

124 - GAMES AND PLAY: THE PLAYFUL AS MEDIATOR OF LEARNING IN PHYSICAL EDUCATIONARAGUACY APARECIDA ZAMBONI¹VÂNIA ROSCZINIESKI BRONDANI²

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araguacy_zamboni@hotmail.com**INTRODUCTION**

This study is about the play as facilitator of learning in physical education, seeking to identify the factors that influence the play and their importance in physical education classes. Taking into account that many professionals do not provide physical education classes in their moments of leisure activities, is seeking the solution through this study. One can consider the game where all the activity that fulfills the following characteristics: order, tension, movement, change, solemnity, pace, enthusiasm. The activity must also be voluntary, free, different from ordinary life, real life, be disinterested, a range in daily life, while the element that articulates: the illusion, that which transcends the immediate needs of life and gives action another sense, the sense of playfulness.

According to Favero (2009) the teacher who uses play activities can meet the student in question not only of learning but also issues related to the overall development of the child. With the game play and the child creates, transforms, inventing, making learning an ongoing process, simple, complex, but enjoyable. Therefore we consider the school as a learning space, we believe that recreational activities such as play and play used in the classroom contribute to the development of children, and teachers to use in the playful aspects of pedagogical act is justified work by referring us to reflect on this proposal in an attempt to better understand the playful and minimize the problems regarding the misuse of play within the school context. Teachers must be aware that play is necessary and that brings enormous contributions to the development of the ability to learn.

The overall objective is to verify the importance of play as a facilitator of learning in physical education. The specific objectives are: - Realize the importance of play in physical education classes; - Check that the entertaining aspects have contributed to the motivation of the child's kindergarten; - Check through playful activities, evaluate the methods of games, jokes.

METHODOLOGY

The research method of this study was classified as qualitative research, exploratory and descriptive. Data were collected through books and articles.

DISCUSSIONS

Paulo Freire (1988) gives a precise idea about games and its great significance in childhood period where a safe and well-structured may be present in physical education classes being conducted by trained professionals. According to Medeiros (1990, p. 59), playing the world of street can also be used by teachers as they further enrich the classroom and is a reliable teacher be interacting with the everyday life of the student. The satisfaction of children can also play their games and their play within the school causes them to develop linearly and increasing your attributes motor, cognitive, affective and social.

With this idea in question is taking the line that Freire proposes in its educational work, and play games that may be being developed within the school, within the Physical Education classes and also be almost certain similarities in playing the games practiced in the days -Children's Day. It is not just the games, but also toys where children can be fantasizing, creating, and thus symbolizing developing in all fields: motor, affective-social and cognitive development, making it clear that not only is the toy that makes the child grow, but together the environment provided for this child to be playing with this toy, who never played this house one day or even baby food where the environment provided by that joke was the picture of the environment in which child lives at home.

Physical education is only for whole body from the moment that these lessons, we can understand that we professionals do not just apply new content for children, but rather give them a good time both reviewing old concepts as it absorbs new concepts.

One can see therefore that the act of playing is born as an educational medium and cultural content of leisure as learning content that preserve, to some extent, freedom and spontaneity of each child. The symbolic construction of reality of the child must go through the experiences of leisure, the toy, the game.

As Favero (2009) for the teacher who uses the game as a leisure activity that becomes a means for learning, and it is necessary to recognize some aspects of the students, their needs, interests, attitudes and conflicts so that there through the game development of all aspects related to learning (cognitive, affective, moral, social and linguistic). For a better implementation of the game within the school context are needed to draw up clear goals and objectives, for without them this teaching strategy is doomed to fail or become just a filler between parallel activities. So to use during their classes with the game as the parameter or the overall development of individual students or the development of specific skills, it is necessary to make a plan organized to provide learning, taking into account how to play the game time the pace and stages of cognitive development and many other features that relate to that playing.

Froebel (2002) proposed an education that respects the child's spontaneous activity, which valued the fun and games as essential elements of learning that takes into account the meaning-based teaching intuitive, putting children in touch with objects.

According to the author, games and activities would be implemented through the use of materials and toys. Through the play activity and play, children form concepts, selects ideas, establishing logical integrates perceptions, makes estimates consistent with the physical growth and development. And, fundamentally, the child will socialize.

