

**130 - THE PLAYFUL AS ICON OF TRANSFORMATION IN AQUATIC WORLD**

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**1 INTRODUCTION**

You could say that the play serves as a lever for an evolutionary growth at all stages of child development. So the play allows an excellent method of teaching children. In swimming, like any other motor skills, can benefit from resources from recreational activities to encourage learning and even the initial phase of adaptation to the water.

By observing different authors on child development, it appears that at the age between 3 and 6 years the child is in pre-operational cognitive stage, identified by Piaget as a period of great motivation for the prank. The essence of childhood is play. There is also the child in this age group is at the stage of fundamental movements, which should not specialize the learned movements, observing in his theory of Hourglass, by Gallahue and Ozmun (2001).

Therefore, it is believed that the recreational activities act as a motivating factor in learning and increasing motivation is within the teacher's role, regardless of discipline that is treated. Aiming to verify the importance of play in swimming lessons as an essential and fundamental in human development, developed this study through a review of literature from a theoretical case of playful, motivation and role the teacher.

**2 THE PLAYFUL**

So according to Lima (2009) the play is a way to break the ice of the student and teacher, this concept helps in communication between the two and both have more motivation to develop what it was applied.

Children need to play better to develop in childhood, because their challenges make the individual look for solutions, requiring them to develop strategies for anticipating how the other's action and his own action. So we can say that the interest aroused by any leisure activity, produces an answer, the commitment of intentional action in some direction or purpose, indeed essential to produce the construction of rational schemes increasingly sophisticated. (LIMA,2009).

As for Kishimoto (2008) The play has its own play culture, where each group takes its specific rules, or games that resemble their everyday lives, as each individual has their diversity, their daily routine, and each has its characteristic time, and that the novelty has evolved with each generation, and has to be careful because the technology is ruining the magic that is the imagination, where children spend more time on the computer, video game than having fun or playing with their imagination.

For Roberts (1997) the novelty has a very large value in child development, because the game brings a pleasure for the child in your physical activity, which meets the needs of the child's movements. With this the child responds better through the stimulation of the teachers, because the more obstacles the more pleasure in the classroom will have its final, playing on the court entered the games can be much tastier and better suited to the child's learning.

Duran (2005) points out that when this teaching something to children, this creates some anxiety and fear in them, and to reduce these barriers and to break up the teacher must hold a teaching resource by means of tricks and games, make-believe, singing , games, so you can divert the student's anxiety and make you relax and show what you are and can become a child again by him, the two are in the same world.

In the world of play can be seen the child say anything without it, their fears, anxieties, frustrations, joys, dreams and more, so the game itself always has a purpose behind a goal of fun games. With the playful child passes through childhood more enjoyable, more lively without worries of the real world, because she has her own world.

Marcellino (2005) states that the play is an accomplishment who comes from play, which aims at pleasure, joy, being a free activity for all children of different ages can participate. It is shown how to play with combinations of rules and sees that the free arbitrio. Se playful behavior is a culture is historically situated, always using as utopian character in pedagogical alternatives.

"How could it be understood the application of the term leisure childhood? The search for the answer to this question is linked, I believe, to the domination of the culture of the child with the theft of his playful component "(Marcellin,2005,p.53).

To Ramaldes (1999) playful as important advantages in child development, so it should be used to play at all stages of growth.

You could say that the playful childhood can not be seen just to help the process of school education today, because linking the world of children from schools, so the child is interested more in the matter, since all that is play is more pleasurable.

**3 PLAYFUL AS A PEDAGOGICAL RESOURCE**

Rodrigues (1997) states that the school is able to play a wider range of pedagogical possibilities used to a certain knowledge in any physical activity, it can be, even a movement, be experienced with emotion and intensity of significant ways, without the objective specific, but the search for diversity and satisfactions of success.

To Duran (2005) The teacher should use all their creativity in their classroom, so your teaching resources are more learned and more fun to learn.

Ramaldes (1999) comments that the child always tends to play in the activities proposed by the teacher in ways close to his environment, and the child will be from there authoritarian or liberal, affectionate or aggressive, all on the basis of the teaching-learning she receives from the teacher or adult who lives the same.

So we can say that activities have always repeated but without creativity can contribute to a final failure. The game should be rather classified as an educational resource in the classroom, because the play is a form of expression and positive energy of the teacher, with games can be rather get to the end of our proposal with more pleasure in children.

**4 MOTIVATING THE ROLE OF THE TEACHER**

The word motivation is to provide something that gives satisfaction, commitment, interest in what we're doing.

According to Lima (2009), development is a great supporter of motivation in the area of learning and education today, since it creates a self-esteem, with new commitments and therefore pleased to accept new challenges for large discoveries.

