31 - COOPERATIVE GAMES AND THE SATISFACTION LEVEL OF THE STUDENTS

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Introduction

The present article is part of the social historic dimension of the human motricity of the Masters on Human Motricity (PROCIMH), focusing in the university teaching under the pedagogic aspect.

The focus refers to the discipline of Leisure and Recreation of the Physical Education Teaching Licentiateship Course with the possibility of developing studies on the new paradigm cooperative games due to present the issue of playing and games in its programmatic content.

The concern is to suggest a paper aimed to cooperation and, in this way, intend Physical Education to assist not only the objectives of the area, but also include the formation desired by schools on the globalization aspect to a change in society of a better and fairer world and in building a world of peace.

Therefore, the objective of this research is to make an analysis of teaching to verify the satisfaction level of the students during the classes experienced in the Cooperative Games.

The choice of the theme is part of the professional experience of the researcher who acts as a Teacher of Physical Education and experiences daily with the problem of competition in classes. It is as usual aspect of the methodology in the contemporaneous school that sees the students aggressiveness as a mirror of the violent social they live in.

New ways of work were investigated as a proposal to change this problem, in professional update courses. It had also raised awareness since the I Festival of Cooperative Games in 1999 at SESC Taubaté.

In the meeting the doors to a physical education with new possibilities were opened when the cooperative games started to be part of the contents to be developed by the discipline of Leisure and recreation at *UNIABEU.*

Therefore, this paper is justified by the imperious need of knowing and to deepen scientific studies, mainly in the alternative average as the student satisfaction when playing Cooperative Games.

The pleasure for the physical activity should be a permanent reinforcement in the Physical Education class. It should offer participants the opportunity of experiencing at level of their potentialities, the fullest motor skills in search of an alternative to fulfill their preferences and needs. All based upon the practice of a theory focused on the new guidelines of the National Curriculum Patterns and in the actual theories about the cooperative games, multiple intelligence and multidisciplinary curriculum.

With the results achieved, it is aimed to know if the graduated in Physical Education feels gratitude in coordinating cooperative games in order to check if it is possible the future use of this alternative by professionals. By being aware of the theory above mentioned, maybe the professional feels interested in the importance of using it in the scholar environment to have new perspectives to promote thinking in practice and to allow a new perspective to Physical Education.

Cooperative Games and Physical Education

To an education towards Culture for Peace, it is important to define what we are referring to. The occidental thinking understands peace as origin from the Greek conceptions (the search for harmony and internal tranquility) and roman (idea of keeping and respecting the laws and order established in benefit of the maintenance of the domination power against external threats). According to Velásquez (2004) the both converge to an ethnic and central conception and negative meaning of peace defined as lack of violence, wars and conflicts.

It is necessary to reformulate this concept of negative peace linked to the static concept and the fight to the dynamic role in the processes of social changes. The conflict is needed when groups and personal interests are different, however it is essential that when it happens, to be identified and regulated before it reaches a point difficult to be solved without using violence. The culture for peace is a good of the humankind and promotes the development of human values.

The proposal is the inclusion of an alternative that allows a new perception in students and teaches to generate changes in the concept of teaching physical education in practice by allowing students to develop all knowledge borders to live in peace. The objective is to change competition into cooperation to in order of some being happy and other sad, all be victorious once the fight is not against the other but against the new challenge.

The original principles of the Cooperative games are: participation, inclusion, fun and cooperation, each person is important and valuable for what he or she is and not for how many scores he or she does. As Brown (1999) states, they are presented as a different possibility that give us the experience of feeling that happiness, joy and pleasure can co-exist without denying one another, it means the terrible binomial is eliminated (winners / losers).

The game essence is that we are part of it, we are the game itself and as co-participants we have to acquire an attitude to help the game, collaborating to keep it going, for that we need to do our part with a position of cooperation, learning how to harmonize conflicts, crises and confronts, making them become solidarity and companionship.

Playing in a cooperative way, according to Fabio Brotto (1999), the main motivation is not the will to win, neither the fear of losing, but the pleasure of making, being part of the game, learning that as higher is the level of complexity of the game, biggest is the need of attention, communication, integration, participation, inclusion, fun, will of keeping playing. The attitude of cooperation raise on participants a feeling of high trustiness and themselves that allow them confront a great challenge, the challenge of awareness.

In deport pedagogy, we can notice the presence of this new point of view at deport teaching-learning once deport is a cultural phenomena and a right of all citizen. It obviously, must be in reach of all within the limits and possibilities of players.

