

108 - THE DEVELOPMENT OF GAMES AND PLAYS IN CHILD EDUCATION

ÁLVARO LUIS PESSOA DE FARIAS
DIVANALMI FERREIRA MAIA
MARCOS ANTONIO TORQUATO DE OLIVEIRA
UNIVERSIDADE ESTADUAL DA PARAÍBA–UEPB
alvarofariasalpf@gmail.com

doi:10.16887/89.a1.108

INTRODUCTION

We know that childhood is a very important phase in the life of the human being. It is in this period that the child comes into contact with the environment, it is during this phase that the child plays, communicates, develops. It is precisely in this period that the child begins to develop his motor skills, period that begins from the birth, until the adult life.

During childhood the child develops and acquires skills that need to be explored to better develop. Games appear as development-enhancing activities, such as motor development and cognitive development. Playing and playing are playful activities that favor interaction, and the integration of children and adults, stimulating, among others, creativity, intelligence, imagination and the understanding of rules by them. The functions of these activities are not limited only to purely didactic purposes directed to teaching. We believe that they will, in addition, contribute in a global way to the development of the child both in school and in all the environments in which it is inserted.

Early Childhood Education is the fundamental stage for the practice of activities that stimulate the child's psychomotor development, in this period it is necessary for teachers to find means and ways to stimulate these educational practices. In this way, we will present the importance of psychomotor games to improve development as a practical way to better understand the phases of child development.

In this context, we observe that the valuation of play activity in children's education, especially games and games, is necessary because of its immense potential to involve individuals in development and learning. The playful is related to ways to promote fun, causing pleasure and arousing the attention of children.

For Machado and Vinicius (2010, p. 122) "the student. when you find meaning in what is presented, you will certainly feel involved, attracted, seduced." "In this way, through the games, we will attract the students to practice the proposed activities. Therefore, we need to understand that it is part of the infantile universe and can not be disregarded in the relationships that occur within the school space.

In this way, we will seek the valuation of playful practices in Early Childhood Education, above all, the practice of games, a practice necessary to develop the psychomotor potential of the child, propitiating its development and learning. The Games are related to ways to offer fun to the world of children, causing pleasure and arousing the attention of children. Therefore, it is necessary to understand that it is part of the universe of children and can not be disregarded in the relationships that occur within institutions, kindergartens and preschools. Therefore, to make our work feasible and achieve our goal we carry out a bibliographical research, the main theorists who study games in early childhood education and human development, especially psychomotor development. We seek to base ourselves mainly on authors such as Gonçalves (2010), Machado and Vinicius (2010), Oliveira (2011), among others.

GAMES IN CHILD EDUCATION

It is known today that the child learns by joking. The game is fundamental for your development and your learning. The child lives in a world that is discovered through games, and various types of games. The game, for the child, is the exercise and preparation for adulthood, and it is through play, movement and interaction with objects and with other children that it develops its potentialities, discovering its abilities. According to Machado and Vinicius (2010, p. 28) "Play is part of the daily life of the child. With this, this relational action is used to play as a motivating resource." "It is in this context, that the game should be introduced, so that it stimulates the child's potentialities. The child grows and shows the capacity to do something through his motor development, and from there, he is able to practice activities that lack reasoning and attention.

In this way, knowing the importance of the game for children's development, it is considered as an important instrument for the development of the child and its representations. By participating in a game, the child relinquishes his imagination, holding fast to the motor action, bringing to his real and concrete world his imagination expressed in the game. "In the game, it can transform any object into an imagined product" (GONÇALVES, 2010, p.157), from there the child is forming its cognitive universe.

In games, there are some factors that stimulate children's participation, such as the elaboration of their own rules, the replacement of objects by people, all of which instigates their imagination, according to Machado and Vinicius (2010, p.28). an educational process, "so, in early childhood institutions, we use play not only to amuse but also to educate. Through games and play, the child acts and thinks, exercising his thinking and better understanding the world around him.

Thus, for the child to achieve good performance and development, play plays an important role in physical performance and in its development, cognitive and motor. Just like working with games, drawings, dance, music, among other behaviors that are part of children's language. The child's multiple languages allow her to socialize and organize her ideas and thoughts, integrating the higher psychological functions. In Early Childhood Education, the environment in which the child meets to socialize and, through the coexistence with other children, especially in the institutions of early childhood education.

According to the National Parameters, focused on Early Childhood Education, it is the right of the children, their permanence in educational environments that promote their development and their education. The school-age child needs subsidies that stimulate their development, so that their effective participation in environments that stimulate their development is part of their education, the collective education, day-care centers and school. Motor development should be stimulated through movement and dance games so that the child may have the movement of coarse, organized motor coordination and also that fine motor coordination develops through movements with the hands that in the future will leave the propitious child to make movements that lack delicacy and attention. The balance to practice own activities related to child development should also be developed at this stage of the child's life.

