

188 - COOPERATION GAMES IN THE TEACHERS TRAINING: THE EXPERIENCE ON THE PROGRAM "A UNIÃO FAZ A VIDA" IN ALTO MÉDIO URUGUAI REGION - R/S

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INTRODUCTION

The link among human beings is something undeniable. At the same time that the person is autonomous and unique, in other words, live from the free will, is also dependent on a circularity that distinguishes and differentiates simultaneously. It is seen connected to people, situations, places and events far away and not directly related to his life. It is the law of interdependence.

All energy, all the elements, all living beings, from bacteria and viruses to the more complex beings, we are all inter-related and, therefore, interdependent. A web of connections we are surrounded on all sides, making us human solidarity and cooperative. Whether we like it or not, because that is the law of the universe. Because of this web we got here and we have a future. (BOFF, 2001, p. 02).

Become aware of this interdependence and understood as part of an interconnected whole is to see the other and the relations with others as open mind and sympathetic, in a free perspective without prejudice, appearances and adversity. This position justifies the need for rapprochement of occurred events in a social system as belonging to the reality in which we are all in, and therefore we are all affected. Developing cooperation in order to improve the interpersonal relationship is no longer a future projection, but one needs this.

Being in contrary to the competitive conduct, the cooperation ideals makes mention to the prehistoric people, who outweighed by sharing and the least destruction. The anthropologist Margaret Mead (1961) looked at different companies and found that the cooperation level and competition are present in the cultural events in a social group is a result of the member's actions that structure them. Therefore, the cooperative or competitive practice is an experience that interferes a lot in the individuals "ways of being". Plus, being a human being be socializing through educational processes and culture, makes the society in which is housed in the socialization and individualism environment. According to Maturana (1997), cooperation is central to the human way of life, is a regular feature of trust and mutual respect.

A teaching tool that reaffirms this cooperative feature and can contribute to the socialization experiences, so important in school contexts, identifies the cooperative game, which is an integration means among people and, in the playful expression form, reproduce socio-cultural relations that there are in a community, confirming this culture in childhood.

The Program called "A União faz a Vida", designed by SICREDI Central/RS, whose ideology is the cooperation development and citizenship, is the target population, students enrolled in kindergarten and elementary school in the communities where SICREDI is in. This program main objective is to "build and experiencing attitudes and values of cooperation and citizenship through the cooperative education practices at the national [...]". (Program Guide, 2003). Organized environments to "take care and protect" children and adolescents are places where the program is deployed. In Rio Grande do Sul, in partnership with a pool of universities, participate in the program 1244 schools in 118 different towns. This research is located at schools in four counties that are in the Alto Uruguai region, in partnership with Universidade Regional Integrada - URI in Frederico Westphalen, develops the program in Rodeio Bonito, Vista Alegre, Pinheirinho Vale, Ametista do Sul towns.

The knowledge problem that underpins this research can be expressed in the following question: what is the impact of Cooperative Games, in the context of the "União faz a Vida" program, has produced the knowledge and pedagogical practices on teachers working in public schools in Médio Alto Uruguai" region in RS, in view of collective teacher? By building this qualitative inquiry in contextual frameworks of this research, we rely mainly on the following assumptions: a) live times and social agendas that have boosted the individual positions of isolation and undermined the school as a fundamental experience of life and learning in which, in complex, articulate processes of being a child, to be young and be a teacher, b) teachers mean their practices from their own experience, c) motivations and challenges arising from areas located outside the walls of the official education system can change knowledge and practices that teachers always include in the planning process of knowledge production and the desired effects. (SARASON, 2003).

The LDB, nº 9.394/96 Act and the membership guidelines, on this research also is being considered as the legal framework of reference for the analysis the practices and educational processes in the present schools context in that region, from the teachers' perspective.

TEACHER TRAINING AND COOPERATIVE

The education is a process which involves many aspects. One of them is to understand that the teacher is a person who bet the student about to make them the subject of knowledge, that is, we should insert children and adolescents in the learning process, involving them in research and development their knowledge, driven by their own determinations According to Paulo Freire statement (1996):

"The good teaching-democratic climate is that where the student is learning at the expense of their practice, even if your curiosity, as their freedom, should be subject to limits, but in constant exercise." (P. 85).