To think in deport as an inclusion factor is to think it in terms of cooperative deport where pleasure of practicing transcends the importance of talent behind victory. In Paes (1999) opinion, it is meaningful to consider other values besides competition and technical gestures that are in games and in sports in general.

Therefore, we propose a deport teaching for the student inclusion, to stimulate the will for practice the physical activity in order that feelings as sadness, frustration and non-conformism give place to happiness, to fruition and the satisfaction of the pleasure of playing.

To assist gradually the proposal of integrating the cooperative games in different contexts, Orlick (1989) established different categories of games including the diversity of situations and the population to take part in a program of cooperative games. He defined four categories according to cooperation levels, from the more cooperative to the lesser. The idea is to allow an adjustment from the beginners in the proposal through a subtle way. The divisions are cooperative games without losers, games of collective results, inversion games and semi-cooperative games.

Broto (2001) emphasizes that it is advisable to begin by the semi-cooperative games and gradually, aim towards Cooperative Games without losers considering environments and groups with little or none previous experience, mainly if in a context aiming the sportive learning.

Development

Methodology

Studies about student satisfaction were analyzed in order to get subsides to apply a methodology appropriate to check satisfaction. There were found the studies of Gonçalves (1998), Menuta (1997) and Nunes (2004) who compared two methodologies of teaching being this paper the base for this study.

To know the level of satisfaction of the students from Recreation and Leisure I Discipline, about cooperative games, the students filled up a questionnaire at the end of the third class about the theme. The mentioned class were recorded to observe the student behavior during the class and plan a parallel with the results obtained in the questionnaire.

As Nunes observes (2004), the importance of satisfaction in the scholar environment refers to an indispensable average alternative. The teacher must verify and detect it in each student during class. The correct indexes that students were satisfied are if class happens in a positive environment, if it was well planned and organized, if objectives were accomplished and if students could follow the content proposed.

It complements affirming that to learn the dissident perceptions regarding students like or not the discipline and the learning process acquired in student point of view is one of the virtues of this alternative of the process. Therefore it is possible that teachers may have a more precise idea of the level of satisfaction of the students and also may keep or do any methodological changes to improve the results.

The instrument elaborated in Nunes (2004) studies was chosen to investigate the level of the students satisfaction in the discipline of Recreation in the class about Cooperative games. The questionnaire focused on just one question used in this paper: Have you liked the class just finished?

The question allows for possible close answers: I have liked it so much, I have liked it, I have liked it a little and I have not liked it. After, in an open way, the student could externalize his or her justification answering the reason why has chosen the option. The satisfaction test was applied at the end of the class about cooperative games where level of students' satisfaction was measured.

It was asked for students to answer the questionnaire without talking to classmates in order not to exchange opinions about the class and that they could feel comfortable to justify in the way most suitable to what they were thinking at the moment.

The content analysis that is defined by Bardin (1977) as a set of communications analysis techniques aims to, through systematic and objective procedures to describe messages contents, to obtain indicators that allow identify knowledge related to the conditions of messages production and reception. It was used to categorize and classify the level of satisfaction of students following the criteria established by the book mentioned.

The criteria to define the category are mutual exclusion, in which each element must be in an only one category, homogeneity, one registration and the same analysis to whole material, pertinence adjusted to the chosen material, objectivity and faithfulness to code at the same way different parts of the material and productivity if fertile results are offered.

As a technique the categorical analysis was used where, by answers obtained, the following categories were defined:

1. Dynamic Class (DC) category filled by the people which answer approach the released character, dymnamic, ludic, pleasureable, diversified, criative and motivating of class.
2. Learning (L) answers indicating appreticement about the subject experienced.
3. Teacher (T) related to the group of answers that refer to the teacher performance.
4. Activities and Methodology (AM) relate the affirmatives about the choice of the activities and the form as it was presented the pedagogic progressions.
5. Newness (N) joined the answers which shows that the student lived news experiences or different ones in class.
6. Interest (I) category that collected answersrelated to the interest by the class.
7. Socialization and Cooperation (SC) answers with the socializatorness and of collaboration thtat brought to the class.
8. Not Used (NU) Did not answer.

The formal object of study is configurated by 26 (twenty six) graduating students in Physical Education Licenciateship at UNIABEU, which study the discipline Recreação e Lazer I (Leisure and Recreation I), and participate of practice class about the subject.

Professor graduated in Physical Education

Student graduating in Physical Education, man and woman, in a total of 26 (twenty six) students present to the class.

The realization of the study occurred in the Brazilian Association of Universitary Instruction, UNIABEU, located in the state of Rio de Janeiro, in the district of Belford Roxo at Baixada Fluminense, in Itaiara street, 301.