The environment for the interaction of children must have music, children's songs that favor the development of speech and new words. Children who are institutionalized all day, have a greater coexistence with individuals of the same sex and

age, this helps in the construction of identity and autonomy, independent children have the ability to adapt to new routines and new environments. Play should be stimulated by providing the child with the discovery of the world. Children spaces should provide cheerful and fun dynamics so that the child is happy in this new and full space of discovery. Adults in these settings should be familiar with children so that they can have confidence and safety for the children. According to the documents prepared for children's education, the importance of all those who work in kindergartens and schools is cited, since they all have their share in the education and development of young children.

MOTORACTIVITY DEVELOPMENT

Human development is a long and complex process that occurs throughout the human life. Understand factors related to body growth, cognitive, affective, emotional, moral, etc. In order for the individual to have a global and qualitative development it is necessary for him to undergo significant experiences involving the aforementioned aspects.

Delval (2001) draws attention to the fact that the process of human development is closely linked to the learning of new knowledge. Therefore, we infer that the cognitive aspect occupies a prominent place in studies related to the various types of development, as we can mention the psychomotor development, which is studied by psychomotricity.

Gonçalves (2010) emphasizes that psychomotricity is the science that studies the individual through its movement, its action, and its motor aspects. In view of this, we need to understand that as the child is always developing, occurring in his mind the emergence of numerous mental structures responsible for his learning and development. Wadsworth (1997) clarifies that these mental or cognitive structures are called by Piaget as schemas, these make individuals intellectually adapt and organize in the middle. To better understand the importance of schemas we will know the meanings of the processes of assimilation and accommodation.

According to Wadsworth (1997), Piaget, from his studies, says that assimilation is the cognitive process by which a person integrates a new perceptual, motor or conceptual data into existing patterns or patterns of behavior, whereas accommodation is the creation of new schemes or the modification of old existing schemes. From these two concepts we find that during our development we acquire new knowledge according to our experiences, such acquisitions are characteristic of the human being.

In the evolution of cognitive development, Piaget (apud WADSWORTH, 1984) demonstrates that the child goes through four periods, which are the following: Sensorimotor period, Preoperative period, Period of concrete operations and Period of formal operations.

Sensory-motor period (0-2 years): At this stage the child's development depends on the motor aspects, his intelligence is expressed by the actions, being developed through the contact of the senses with the objectives that surround him. Most of the child's behavior is reflex level. She thinks acting, can not anticipate situations and represent the world.

Preoperational period (2-7 years): It is characterized mainly by the development of language, the beginning of the use of symbologies and the capacity of internal representation. The child's thinking is pre-logical dominated by perception and appearance. She is egocentric and does not understand the point of view of others, for the child in this age group what matters is her reality.

Period of concrete operations (7-11 years): The child progresses from the prelogical to the logical thinking in solving conservation problems, it acquires the ability to operate from the concrete. His thinking has reversibility, being able to understand that certain actions can be made and undone. There is an improvement in the individual's capacity for assimilation and accommodation.

Period of formal operations (11-15 years or more): At this stage the cognitive aspects reach their apex of development. The individual performs operations mentally, has a logical-mathematical thinking, uses reasoning in solving complex problems, abstracting, deducing and formulating hypotheses.

In relation to these periods or stages of human development, Piaget (1977) states that each is organized through the middle ages. Thus, we can consider them as references for study. However, it is possible for the individual to evolve to a certain stage, even when presenting an age considered inferior, such fact can be attributed to their social life. These periods are irreversible because when you learn something in one of them, you move to the next with the characteristics acquired and progressively developed.

Also following a sequence, one can not "jump" from one phase to another. All human beings go through these stages, in the order in which they were presented. Moreover, a strong characteristic of human development in this perspective is continuity and discontinuity. It is continuous because since we were born and throughout our life we have gone through this process, following a sequence. It is discontinuous by the change of logic in each period, occurring in qualitative "leap" from one period to another. The child in development is a being in constant transformation, it is precisely the individualities that make the difference in the evolutionary process.