By this way, the educator who can insert the children and teenagers in knowledge production processes, leading them to engage in the study, has the caring meaning in the hands, a key feature for individual growth. It is with this justification that the term "educator" is used in the proposal as "cooperative games". This professional is a key social actor in the formative process and as a reference for the citizenship values affirmation and cooperation, through their attitudes in the educational conduct activities.

The ideas of the Cooperative Credit System - SICREDI (2008), Program Officer for "A União faz a Vida", in turn, energizes the Cooperative Games in the context and limitations of this research, believes that:

[...] Actions that educators in their hands for their care are extremely important in structuring the social environment created within educational settings, since children and adolescents are especially attentive to their behavior, their sense of justice and humanity. (P. 36). [...]

However, this exercise of power in favor of the student social promotion demands that the educator is aware of his role as the ethical and cooperative as it influences the citizenship formation. In this sense, "we must re-create, re-educating the educator, characterizing it as a master apprentice immersed in a process of ongoing formation and transformation." (BROTTO, 2001, p. 17).

However, the educator should be sensitive to social changes and new demands envisaged for education, including humanitarian and cooperative practices.

There is still a long way to go to reach the awareness of the game potential goes through experiences in body size and emotional. Accordingly, the panel on the play, the differences, inclusion and social change, presented in ANPEDSUL - National Association of Graduate Studies and Research in Education (2008) by Tania Fortuna who warns:

Polysemic, play and play - we insist - are paradoxical activities: playing or playing at the same time as it builds awareness of reality, experiencing the possibility of transforming it, and the contradiction between freedom and submission to the rules, boundaries between reality and desires are experienced, creating a space to learn fabulous and uncertain. (P. 03).

A responsibility for the values construction, educational objectives, is often in the background. Most educators still believed to be an exclusive function of the family values education, forgetting that their coexistence in school is one way to internalize values in children and adolescents from the recess to the moments of concentration in the classroom.

Being the game one way to teach and learn, it makes sense that exercising constantly thinking about their goals, skills he awakens in the student, the values it represents, autonomy and cooperation that it promotes. While teaching certain content or transmits certain information to students, the teacher also prints social values. Therefore reaffirms Antunes (2002), the action of the play makes sense to make students reflect on what they learned through the game.

CREDIT COOPERATIVE SYSTEM – SICREDI AND THE PROGRAM "A UNIÃO FAZ A VIDA"

The 70 and 80 on twentieth century served as a search period and development for more than 60 credit unions belonging to SICREDI even though it was facing at that time, difficulties related to the ups and downs of the economy.

But it was with the cooperative spirit that SICREDI persisted and found motivation to get in touch with a Cooperative Housing Montevideo (Uruguay), where it also worked a Cooperative School, visiting the new development to learn from that experience and multiply it in Brazil too.

Noting that the president of this cooperative was just a boy around 11 (eleven) years old, enthusiastic, with an extensive knowledge about the cooperative subject, SICREDI convinced that, in Brazilian case, it was to plan actions that were transforming the participation culture and entrepreneurship, which at that time, watches in the country.

The first initiative SICREDI (1990) was approaching the Center for Development and Research Cooperative, University of Vale do Rio dos Sinos - UNISINOS, São Leopoldo/RS, which was the Coordinator was the priest called Roque Lauschner, with the developing goal a cooperative education program, to be worked together to form interdisciplinary curricula, including teachers and preparing them to articulate, in various disciplines, knowledge of entrepreneurship and collectivism.

Thus arose, though in its infancy, the program "A União faz a Vida", which came with the proposal launched by the cooperative collaborators. On January 27, 1994, COCECRER - Central Cooperative Credit RS Board, responsible for lending in the state, approved the initial schedule of how to deploy the pilot project, which formed the basis of the cooperative program "A União faz a Vida" in Santo Cristo / RS city, the pilot project was achieved in 1995.