In the toy, the child always behaves beyond the normal behavior of your age, and their daily behavior, the toy is as if she was bigger than it actually is. Vygotsky (1988), indicates the importance of toys and as indispensable to the creation of the imaginary situation of the child.

Physical Education now has a very big commitment to autonomy, freedom, pleasure, participation and emancipation of man as a social being. Creativity can help in classes of this discipline as a means of training, individual critics and masters of their own historical destinies.

According to Santin (2001) The most significant aspect in this effort to consider the play in physical education, is to consciousness, more and more lucid among scholars and educators, that the play is vital to preserve and develop the creativity of children. The reasons, as we have seen, are not only intellectual character, but of biological development.

Another factor, very important to appreciate and try to introduce the toy at school, is the fact that children are released early in the fight for survival, having to fend for themselves. So early, they are required to take the reality and are unable to fantasize.

Playing is fantasy, is to create spaces, worlds, characters, lines, in some cases as an escape from reality that refuses, in other cases, reflecting the reality to be, but in both cases, designed to the desires and the imaginary its creator, the child. It is here that the children create a world she wants, and if autocratic, what she dreams of being.

In this light it is customary to say that toy as an invention of the child, becomes the mediator between it and the reality they live. That way she will accept and integrating their socio-cultural world. Thus a child who does not play this mediation between and with no time to adapt fantasy toy, adult aggressive in space.

I believe that this view of the pedagogical function of the mediator does not save the toy toy. The toy may not be a simple mediator, it becomes unnecessary so that the mediation was held. He needs to stay alive and active in adult life. And that's the challenge.

Playing as is the primary, and perhaps the only way to relate to the child herself, to others and the environment, and to overcome the acquisition of motor skills, she can expand the higher brain functions such as imagination, intelligence, perception and memory.

When analyzing the evolution of the game in the child, it was found that the game initially egocentric and spontaneous, it becomes increasingly socializing.

The child of 7 years can only follow simple rules. Many times she breaks the rules of the game, but does not intentionally, but because I still can not remember all the rules. At this stage, the child does not give much value to the competition because it has vague ideas of who is winning or losing. Usually she does not play to win or beat the others, but for the sake of the activity.

According to Piaget (1998, p.14) says that leisure activity is the cradle of intellectual activities required of the child. These penalties will not be a form of release or for entertainment spending power of children, but ways that contribute to and enrich the intellectual development. Piaget (1998, p. 45) states that the game is therefore under its two basic forms of sensory-motor exercises and symbolism, an understanding of the actual activity itself, providing that their food and necessary role in transforming the real multiple needs of the self. Therefore, the active methods of education for all children require you to provide a convenient material to children, so that they reach the play to assimilate the intellectual realities that without it permanently outside the children's intelligence.

Another major researcher who, like Piaget developed work in the area of Genetic Psychology and became interested in the children's game, was Henri Wallon. Analyzing the study of the stages proposed by Piaget, Wallon made numerous comments which showed the emotional character in the games they develop, and aspects of their socialization.

Referring to the age of seven years Wallon (1979, p.88) demonstrates his interest in social relations in times of games for children: the child sees the group's functions in the group can take place in the game that you can indulge yourself with their comrades in groups, and also the challenges, conflicts that can arise in games where there are two opposing teams. From 8 to 12 years, the games become more and more collective and less individual, since the child already has a notion of what constitutes cooperation and group effort and requires rules set to regulate the game. She observes and controls the other group members to see if they are properly following the rules.

Violation of rules generates great discussions. At this stage, there is a strong sense of competition. The fact of losing it becomes intolerable for some children, giving rise to scenes of crying, and even aggression.

In comes the physical education teacher who must seek to awaken the spirit of cooperation and working together towards common goals. The child needs help to learn to win without a mocking attitude of understanding and acceptance, and when the climate of the classroom is cooperation and mutual respect, the child feels safe emotionally and tend to more readily accept the fact win or lose something as normal as a result of the game itself.

The role of physical education teacher is crucial in order to prepare the child for healthy competition, which prevails in the respect and consideration by the opponent.

The spirit of competition should be to root the desire to overcome the player himself, striving to improve, increasingly, their skills and abilities.

The game situation should provide a stimulus triggering personal effort in view of the self-improvement.

Game involves a social relationship. Therefore, participation in games contributes to the formation of social attitudes: mutual respect, solidarity, cooperation, obedience to rules, sense of responsibility, personal initiative and group.