To War (1996), the educator's total role in the child's life, so it has to be a good reference, and forms of stimuli, because the teacher who interacts with the student can have big results, a good teacher has to learn to deal with each student and their needs, integrating in the world if your student fondly, and always motivating.

According to Machado (2004), the ability of teachers to address the students, certainly affects the student to better interact with their peers in the classroom. When the teacher finds any difficulty it never can abandon his goal of teaching that student activity offered, the provider should consider your goals and solve all the difficulties, the educator can thus build an environment that stimulates the game depending on the desired results.

### **5 THE PLAYFUL AND MOTIVATION**

The motivation and playful part of everyday life, education of every child, creating new ways of learning.

For Sisto (1996), play is capable of amplifying large pedagogical possibilities used, and experience the thrill with more intensity.

The motivation is to play within the child's ability to have more creativity, interactivity, and improve their motor skills. Thus the playfulness and motivation are the main weapons of creativity allowing the child the ability to create, imagine, interact, and self-knowing.

### **6 PLAYING AND AQUATIC ACTIVITIES**

The Playful viable proposals in water activities more motivating and creative, play this in the fluidity of play, generates positive manifestations that emphasize creativity, spontaneity, pleasure, affection.

According to Mauricio (2001, apud MARCELLINO 2003) pedagogy used in most swimming classes makes use of specific technical features, based on repetition of movements, this makes learning the lesson discouraging, causing a large number of dropouts, the play activity provides the student a better interaction with the water its adaptation to the new environment.

The novelty in the pedagogical relation in liquid goes beyond simple entertainment, it enables to reveal emotions and feelings, as well as aspects related to affect.

"Working with the presence of playful elements does not change the content to be taught, but its form." (Allen, 1996 apud Marcellino, 2003).

Concerning the role of teachers facing the play, he can participate and share valuable experiences with students, but for the total delivery to be playful is needed to change.

### **7 WHAT THOSE ELIGIBLE FOR PLAY IN SWIMMING LESSONS**

The games in swimming is a way that facilitates learning and is also very enjoyable, fun and playful with music helps you get more security and can thus closer to the student with the affection and is entertaining for children to express themselves, and become familiar the reality that is presented.

To Pereira (2003, apud Marcellino, 2003), it is extremely important that the child is always involved in the play, because when children are away from it all becomes sad and unsightly.

When discussing the act of playing for some people it may seem irresponsible, but those who work with recreation is sublime and serious.

For Velasco (1997) play is a moment of relaxation, socialization of all. It's an educational process that influences and even training the intellect and the emotional body.

It's clear that with the help of the games and fantasy can enable children to create and perform some activities that are predetermined, that are related to some basic moves and fundamentals of swimming as sports activity and competitive. However, leaving aside the joy and creativity of swimming lessons for both the child less skilled with difficulties, as for one that has a greater ease in learning. It is believed that the games are designed to emphasize the importance of the motivational process of the child to learn swimming, emphasizing not simply the technical performance, but also providing opportunities and situations for leisure, recreation, health and safety. (LIMA, 2009).

### **8 PLAYFUL RELASHIONSHIP VERSUS TRADITIONAL**

In swimming, traditional or "formal" as it is known, is not as required as swimming in a technical way, where the student has the "duty" to properly know each style that practicing. When it comes to swimming "formal", there is a swimming overall very large movements without exploring the student, respecting each phase.

Lima (2006) cites that swimming was seen as a mechanistic way, where he was most concerned that the technical content of the teaching, it's all due to the onset of swimming have been developed and evolved by technicalities.

The methodology that was used only seeking to improve the movements of a repetitive manner, always respecting the complexity of movement and coordination thereof.

"... The outdoor exercise in the water and strengthens the body, gives resistance and prevents sick with ease" (STICHERT, 1976 p.08).

Aiming at the swimming just for prevention of diseases or simply to relieve the existing and respiratory, bone and so on.

According Catteau and Garoff (1990) days that swimming was often confused with the origins of mankind, and seldom or more often at the insistence of necessity, sometimes for pleasure that a man came into contact with the liquid medium.

Have fun in swimming is different, and enjoyable learning to play, providing interaction between the children, leaving the class more enjoyable.

The playfulness becomes an adventure to awaken curiosity, and a strong motivation for the development of abstract intelligence and practical intelligence (CAMARGO, 1998).

From a very early motivation is already present in our lives, when for the first time, we walk alone, it is the playfulness developing the competitive spirit, we overcome and go farther and farther away.

"The competition is other motivation school which uses and abuses (CAMARGO, 1998, p.37).