From this first step, new municipalities were implementing the program, so the ideas multiplied by stabilizing the Education Program at the national level. Thus, credit unions members SICREDI reaffirm their conviction that the construction and attitudes experience and cooperation values and citizenship are to delegate a subject to build his life story, free submissions and discrimination.

Thus, the cooperation and citizenship concept "is the educational processes focus and the reasons that led to the creation of the proposed methodology to the program "A União faz a Vida" at Central SICREDI/RS.

The Program's target population group, students in kindergarten and elementary school communities where SICREDI is present, also without dropping their relationship with others from communities in the cooperative principles dissemination. Thus, the objective building, with breadth, a new participation mode and financial cooperation and citizenship, in order to improve the life quality.

SICREDI acts strategically allied partners, supporters and advisers teaching, striving for excellence in the program development "União faz a Vida", which aims to build and experiencing attitudes and values of cooperation and citizenship through the practice of cooperative education, contributing to the education of children and adolescents nationwide.

METHODOLOGY AND RESULTS

The research is completed and qualitative design is limited to the school's four cities that implemented the program "A União faz a Vida" in 2004, the Upper Uruguay/RS East Region. This context comes, in partnership with the Universidade Regional Integrada - URI, Frederico Westphalen, developing training courses for teachers through workshops in various areas of knowledge, and the workshop of cooperative games that is the focus of this study, in the framework of the Program since 1995. Investigate the four municipalities of the region that have implemented the program from 1999 to 2004. The choice was a time criterion.

In each city were identified two public schools to make up the universe surveyed: a peripheral and one in the center of the seat. In order to obtain objective data, we used a questionnaire that was applied to the teachers in eight schools have identified. Subsequently, from these data, we identified two to three teachers per school from different subjects, which representativeness criteria were invited to interviews focused on the research problem: what is the impact that the cooperative game, the teacher of the Program "A União faz a Vida", has been producing the knowledge and pedagogical practices on the teachers working in public schools in the Upper Uruguay East Region, the collective perspective of this teaching?

The interviews were recorded, validated, categorized and analyzed in dialogue with the teacher's staff. This process allowed us to draw the following statements, which summarizes the record said that the teachers: a) training seminars on the principles of cooperative games has effects on ways to plan and evaluate the teaching activities of all subjects, encouraging the organization disciplinary actions; b) little by little, the meritocratic principles are giving way to participatory strategies and

procedures in ways of assessing the learning of children and adolescents; c) continuing education programs run within the context of the schools are contributing more to the teaching practice because it includes teachers in the role of experience; d) the school community has been involved with more intensity of school life with forms of relationships built over a friendly; e) students have expressed more satisfaction with processes of teaching and learning that are organized dynamics cooperatives; f) children and teenagers have stronger self-expression, self-esteem and collective values.

For teacher collective, cooperative games are presented as a practice that can contribute to teachers making to the extent that they constitute a strategy didactic teaching positive from the current challenges in the teachers daily lives. Enhancing solidarity and collective practices in daily relations group, the cooperative game environments promote communicative, creative and tired of collaboration and development of the subjects who participate.

In this sense, there is no doubt that the political and pedagogical projects conduct involving the whole school community has given more security for teachers and more meaningful to students.

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REVIEWED DOCUMENTS

- Entre os Documentos consultados e analisados para a execução desta dissertação, estão:
- Acordo de parceria entre a Universidade Regional Integrada – URI e o Sistema de Crédito Cooperativo – SICREDI. Processo nº 1648/SE/03 – Data: 27/03/2003 – Parecer nº 1635.03/CUN/03;
 - Banco de Dados do Programa A União Faz a Vida, SICREDI CENTRAL, Porto Alegre: Diagnóstico, 2007;
 - Brasil, LDB – Lei de Diretrizes e Bases da Educação. Lei 9.394/96. Brasília, 1996;
 - Dados quantitativos dos Municípios (escolas, educadores, crianças e adolescentes), pela Coordenação Regional do Programa A União Faz a Vida, 2007/2008, da região do Médio Alto Uruguai/RS;
 - ECA. Estatuto da Criança e do Adolescente. Lei Federal 8.069/90. São Paulo, 1990;
 - Histórico do Sistema de Crédito Cooperativo – SICREDI; - Manual do Programa A União Faz a Vida, SICREDI CENTRAL / Porto Alegre, 2003;
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COOPERATION GAMES IN THE TEACHERS TRAINING: THE EXPERIENCE ON THE PROGRAM “A UNIÃO FAZ A VIDA” IN ALTO MÉDIO URUGUAI REGION - R/S