It is playing the child learns the value of the group as an integrated force and sense of healthy competition and collaboration spontaneous and conscious.

It is emphasized here the importance of making a brief presentation on stress, relaxation, laterality, balance, spatial awareness, time perception and motor coordination.

To develop the control of stress, exercise should be used to provide the child's body full of sensations. Relaxation is a method of reconditioning the psycho-physiological, which provides a sense of calm, reduces fatigue and affects, in some respects, the functioning of the body, causing the buzz disappears. Laterality is an internal sensation that the body has two sides and two halves that are exactly alike.

The child's world space is constructed parallel to the psychomotor development, as the increasing effectiveness of their gestures and the growing importance of relational factors that create the space for communication. Realizing time is this place for a before and after, is to distinguish the slow and quick tempered. Refers to concepts of adaptations, guidance and time-structuring.

FINAL CONSIDERATIONS

Playing is an essential function of a child. Play with her and let her play with their partners and in groups is a commitment that every teacher should have, since the game will favor their cognitive development and socio-emotional development. It is important to point out how natural and intense they become, in these environments, the actions, thoughts and abstractions of apprentices.

Through play the child develops the ability to perceive their attitudes of cooperation, offering her own, who is in training, opportunities to discover their own resources and test their own abilities, and learn to live with colleagues in this interaction. By establishing relationships between learning and cognitive processes, we tried to highlight the correct use of

games, which are powerful tools in educational projects in elementary school mathematics in a constructivist perspective.

The recreational activities in schools can contribute to an improvement in the results of educators interested in promoting change. The recreational activities would help to mediate and make the classroom a cheerful and friendly.

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GAMES AND PLAY: THE PLAYFUL AS MEDIATOR OF LEARNING IN PHYSICAL EDUCATION

The objective of this research is to analyze the importance of play in the development of physical education classes, because this approach allows more diverse and creative classes, which provides a greater motivation and student participation, thereby its interest and learning. For this to happen it is important that teachers have the clear objective that aims to achieve by proposing certain physical activities for students. For this we used the literature search. It is crucial to offer challenging situations that motivate different solutions, stimulating creativity, discovery and rediscovery, as play activities allow an alliance between theory and practice. It is through play that children develop skills and different behavioral attitudes, builds knowledge and strengthening their self-confidence. For teachers who use the game as play activity that becomes a means for learning, and it is necessary to recognize some aspects of the students, their needs, interests, attitudes and conflicts so that way there through a game development all aspects of learning (cognitive, affective, moral, social and linguistic). For a better implementation of the game within the school context are needed to draw up clear goals and objectives, for without them this teaching strategy is doomed to fail or become just a filler between parallel activities. The recreational activities in schools can contribute to an improvement in the results of educators interested in promoting change. The study concluded that recreational activities would help to mediate and make the classroom a cheerful and friendly.

KEYWORDS: Learning, Physical Education, Games.

JEUX ET DE JOUER: LE MEDIATEUR LUDIQUE AS DE L'APPRENTISSAGE DANS L'EDUCATION PHYSIQUE

L'objectif de cette recherche est d'analyser l'importance du jeu dans le développement des cours d'éducation physique, parce que cette approche permet à des classes plus diversifiées et créative, qui offre une plus grande motivation et la participation des élèves, et donc ses intérêts et de l'apprentissage. Pour cela il est important que les enseignants ont un objectif clair qui vise à atteindre en proposant certaines activités physiques pour les élèves. Pour cela nous avons utilisé la recherche documentaire. Il est essentiel d'offrir des situations difficiles qui motivent les différentes solutions, stimuler la créativité, la découverte et redécouverte, que les activités de jeu permettent une alliance entre la théorie et la pratique. C'est par le jeu que les enfants développent des compétences et des attitudes comportementales différentes, renforce les connaissances et le renforcement de leur confiance en soi. Pour les enseignants qui utilisent le jeu comme activité ludique qui devient un moyen d'apprentissage, et il est nécessaire de reconnaître certains aspects des étudiants, leurs besoins, les intérêts, les attitudes et les conflits, pour qu'ainsi il à travers un développement de jeux tous les aspects de l'apprentissage (cognitif, affectif, moral, social et linguistique). Pour une meilleure mise en œuvre du jeu dans le cadre scolaire sont nécessaires pour établir des objectifs clairs et objectifs, car sans eux, cette stratégie d'enseignement est vouée à l'échec ou devenir simplement une charge entre les activités parallèles. Les activités de loisirs dans les écoles peut contribuer à une amélioration dans les résultats des éducateurs intéressés à promouvoir le changement. L'étude a conclu que les activités récréatives qui contribuent à la médiation et que la classe soit un joyeux et amical.