In addressing the studies of the theorist Henri Wallon, Mahoney (2000) states that both social existence and individual existence are in constant transformation, marked by the concrete historical situation in which they occur. In this way, as we are both individual and social, our development is somewhat dependent on the historical, social, political and economic events that we experience. Therefore, not only adults suffer the reflexes of these factors, but children also throughout their development. Oliveira (1995) mentions Vygotsky when he speaks of human development. Although it has not formulated its own theory on the subject, it presents elements in its conceptions that leads us to consider that the superior mental processes, like the thought and the imagination, are proper of the man and vital for its evolution. In addition, language is seen as the basic symbolic system for humans. Thus, we deduce that the more the child grows and gets older through their mediated and socio-interactionist relationships, the more they learn and develop better.

METHODOLOGY

The field research was carried out in E. Manoel Machado da Nobrêga, a municipal public sphere, located in the urban area of the municipality of Massaranduba - PB. We conducted the research, in the pre-school class - called the pre-II institution - in the afternoon shift, with a population of 28 children, boys and girls with ages ranging from 5 to 6 years. Data were collected through observation and mediation in the games. Regarding the inclusion and exclusion criteria, children who were not present on the days of observation and application did not participate in the process. The other children participated in all the process of observation and performance of said research. Through the instrument of observations, from interactions between the children themselves and between adults and children; and the development of activities, records and analyzes of practices with psychomotor activities were made, seeking to recognize child development through them. We observed some classes in the said class to follow how in practice the games and games play and how the interaction and the stimulation of the participation of students in the classroom occurred.

To carry out our research we seek to understand how the development of games in Early Childhood Education is. At

first, we perform a bibliographical research to obtain the main theoretical foundations that relate to our object of study. Finally, we will reflect critically on the data found, making an analysis about what was said and practiced by the teacher and the students. Throughout our analysis we will follow the objectives outlined at the beginning of the research project. Thus, we will make an effort to reach them. This project will be submitted to the UEPB Research Ethics Committee. All research volunteers will be previously informed about the objectives of the study and should sign the informed consent form to participate in the research. Researchers agree to take responsibility for faithfully complying with the regulatory guidelines emanating from Resolution 196/96 of the National Council of Health / MS and its Complementary, granted by Decree No. 93833 of January 24, 1987, aiming to ensure the rights and duties that concern the scientific community, the subjects of the research and the State.

DATA AND ANALYSIS OF THE STUDY

Our research was carried out in the M. Manoel Machado da Nobrêga, from the municipal public sphere, located in the urban area of the municipality of Massaranduba - PB. The class observed was pre - II / afternoon shift, with a clientele of 28 children, mixed class, with girls and boys, between 5 and 6 years of age. At first, we made an observation, to know how the children related to each other, and to the teacher. During the classes we propose activities that attract the attention of the children and can gain their confidence until they accept participation in the games and activities developed in the classroom.

We had a brief conversation with the class, asked them what games they used to play, if they had a specific game that was used in the classroom, in this way we can observe that the group participated in games that stimulated the interaction with other children, who themselves to explore their cognition, and their motor development.

Thus, as a way of exploring the motor action, the teacher offers modeling masses so that the children develop their imagination, using, also, the exploration of the fine motor coordination, in the act of shaping images. According to Gonçalves ("Some skills that are worked within the psychomotor stimulation may facilitate the communication of the child with his / her world [...]"), thus, we perceive that the psychomotricity helps the students in their school activity as a whole, with the objective of providing the basis for the child to develop intellectually from their motor experiences initially produced.

After direct contact with the clay, the children produced several sculptures, people, objects, everything that came into the imagination. At another time we analyzed the motor aspects of the child, such as gross motor coordination and balance. We developed a play popularly known as "undead," (as shown in Figure 1). Some children had difficulty maintaining their balance by making the movements of getting up and squatting.

Among the children who were participating, there was a 5-year-old girl, who felt pain in the joints when moving, after asking what had happened she stated that she did not play games that lack repetitive movements, this shows that, the child does not make constant use of limbs that explore global motor coordination, examples of lower limbs, legs, feet and hips, etc. Thus, we note the importance of the physical educator in the recreation classes in the classes of infantile education, since, the child is in a phase that plays, runs, has fun, but from the moment that physical limitations arise, the child himself feels unwell to play with.

In another moment, we analyzed the laterality and the fine motor coordination of the children. With respect to laterality, we can affirm that, according to Oliveira (2001, p.62), "laterality is the propensity that the human being has to use preferably one more side of the body than the other ..." we emphasize that the preference of these right-left commands is still defined in childhood, a fact that occurs through social neurological actions and habits.

Based on these perspectives, we asked which of the children the children used to write, so when asked if it was the right hand or the left hand, they had no difficulty answering or showing their hands. Later we asked them to make words and drawings on a sheet, and soon after they delivered us. It can be observed that most of the children have firmness when drawing, do not feel difficulties to use the pencil and paper, that is to say, the result of a good development of fine motor coordination, they are able to handle the pencil correctly.