That beat the colleague is not that sense of him excel, be better than that, but the opportunity to overcome challenges for himself. Developing tools that will lead from a child for life by developing within yourself and self-discipline are essential qualities in human life.

In research Allen (1996, apud MARCELLINO 2003) had two classes, a method that worked "formal" and the other with Playful, and students in the class "formal" they came to class just to learn to swim and nothing more than did swim, but for students in another class, they went to swim and, moreover, also acquired knowledge of swimming, his movements, his body and

could interfere in the classroom by creating new proposals.

So students can use their creativity to new proposals of play, leaving a little of the reality of everyday life and the monotony of it.

Allen (1996, apud MARCELLINO 2003) states that with the more formal teaching, teaching is more quickly assimilated the steps require less time and you can work with larger numbers of children, but in return the children have many technical flaws and fears are carried forward to the next period, and no stimulation by the very fact of repeated activities.

Allen (1996, apud MARCELLINO 2003) directs that in your research and get experience which should point to new reflections on adapting the "formal" exercise was developed as requested, but with reflections on the process and learning swimming. Believing that working with the presence of playful elements does not change the content to be taught, but its shape.

Allen (1996, apud MARCELLINO 2003) still makes us think that as educators we are committed to the life and citizenship, not with medals; Before preparing our students for athletes is essential to prepare a citizen.

Finally the play can promote all that and more, can easily be creative and educational, depending only on professional we seek to further improve what we are doing, winning our own challenges.

## 9 FINAL

Based on literature reviews, this study could conclude that playful element promotes pleasure and satisfaction, but is not highly valued appropriately in the teaching / learning to swim for children.

The reflection in this study aimed to show the importance of play in swimming lessons as an essential and fundamental in human development, by the insertion of play activities. This playful look at the dynamics reaffirms role in physical education, learning and life, however, agree that the uncertainty about the final value of the game, but emphasizing the certainty of earning learning essential to their development.

Thus it is shown that the swimming teacher can create a motivating environment in which the games can happen, providing a range of games that lead to achievement of several goals.

The game can be both a form of social conformity as a space for creation, and the school swimming, as a social institution and the role of teachers as social commitment, co-responsible for the future of each student.

From here you can aim that teachers should always use and abuse their creativity in the classroom, always with a creative and innovative thinking, seeking new insights and motivations for having a successful end. Leaving this present work an initial U.S. for further studies regarding the use of recreational activities in the context of teaching and learning.

**KEYWORDS:** Playful, Motivation, Swimming.

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## THE PLAYFUL AS ICON OF TRANSFORMATION IN AQUATIC WORLD

The relationship between leisure and swimming are highlighted in many studies, which have come up with great results. The play is transforming the practice of swimming for children, making it much more pleasant and provide excellent benefits. The playful nature makes it easy to adapt to the new environment, showing that "lúdica" appears as an icon in the renewal in the teaching didactic teaching in the wonderful world of water. Using the method of literature review, we sought the following objective: to determine whether the playfulness helps in learning to swim as a motivating factor. The playfulness is present in day-to-day, in homes, streets and parks, being able to capture the attention of your target audience. Accordingly, it is nonetheless entertaining feature when you do not see the time passing, or even when one realizes that the class went in an instant, making learning more enjoyable and productive. Motivation provides satisfaction and a renewed interest in what he is doing. The motivated student is involved in the matter and finds himself increasingly interested. One must know how the student is understanding, and help him overcome his difficulties. It is established, so the difference of swimming and swimming traditional formal, causing the student to develop better and more joyful activity proposed by the teacher and thus tends to an end more successfully. We conclude that the play element is of great importance in swimming lessons, but is not highly valued in the teaching pedagogy. With this playful look at the dynamics reaffirms role in physical education, learning and life.

**KEYWORDS:** Playful, Motivation, Swimming.

## LE LUDIQUE QUE ICON DE TRANSFORMATION DANS LE MONDE AQUATIQUE

La relation entre les loisirs et la natation sont mises en évidence dans de nombreuses études, qui ont abouti à des résultats beaucoup. Le jeu est de transformer la pratique de la natation pour les enfants, ce qui rend beaucoup plus agréable et de fournir d'excellents avantages sociaux. Le caractère ludique, il est facile de s'adapter au nouvel environnement, montrant que Lucidia apparaît comme une icône dans le renouvellement de l'enseignement didactique d'enseignement dans le monde