ABSTRACT

This article assesses the results from a research that investigated the impact that the Co-operative games are producing in the knowledge and in the teachers' teaching practices in public schools belonging to the Alto Médio Uruguai region in RS. This research carried out in four towns that implemented the program until 2004. The assumptions that gave rise to the research problem are: a) we live in times of social agendas that have boosted the individual positions and undermined the school as a significant learning experiences area; b) “cooperative games” express an experience “cooperation pedagogy”; c) the teachers signify their teaching practices from their own experience; d) motivations and challenges arising from areas located outside the education formal system walls that can change knowledge that teachers always include in the process. The LDBEN, the guidelines entailed and the “Cooperative Games” principles were a reference to the analysis of practices and educational processes in this paper. The knowledge problem that structured the study was: what is the impact that the Cooperative Games, on the Program called “A União Faz a Vida”, is producing on the knowledge and p teachers pedagogical practices working in the public schools in Alto Uruguai region in RS? This is a qualitative / descriptive research. The actors researched: two to three teachers from each school participating in the Program. Instruments: document analysis, questionnaire and interview. The analytical process revealed that the guidelines of the Program designed by Sicredi, produced new forms of relationship with the school community: it is mainly enhanced dynamic cooperatives in the pedagogical process, in all subjects in the schools studied.

KEY-WORDS: Cooperative games. Teacher formation.

JEUX COOPÉRATIFS DANS LA FORMATION DES ENSEIGNANTS: L'EXPÉRIENCE DU PROGRAMME L'UNION FAIT LA VIE DANS LE HAUT-MOYEN URUGUAY/RS

RÉSUMÉ

Cet article enregistre les résultats d'une étude qui a examiné l'impact des Jeux Coopératifs dans les savoirs et dans

les pratiques des professeurs de l'enseignement publique de la région du Haut-Moyen Uruguay/RS. La recherche a été menée dans quatre municipalités qui ont implanté le programme jusqu'en 2004. Des hypothèses qui ont donné lieu à la problématique: a) nous vivons à une époque de programmes sociaux, qui ont stimulé les positions individuelles et qui ont affaibli l'école comme un espace d'expériences significatives d'apprentissage; b) les "jeux coopératifs" expriment une expérience de la «pédagogie de coopération»; c) les professeurs désignent leurs pratiques par leur propre expérience; d) les motivations et les défis découlant d'espaces situés en dehors des murs du système officiel d'éducation peuvent modifier les connaissances des enseignants quand ils les incluent dans le processus. Les lignes directrices conséquentes de la LDBEN et les principes de "Jeux Coopératifs" ont été une référence à l'analyse des pratiques et des processus éducatifs dans cette étude. Le problème qui a motivé l'étude: quel est l'impact que les Jeux Coopératifs, dans le cadre du Programme L'Union Fait la Vie, produisent dans les connaissances et dans les pratiques pédagogiques des enseignants travaillant dans les écoles publiques dans la région du Haut-Moyen-Uruguay/RS? Recherche d'abordage qualitatif / descriptif. Les acteurs: de deux à trois enseignants par école participante au programme. Instruments: analyse de documents, questionnaire et interview. Le processus analytique a montré que les lignes directrices du Programme L'Union Fait la Vie, conçu par SICREDI, ont produit de nouvelles formes de relation avec la communauté scolaire permettant surtout d'améliorer la dynamique de coopération dans le processus pédagogique dans toutes les disciplines dans les écoles étudiées.

MOTS-CLÉS: Jeux coopératifs. Formation des enseignants.