What strikes us in these observations, and the good performance of two girls who are twin sisters, being at 6 years of age. They draw with a wealth of detail, they have a good cognitive performance in relation to images and people. In talking to the teacher, she affirmed the "talent" of the girls for the drawing, and that both think, observe and produce their own drawing.

They had a well-developed cognitive side, more than other children. The other girls have their own peculiarities to draw, well suited to their age. The boys, however, have a different characteristic in relation to the drawing, they do not stick to the details of the images.

The activities presented above can show the fact that it is through activities that explore the cognitive aspects of children, which we can analyze and understand, that, in early childhood education, it is possible to carry out a more enjoyable educational process when we consider the child's potentialities, making the school a more pleasant environment. Educators need to understand and respect the individualities of each and the reality of children, leaving them free at times. Thus, their expressiveness will make educators also learn a lot, for they are creative and dynamic. The games facilitate the construction of many social relationships, producing learning and development for individuals.

FINAL CONSIDERATIONS

Throughout this work we seek to emphasize the importance of games and games for children's education, showing the need and potential of play activity for children's lives. Through a bibliographical review and the field research, we verified that games and games motivate, attract and involve the child, providing subsidies for the integral development of various aspects and also mediate their social relations.

Play, play, have fun, is the moment of interaction, creation, innovation and expression of the world view of the child. It is through these activities that she spontaneously learns and develops, so she has the stamina to play and to play, experiencing from an early age the meanings and consequences of winning and losing, right and wrong.

We understand that games and games can be carried out individually or in groups, can be influenced by the playful objects that adults provide or are reinvented according to the imagination to promote the satisfaction of individuals and that culture also influences the playfulness of the kid.

The game contributes much to the development of the child, making it reach an inner balance, since, it learns to deal with its emotions, desires and feelings. Thus, simultaneously favoring learning and development, bringing significant experiences to the child's social relations and personality. Therefore, educators of child education need to know the characteristics of child development, to better interact and intervene. Through this understanding of children's development, the importance of the insertion of play activities in school can be seen, since it is the place not only to learn only content, but also to develop in an integral way.

In this sense, we can not contribute to the distancing of games and games in school, because it is part of children's daily experiences. We have to establish relationships with playfulness, understanding that it is essential for the development of the child in several aspects, be they: cognitive, physical, social, emotional or affective.

Therefore, there are several contributions of motor development for children in early childhood education, so it

deserves to be more valued in the educational process. We concluded by considering that the placements made in this work do not exhaust an analysis of the focused study object. However, it opens perspectives for new studies and reflections on the issue.

Bibliographic Reference

- DELVAL, Juan. Aprender na vida e aprender na escola. Porto Alegre: Artmed, 2001.
- GONÇALVES, Fátima. *Psicomotricidade & Educação Física: quem quer brincar põe o dedo aqui*. São Paulo: Cultural RBL, 2010.
- MACHADO, José Ricardo Martins. *Recriando a psicomotricidade*. José Ricardo, Marcos Vinícius. Rio de Janeiro: Sprint, 2010.
- MAHONEY, Abigail Alvarenga. Introdução. In: MAHONEY, Abigail Alvarenga; ALMEIDA, Laurinda Ramalho de. (orgs.). *Henri Wallon: Psicologia e educação*. São Paulo: Loyola, 2000.
- OLIVEIRA, Gislene de Campos. *Psicomotricidade: educação e reeducação num enfoque psicopedagógico*/ Gislene de Campos Oliveira. 16 ed. – Petrópolis, RJ: Vozes, 2011.
- OLIVEIRA, Marta Kohl. *Vygotsky: aprendizado e desenvolvimento um processo sócio-histórico*. São Paulo: Scipione, 1995.
- PIAGET, Jean. *Psicologia da inteligência*. Trad. de Nathanael C. Caixeiro. 2 ed. Rio de Janeiro: Zahar, 1977.
- Referencial Curricular Nacional para a educação infantil. Brasília: MEC, Secretaria de Educação fundamental, 1998. v.1.
- WADSWORTH, Barry J. *Inteligência e afetividade da criança na teoria de Piaget*. 5 ed. São Paulo: Pioneira, 1997.
- Disponível em: <http://pt.scribd.com/doc/8134267/A-Brincadeira-e-o-Jogo-Na-Educacao-Infantil> acesso em: 17 de junho 2011.
- Disponível em: <http://www.webartigos.com/articles/2984/1/A-Importancia-Do-Jogo-Na-Educacao-Infantil/pagina1.html#ixzz1PKaEXThJ> acesso em: 17 de junho 2011.