The local of the application of class was the stage of the auditorium of the Institution that favoured the film version o f class to register.

The space was adequate to the practice of the activity and it was possible to make use of sound instruments as a material resource, where it made part of a pedagogic strategy.

Analysys of the results

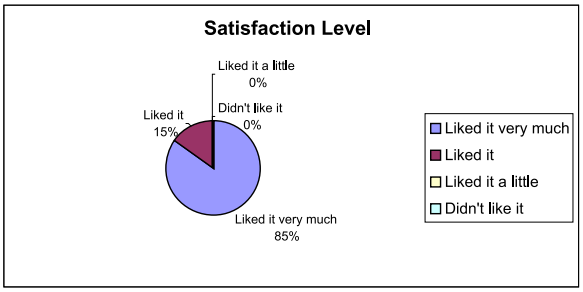
Following below it is presented a table with the results obtained in the individual answers of the students, and the category corresponding to his opinion, which standard used the grouped columns (compare values by category), in order to have a better detail and classification of the categories of the answers related to the justificative.

Table nº 1 – Glo bal analysis of the satisfaction level of the students and categories

STUDENT	SATISFACTION LEVEL	CATEGORIES
•	Liked	NU
•	Liked	I
•	Liked it very much	DC + L
•	Liked it very much	AM
•	Liked	DC + SC
•	Liked it very much	DC
•	Liked it very much	AM + SC
•	Liked it very much	L + T
•	Liked it very much	DC
•	Liked it very much	DC
•	Liked it very much	N
•	Liked it very much	DC
•	Liked it very much	DC
•	Liked it very much	DC
•	Liked it very much	SC + T
•	Liked	DC
•	Liked it very much	DC
•	Liked it very much	AM
•	Liked it very much	DC + N
•	Liked it very much	T + DC
•	Liked it very much	DC + L
•	Liked it very much	DC
•	Liked it very much	DC
•	Liked it very much	DC + SC
•	Liked it very much	DC
•	Liked it very much	AM + T

The analysis of results of the questionnaire possibility a better understanding of what occurs in practice of the Cooperative Games, in the environment of school, promoting the viability of analysing these results. The graphic number 1 (one) was used to closed questions about de satisfaction level of the students (it shows the porcentage of each alternative).

Graphic nº 1 Global result of the satisfaction level of the students



According to the results of the graphic, it is presented 85% of student that liked it very much the activity practice in class, achieving a high level of satisfaction.

Moreover, 15% of student liked de class, totalizing a entire satisfaction of the students in relation to the subject.

And, finally, it was not found students who liked it a little or did not like it, concluding that there was a positive satisfaction in relation to the class.

Table nº 2 Analysis of the categories found in the answers of the students

Categorias

Graphic nº 2 Quantitative Demonstration of Different Categories found in the answers of the students

According to the analysis of the differents categories, it can be affirmed that the majority of the students, 17 (seventeen) answers, related their answers to the dynamic of class, refering more specifically to the pleasureable and ludic character of motivating class, the principal point of the research.

The categories related to the action of the teacher with positive position, the choice of the activities and the pedagogic progression, and still the socialize attitude to the colaboration that it has to the game proposal were mentioned, yet.

It also was mentioned with 3 (three) indications the learning category, in relation to the future professional life, or over the content mentioned in the activities.

With 2 (two) appointments the category newness was noticed by different aspects that those Cooperative Games take over de Physical Education setting. Demonstrating that the students are not habituated with this kind of activity during the course that is being realized, one person expressed his opinion, classificating the class as interest. Only one person did not justify his answer

Conclusion

The constant participation in class, as it is observed in the video, was dynamic and released, changing the focus of the competitivity under the other, but focusing to the vicctory over a challenge or obstacle, the result of the questionnaire about the Cooperative Games had a total level of satisfaction by the students involved in the activity, valorizing more the importance of divulgation and develop of this work in the schools of the base to the future professional of Physical Education.

Though, the student has the effective opportunity of practicing the physical activity, the desire and necessity to accomplish.

Understanding the positive relation in the Cooperative Games, maybe it is possible to change the technicist character, in addition to the great competitivity nowadays in Physical Education, in a proposal of reduction of the violence and transformation of the world in a better and fairer place.

Thus, the proposal of the Cooperative Games was understood and accepted by the students, because in their justificatives where pointed all the objectives of the Cooperative Games to the Physical Education, participation, inclusion, recreation and cooperation that can be considered key words to the correct application of the Cooperation Games in the educational institutions, because it is the principal to these kinds of games.

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