MOTS-CLES: apprentissage, l'éducation physique, Jeux.

JUEGOS Y JUGAR: LA JUGUETONA COMO MEDIADOR DEL APRENDIZAJE EN LA EDUCACION FISICA

El objetivo de esta investigación es analizar la importancia del juego en el desarrollo de las clases de educación física, ya que este enfoque permite que las clases más diversas y creativas, que proporciona una mayor motivación y participación de los estudiantes, con lo que su interés y el aprendizaje. Para que esto suceda es importante que los profesores tienen el claro objetivo que pretende lograr mediante la propuesta de ciertas actividades físicas para los estudiantes. Para ello se utilizó la búsqueda bibliográfica. Es fundamental ofrecer a situaciones difíciles que motivan las diferentes soluciones, estimular la creatividad, el descubrimiento y redescubrimiento, como actividades lúdicas permiten una alianza entre la teoría y la práctica. Es a través del juego que los niños desarrollan habilidades y actitudes diferentes de comportamiento, construye el conocimiento y el fortalecimiento de su autoestima. Para los profesores que utilizan el juego como actividad de juego que se convierte en un medio para el aprendizaje, y es necesario reconocer algunos aspectos de los estudiantes, sus necesidades, intereses, actitudes y los conflictos a fin de que camino a través de un desarrollo del juego todos los aspectos del aprendizaje (cognitivo, afectivo, moral, social y lingüística). Para una mejor aplicación del juego en el contexto escolar son necesarios para la elaboración de metas y objetivos claros, ya que sin ellos esta estrategia de enseñanza está condenada al fracaso o ser simplemente un relleno entre las actividades paralelas. Las actividades recreativas en las escuelas pueden contribuir a una mejora en los resultados de los educadores interesados en promover el cambio. El estudio concluyó que las actividades recreativas que ayudan a mediar y hacer del aula un alegre y amigable.

PALABRAS CLAVE: Aprendizaje, Educación Física, Juegos.

JOGOS E BRINCADEIRAS: O LÚDICO ENQUANTO MEDIADOR DA APRENDIZAGEM EM EDUCAÇÃO FÍSICA

O objetivo desta pesquisa é analisar a importância do lúdico do desenvolvimento das aulas de Educação Física, pois essa metodologia possibilita aulas mais diversificadas e criativas, o que proporciona uma maior motivação e participação do aluno, favorecendo assim seu interesse e sua aprendizagem. Para isso acontecer é importante que o docente tenha claro o objetivo que pretende alcançar ao propor determinadas atividades físicas aos alunos. Para tanto utilizou-se da pesquisa bibliográfica. É fundamental oferecer situações desafiadoras que motivem diferentes soluções, estimulando a criatividade, a descoberta e a redescoberta, pois as atividades lúdicas permitem uma aliança entre a teoria e a prática. É através dos jogos que a criança desenvolve habilidades e diferentes atitudes comportamentais, vai construindo conhecimento e fortalecendo a sua autoconfiança. Para o professor que se utiliza do jogo como atividade lúdica essa se torna um meio para a aprendizagem, sendo que se faz necessário reconhecer alguns aspectos relacionados aos alunos, suas necessidades, interesses, comportamentos e conflitos para que dessa forma haja através do jogo um desenvolvimento de todos os aspectos relacionados à aprendizagem (cognitivo, afetivo, moral, social e lingüístico). Visando uma melhor aplicação do jogo dentro do contexto escolar fazem-se necessários traçar metas e objetivos claros, pois sem eles esta estratégia de ensino estará fadada ao fracasso ou a se tornar apenas um "recheio" entre atividades paralelas. As atividades lúdicas nas escolas, podem contribuir para uma melhoria nos resultados dos educadores interessados em promover mudanças. O estudo concluiu que as atividades lúdicas seriam mediadoras e contribuiriam para tornar a sala de aula um ambiente alegre e favorável.

PALAVRAS-CHAVE: Aprendizagem, Educação Física, Jogos.