merveilleux de l'eau. En utilisant la méthode de revue de la littérature, nous avons cherché l'objectif suivant: déterminer si l'aspect ludique permet d'apprendre à nager comme un facteur de motivation. L'aspect ludique est présent dans au jour le jour, dans les maisons, les rues et les parcs, être capable de capter l'attention de votre public cible. En conséquence, il n'en est pas moins caractéristique amusante lorsque vous ne voyez pas le temps qui passe, ou même quand on se rend compte que la classe est allée en un instant, de rendre l'apprentissage plus agréable et plus productive. Motivation procure de la satisfaction et un regain d'intérêt pour ce qu'il fait. L'élève motivé est impliqué dans l'affaire et se retrouve de plus en plus intéressés. Il faut savoir de l'élève est de comprendre, et aider à surmonter ses difficultés. Il est établi, de sorte que la différence de la natation et la natation formel traditionnel, ce qui provoque l'étudiant de développer une meilleure activité et plus joyeuse, proposé par l'enseignant et a donc tendance à une fin plus de succès. Nous concluons que l'élément de jeu est d'une grande importance dans les cours de natation, mais n'est pas très appréciée dans la pédagogie d'enseignement. Avec ce regard ludique sur la dynamique réaffirme le rôle de l'éducation physique, l'apprentissage et de la vie.

**MOTS-CLÉS:** Joueuse, Motivation, Piscine.

#### **LA LÚDICA COMO ICONO DE TRANSFORMACIÓN EN EL MUNDO ACUÁTICO**

La relación entre el ocio y la natación se destacan en muchos estudios, que han llegado con grandes resultados. La obra es la transformación de la práctica de la natación para los niños, lo que es mucho más agradable y proporcionar excelentes beneficios. El carácter lúdico hace que sea fácil de adaptar al nuevo entorno, mostrando que Lucidia aparece como un icono en la renovación en la enseñanza didáctica de enseñanza en el maravilloso mundo del agua. Utilizando el método de revisión de la literatura, se buscó el siguiente objetivo: determinar si la alegría ayuda a aprender a nadar como un factor de motivación. La alegría está en el día a día, en los hogares, calles y parques, siendo capaz de captar la atención de su público objetivo. En consecuencia, no es menos entretenida función cuando no ve el paso del tiempo, o incluso cuando uno se da cuenta de que la clase se fue en un instante, haciendo que el aprendizaje sea más agradable y productiva. La motivación proporciona satisfacción y un renovado interés en lo que está haciendo. El alumno motivado es involucrado en el asunto y se encuentra cada vez más interesados. Hay que saber que el estudiante es la comprensión, y ayudarlo a superar sus dificultades. Se establece, por lo que la diferencia de la natación y la natación formal tradicional, haciendo que el estudiante desarrolle la actividad de una mejor y más alegre propuestas por el profesor y por lo tanto tiende a su fin con más éxito. Se concluye que el elemento de juego es de gran importancia en las clases de natación, pero no es muy valorada en la pedagogía de la enseñanza. Con esta mirada lúdica en la dinámica reafirma el papel de la educación física, el aprendizaje y la vida.

**PALABRAS CLAVE:** La motivación lúdica, Piscina.

#### **A LUDICIDADE COMO ÍCONE DE TRANSFORMAÇÃO NO MUNDO AQUÁTICO**

A relação lúdica e natação estão evidenciadas em muitos trabalhos, que tem surgido com grandes resultados. O lúdico vem transformando a prática da natação infantil, tornando-a muito mais prazerosa e proporcionando excelentes benefícios. O caráter lúdico facilita a adaptação ao novo meio, mostrando que a ludicidade aparece como um ícone na renovação no processo ensino didático pedagógico no maravilhoso mundo aquático. Através do método da revisão bibliográfica, buscou-se o seguinte objetivo: verificar se a ludicidade auxilia na aprendizagem da natação como um fator motivador. A ludicidade está presente no dia-a-dia, nas casas, ruas e parques, sendo capaz de apreender a atenção de seu público alvo. Nesse sentido, não deixa de ser recurso lúdico quando não se vê o tempo passar ou até mesmo quando se percebe que a aula passou em um instante, tornando a aprendizagem mais prazerosa e produtiva. A motivação proporciona satisfação e renova o interesse no que se está fazendo. O aluno motivado fica envolvido pelo assunto e acaba se interessando cada vez mais. Deve-se saber a forma com que o aluno está compreendendo, e ajudá-lo a superar suas dificuldades. Estabelece-se, assim, a diferença da natação tradicional e a natação formal, fazendo com que o aluno desenvolva melhor e com mais alegria a atividade proposta pelo professor e assim tende-se a um final com mais sucesso. Conclui-se que o elemento lúdico tem grande importância nas aulas de natação, mas não é muito valorizado no processo ensino pedagógico. Com este olhar sobre a dinâmica lúdica reafirma o papel na Educação Física, na aprendizagem e na vida.

**PALAVRAS CHAVE:** Lúdico; Motivação; Natação.