use of leisure as a pedagogical resource and thus may serve as a reference in the courses of initial and continuous training.

Final considerations
As closing comments were posted some pointers in the research, among others, emphasizes the necessity to take the study of the game, in the university context, as an area of knowledge, with specific themes and content, and understand that his job as a
The game is part of culture, and its existence depends on learning and social transmission. Interpersonal relations and educational interference are essential for disclosure, socialization, learning, preservation and creation of games and tricks. From this perspective, according Lima (2003a), taking into account the life and human existence in the current context, characterized by the intensification of the privatization of social relations, the increasing isolation of adult children from the theoretical basis and data collected, emphasizing that the subjects studied showed a knowledge so much elementary, eclectic and, still, confused about the game, in its different aspects. Missing, still, media theorists more consistent and that must be guaranteed in the process of initial and continuous training of educators who want to work or are already working, especially under the Children's Education and the initial grades of elementary school. A proposal for training that incorporates the categories analyzed by the research: conceptualization, development and importance is a possible path to be explored, on the other hand, it becomes priority establish a theoretical framework that enables consistency and logic in the analysis and propositions, however, without fail to recognize the contradictions that permeate the discussion of the subject.

One question that looked for raising what are the main obstacles that hinder the employment of the game as an educational resource. The issues raised demonstrate that 12 were not fully informed about recreational activities to suit the age, 08 highlighted that, still, from a theoretical basis on the general theme and 09 not clearly dominated the game's role in shaping the child. These notes help to improve the process of creating a new approach to the subject and a greater emphasis on things that were not properly assimilated.

As for students, were questioned about what they lacked in the process of training so they know employ the game as educational resource. The subjects dealt with the game need, priority, supported themselves with depth in the conceptualization, development and importance of the game. These categories should be dealt with severely, seeking theoretical and methodological consistency and overcoming ecstatic visions, confused and desolate surface that the concepts and practices of teachers in the process of training or have extensive teaching experience, as presented in the discussions of categories.

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The game is being conceived and approached by teachers who work in Child Rearing and the initial grades of elementary school and, even, for students of the Course of Pedagogy Faculty of Science and Technology - UNESP, Campus of Presidente Prudente, São Paulo, Brazil. The central goal of the research was to understand whether the process of initial and continuous training are ensuring the subjects studied a solid theoretical basis that allows the use of the game through teaching in the context of education for children. To this end, adopted as a qualitative research methodology and procedures were used as: the deepening bibliographic questionnaires and semi-structured, implemented with the research subjects, seeking to understand concepts related categories: conceptualization, development and importance of the game in the school. As the results were raised representations of teachers and learners on the categories and found superficial and eclectic visions that appear in concepts and practices of teachers, in the process of training or even with extensive experience teaching.

It was found that the processes of training, therefore, are not able to offer a solid theoretical support that can smooth down employment of the game in the school. It proposes that a process of training that incorporates the categories: conceptualization, development and importance of the game is a possible path to be exploited, because it allows a broader view of the phenomenon and at the same time, enables the construction of specific media theorists who meets conceptions of education that include children in their uniqueness and needs.

Key words: game, childhood, education.