JUEGOS COOPERATIVOS EN LA FORMACIÓN DOCENTE: LA EXPERIENCIA DEL PROGRAMA "A UNIÃO FAZ A VIDA" EN LA REGIÓN ALTO MÉDIO URUGUAY/RS

RESUMEN

El artículo registra resultados de una investigación que pretendió identificar el impacto que los Juegos Cooperativos vienen produciendo en los saberes y en las prácticas docentes del profesorado de la enseñanza pública de la Región Alto Medio Uruguay/RS. La investigación se realizó en cuatro municipios que implantaron el programa hasta 2004. Supuestos que dieron origen al problema de investigación: a) vivimos tiempos de pautas sociales que tienen privilegiado posiciones individuales y fragilizado la escuela como espacio de experiencias significativas de aprendizaje; b) los "Juegos Cooperativos" concretizan una experiencia en "pedagogía de cooperación"; c) los profesores significan sus prácticas a partir de la propia experiencia; d) motivaciones y desafíos originados en espacios fuera de los muros del sistema oficial de enseñanza pueden modificar saberes docentes siempre que les incluya en el proceso. La LDBen, las directrices de ella decurrentes y los principios de los "Juegos Cooperativos" fueron referencias para el análisis de las prácticas e de los procesos educativos del referido estudio. El problema de conocimiento que estructuró el estudio: cuál es el impacto que los Juegos Cooperativos, en el contexto del Programa "A União Faz a Vida", viene produciendo en los saberes y en las prácticas pedagógicas de los profesores que trabajan en las escuelas públicas de esta región? Investigación de abordaje cualitativa/descriptiva. Actores colaboradores: dos a tres profesores por escuela participante del Programa. Instrumentos: análisis de documentos, cuestionario y entrevista. El proceso analítico evidenció que las directrices del Programa "A União Faz a Vida" idealizado por SICREDI produjeron nuevas formas de relacionamiento con la comunidad escolar: tienen, sobretudo, mejorado dinámicas cooperativas en el ámbito del hacer pedagógico, en todas las asignaturas y en todas las escuelas estudiadas.

PALABRAS-CLAVE: Juegos cooperativos. Formación docente.

JOGOS COOPERATIVOS NA FORMAÇÃO DOCENTE: A EXPERIENCIA DO PROGRAMA A UNIÃO FAZ A VIDA NA REGIÃO DO ALTO MÉDIO URUGUAI/RS

RESUMO

O artigo registra resultados de uma pesquisa que objetivou investigar o impacto que os Jogos Cooperativos vem produzindo nos saberes e nas práticas docentes dos professores do ensino público da Região do Alto Médio Uruguai/RS. Pesquisa realizada em quatro municípios que implantaram o programa até 2004. Pressupostos que deram origem ao problema de pesquisa: a) vivemos tempos de pautas sociais que têm potencializado posições individuais e fragilizado a escola como espaço de experiências significativas de aprendizagem; b) os "jogos cooperativos" expressam uma experiência em "pedagogia da cooperação"; c) os docentes significam suas práticas a partir da própria experiência; d) motivações e desafios advindos de espaços localizados fora dos muros do sistema oficial de ensino podem modificar saberes docente sempre que os inclua em todo o processo. A LDBen, as diretrizes dela decorrentes e os princípios dos "Jogos Cooperativos" foram referência para a análise das práticas e dos processos educativos no referido estudo. O problema de conhecimento que estruturou o estudo: qual é o impacto que os Jogos Cooperativos, no contexto do Programa A União Faz a Vida, vem produzindo nos saberes e nas práticas pedagógicas dos professores que trabalham nas escolas públicas da Região do Alto Médio Uruguai/RS? Pesquisa de abordagem qualitativa/descriptiva. Atores da pesquisa: dois a três professores por escola participante do Programa. Instrumentos: análise de documentos, questionário e entrevista. O processo analítico evidenciou que as diretrizes do Programa A União Faz a Vida idealizado pelo Sicredi, produziram novas formas de relacionamento com a comunidade escolar: têm, sobretudo aprimorado dinâmicas cooperativas no fazer pedagógico, em todas as disciplinas no âmbito das escolas estudadas.

PALAVRAS-CHAVE: Jogos cooperativos. Formação docente.

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