

## 117 - WEB OF KNOWLEDGE: TEACHER TRAINING AND RECREATIONAL PRACTICES IN SCHOOL PHYSICAL EDUCATION

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doi:10.16887/88.a1.117

### Introduction

The work of the Tissue of Knowledge was conceived by the direction of a school and teacher coordinator / trainer of the Municipal Education Department of Belém with the intention of filling a lack of teaching methodology / playful learning of a public school network with the objective of developing and to encourage in the teachers' teaching practice new possibilities of work so that the teaching-learning process of the students was more enjoyable and creative.

It is considered that play and games contribute to the cognitive and social development of children and that teachers, despite having excellent potential and committed pedagogical practice and positive results for children's learning, lacked play activities that encouraged socialization and imagination, besides stimulating the multiple languages that need the game, toys and games as action.

It is defended by several theorists as fundamental to the process of child development. We have identified fundamentals in the contributions of theorists, among them, we corroborate with the concepts of Piaget, Vygotsky and Kishimoto on the importance of play, toys and games for the development of motor, cognitive and linguistic abilities in which play activity is of fundamental relevance.

In Vygotsky's conception (1998, apud Fantacholi 2009) it is in jest that the ability to imagine, make plans, appropriate new knowledge. The child through play, recreation, play activities, acts even if symbolically in the different situations experienced by the human being, reworking feelings, knowledge, meanings and attitudes.

And for Piaget (1998, p.160) play activity is the obligatory cradle of the child's intellectual activities, and is therefore indispensable to educational practice. In Vygotsky's socio-historical view, play, play, is a specific activity of childhood, in which the child recreates reality using symbolic systems. This is a social activity, with cultural and social context.

Kishimoto (2010, p.01) conceptualizes that playing is a free action that arises at any time, initiated and conducted by the child; gives pleasure, does not require as a condition an end product; relax, envelop, teach rules, languages, develop skills and introduce the child into the imaginary world.

The main theoretical foundations are related to teacher training and pedagogical practice with the 1st to 5th grade classes of the Elementary School, Professor Josino Viana Municipal Elementary School, located in the city of Belém, State of Pará, with the participation of a teacher / coordinator of the Municipal Department of Education of Belém, teachers who work in the teaching of said school and children aged 6 to 12 years, from the 1st to 5th grade classes, Elementary School I.

### General objective

To develop and encourage in teaching practice new possibilities of work that encourage the socialization of students through play, games and toys exploring the multiple languages, including the learning of Mathematics, textual and artistic production.

### Methodology

The methodology adopted for the development of the work with the teacher training was the roundtable and workshops of recreational activities with the participation of the students, by class, with the teacher in charge of the same and collective, with all the classes of the shift (8 for on the court of the school).

We use as base instrument a material that we call the Web of Knowledge. These are colored nylon yarns tied around a plastic hoop to the center.



Figure 1 - Students playing with the Web of knowledge, school Josino Viana, Belém-PA.  
Source: Research Data

With the Web of knowledge, initial activities of throwing a ball in the center are encouraged; slip the ball into the wires until it reaches the ring; perform mathematical operations with the wires by counting them and proposing calculations, either

individually or in groups; create shapes / drawings with the threads and play on paper; cat and mouse jokes; high jump; wheel songs with the handling of the threads, among other strategies of games and games. At the end of each activity, teachers and children are asked what has been developed in practice and what has been learned, and written records can still be suggested, in the form of texts or representative in drawings.

#### Conclusion

We realized that the objectives were achieved when we identified the involvement of teachers in play activities with the insertion of this practice in the routine of the teaching-learning process of the class and in the development of the discipline, children's behavior in collective activities, the recognition of rules and respect to colleagues and teachers, The stimulated creativity was evident during the development of the work with the use of the Web of Knowledge and incentivized strategies that evolved in proposals with the addition of other objects, games, toys, in the reinvention of jokes and songs of round explored and re-elaborated by the children and teachers. As well as in creativity with the elaboration of activities with alternative materials (coffee strainer, pet bottle, clothes preacher, sisal, soda bottle caps, straw, wooden pieces, milk cans). So, motivated with the possibilities of the Web of Knowledge. In addition to the intention to create an instrument that could serve as a tool to explore multiple languages, the introduction of discussion and motivation of values, rules, attitudes, feelings and the exercise of oral, written and mathematical language.

Afterwards, exploring different possibilities of activities that are proposed by the coordinator / trainer with the participation of the students and teachers is given the possibility of creating new activities by the class teacher and by the students themselves.

Among the most important benefits of this work was the effective inclusion of children with special needs, with interest and attention in the activities proposed and the participation of all children, regardless of age, among our target audience (06 to 12 years old). We noticed the change in attitudes and dynamics during the meeting of a large number of children on the court (up to 220 children, per shift, morning and afternoon) of the school when we proposed to the development of the work with the Web of Knowledge and that yielded results in continuity in diverse activities in the pedagogical events of the school with the attention, collaboration and participation of the school community. The aspects demonstrated in the results with the development of the work of the Web of Knowledge, impels us to continue in other possibilities of play activities. With the training carried out in the work context the importance was given to the playful work that should not be dispensed with in the education of the children, either in Infant Education or in Elementary Education. Rescuing the theory of the ludic of the initial formation of the teachers with the pedagogical practice.