THE DEVELOPMENT OF GAMES AND PLAYS IN CHILD EDUCATION

We know that gambling is of great importance in child development as a whole. By exploring their ability to act, think, interact, we seek psychomotricity to better understand this development at this stage of life. The child develops by interacting with other children, using objects and toys, which lack attention when handling them, and in this way the psychomotor development is closely linked to this child development. Based on this aspect, we are looking for ways to concretize this thinking. We conducted a research in a kindergarten institution to better understand how children develop, using psychomotor games that need movement and attention. In order to base this analysis, we seek theoretical apparatus with Delval, Gonçalves, Oliveira, Machado and Vinicius, Piaget, among others, so that we make some clarifications, in front of the data found. In this way, we will have a better understanding of the stages of child development, and their particular actions during this phase.

Key - words: Development. Psychomotricity. Games. Child education.

LE DÉVELOPPEMENT DES JEUX ET DES JEUX DANS L'ÉDUCATION DES ENFANTS

Nous savons que le jeu revêt une grande importance pour le développement de l'enfant dans son ensemble. En explorant leur capacité à agir, à penser, à interagir, nous recherchons la psychomotricité pour mieux comprendre ce développement à ce stade de la vie. L'enfant se développe en interagissant avec d'autres enfants, à l'aide d'objets et de jouets qui manquent d'attention lors de leur manipulation. Le développement psychomoteur est donc étroitement lié à ce développement de l'enfant. Sur la base de cet aspect, nous recherchons des moyens de concrétiser cette réflexion. Nous avons mené une recherche dans une école maternelle afin de mieux comprendre le développement des enfants, en utilisant des jeux psychomoteurs qui ont besoin de mouvement et d'attention. Afin de fonder cette analyse, nous recherchons un appareil théorique avec Delval, Gonçalves, Oliveira, Machado et Vinicius, Piaget, entre autres, afin de clarifier certains points, à partir des données trouvées. De cette manière, nous comprendrons mieux les étapes du développement de l'enfant et leurs actions particulières au cours de cette phase.

Mots clés: développement. Psychomotricité Jeux. Education Infantile.

EL DESARROLLO DE LOS JUEGOS Y BRINCADERAS EN LA EDUCACIÓN INFANTIL

Sabemos que el juego, tiene gran importancia en el desarrollo infantil como un todo. Explorando su capacidad de actuar, pensar, interactuar, buscamos la psicomotricidad para entender mejor este desarrollo en esta fase de la vida. El niño se desarrolla interactuando con otros niños, utilizando objetos, juguetes, que carezcan de atención al manipularlos, y de esta forma el desarrollo psicomotor se encuentra íntimamente ligado a este desarrollo infantil. Con base en esta vertiente, buscamos formas para concretar este pensamiento. Realizamos una investigación en una institución de educación infantil, para comprender mejor con los niños se desarrollan, utilizando juegos psicomotores que necesiten de movimiento y atención. Para fundamentar este análisis, buscamos aparato teórico con Delval, Gonçalves, Oliveira, Machado y Vinicius, Piaget, entre otros, de forma que hagamos algunas aclaraciones, frente a los datos encontrados. De modo, tendremos mejor comprensión sobre las fases del desarrollo infantil, y sus determinadas acciones durante esta fase.

Palabras clave: Desarrollo. Psicomotor. Juegos. Educación Infantil.

O DESENVOLVIMENTO DOS JOGOS E BRINCADEIRAS NA EDUCAÇÃO INFANTIL

Sabemos que o jogo, tem grande importância no desenvolvimento infantil como um todo. Explorando sua capacidade de agir, pensar, interagir, buscamos a psicomotricidade para melhor entender esse desenvolvimento nesta fase da vida. A criança se desenvolve interagindo com outras crianças, utilizando objetos, brinquedos, que careçam de atenção ao manuseá-los, e desta forma o desenvolvimento psicomotor encontra-se intimamente ligado a este desenvolvimento infantil. Com base nesta vertente, buscamos formas para concretizar este pensamento. Realizamos uma pesquisa numa instituição de educação infantil, para melhor compreender com as crianças se desenvolvem, utilizando jogos psicomotores que necessitem de movimento e atenção. Para fundamentar esta análise, buscamos aparato teórico com Delval, Gonçalves, Oliveira, Machado e Vinicius, Piaget, entre outros, de forma que façamos alguns esclarecimentos, frente aos dados encontrados. Desde modo, teremos melhor compreensão sobre as fases do desenvolvimento infantil, e suas determinadas ações durante esta fase.

Palavras - chave: Desenvolvimento. Psicomotricidade. Jogos. Educação Infantil.