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#### ABSTRACT

The work of the Webs of Knowledge was conceived by the direction of EMEF Prof. Josino Viana and a teacher educator of the Municipal Education Department of Belém (State of Pará) in order to fill the gap in teaching methodology - play learning with the objective of developing and encouraging in teaching practice new work possibilities that encourage socialization through play, games and toys exploring multiple languages, including learning mathematics, textual and artistic production. In order to make the education of students more enjoyable and creative. It is considered that play and games contribute to the cognitive and social development of children and that teachers, despite having excellent potential and committed pedagogical practice and positive results for children's learning, lacked play activities that encouraged socialization and imagination, besides stimulating the multiple languages that need the game, toys and games as action. The use of what was known as the Web of Knowledge (a toy constructed of nylon yarns that are tied in a ring in the center) enabled several activities in the form of games, games and wheel songs reproduced and reinvented by the teachers of 16 classes from 1st to 5th year of Elementary School I and 440 children aged between 6 and 12 years old and which reflected, in addition to in-service teacher training, in the students' cognitive and motor development process and mainly in the construction of values, feelings and collaborative discipline, for the inclusion of children with special needs who were also active in the pedagogic practice.

Key words: Play education, multiple languages, recreation.

#### SOMMAIRE

Le travail du Web of Knowledge a été conçu par le directeur de l'EMEF Prof. Josino Viana et formateur d'enseignants de l'éducation municipale de Bethléem (État du Para) afin de répondre à la pénurie dans les méthodes d'enseignement - apprentissage ludique afin de développer et d'encourager l'enseignement pratique de nouvelles possibilités d'emploi qui encouragent la socialisation à travers le jeu, les jeux et les jouets explorant plusieurs langues, y compris l'apprentissage des mathématiques, la production textuelle et artistique. Afin de rendre l'éducation des étudiants plus agréable et créative. Être considéré que le plaisir et les jeux contribuent au développement cognitif et social des enfants et des enseignants malgré leur grand potentiel et la pratique de l'enseignement engagé et des résultats positifs pour l'apprentissage des enfants a fait défaut à des activités récréatives qui encouragent la socialisation et de l'imagination, en plus de stimuler les multiples langues qui ont besoin du jeu, des jouets et des jeux en tant qu'action. L'utilisation de ce qui a été appelé Web of Knowledge (Toy construit avec des fils de nylon qui sont liés à un anneau au centre) a permis diverses activités sous forme de jeux, jouer et rimes reproduisaient et réinventé par 16 classes des enseignants du 1er au 5e année l'école primaire et 440 enfants âgés de 06 à 12 ans et se reflètent, ainsi que la formation des enseignants en service, le développement cognitif et moteur des étudiants et en particulier dans la construction des valeurs, des sentiments et de la discipline de collaboration, en particulier pour l'inclusion des enfants ayant des besoins spéciaux qui étaient également actifs dans la pratique pédagogique.

Mots clés: Jouer à l'éducation, plusieurs langues, loisirs.

#### RESUMEN

El trabajo de las Tejas de los Saberes fue ideado por la dirección de la EMEF Prof. Josino Viana y una profesora

formadora de la Secretaría Municipal de Educación de Belém (Estado de Pará) con el fin de suplir la carencia en la metodología de enseñanza - aprendizaje lúdico con el objetivo de desarrollar y fomentar en la práctica docente nuevas posibilidades de trabajo que incentiven la socialización a través del juego, juegos y juguetes explorando los múltiples lenguajes, incluyendo el aprendizaje de las matemáticas, la producción textual y artística. Para que la educación de los alumnos sea más placentera y creativa. Siendo considerado que los juegos y juegos contribuyen al desarrollo cognitivo y social de los niños y que los profesores a pesar de poseer excelente potencial y práctica pedagógica comprometida y de resultados positivos para el aprendizaje de los niños estaba carente de actividades lúdicas que incentivasen la socialización e imaginación, además del estímulo a los múltiples lenguajes que necesitan del juego, juguetes y juegos como acción. El uso de lo que se denominó Teja dos Saberes (juguete construido con hilos de nylon que son atados en una anilla al centro) posibilitó varias actividades en forma de juegos, juego y cantigas de rueda reproducidas y reinventadas por los profesores de 16 clases del 1º al 5º año de la Enseñanza Fundamental I y 440 niños con edad entre 06 y 12 años de edad y que reflejó, además de la formación docente en servicio, en el proceso de desarrollo cognitivo y motor de los alumnos y principalmente en la construcción de valores, sentimientos y disciplina colaborativa, con destaque para la inclusión de niños portadores de necesidades especiales que también fueron actuantes en el hacer pedagógico.

Palabra clave: Educación lúdica, múltiples lenguagens, recreación.

#### RESUMO

O trabalho das Teias dos Saberes foi idealizado pela direção da EMEF Prof. Josino Viana e por uma professora formadora da Secretaria Municipal de Educação de Belém (Estado do Pará) com vista a suprir a carência na metodologia de ensino - aprendizagem lúdica com o objetivo de desenvolver e incentivar na prática docente nova possibilidades de trabalho que incentivassem a socialização através da brincadeira, jogos e brinquedos explorando as múltiplas linguagens, incluindo a aprendizagem da Matemática, a produção textual e artística. De modo a tornar a educação dos alunos de forma mais prazerosa e criativa. Sendo considerado que as brincadeiras e jogos contribuem para o desenvolvimento cognitivo e social das crianças e que os professores apesar de possuírem excelente potencial e prática pedagógica comprometida e de resultados positivos para a aprendizagem das crianças estava carente de atividades lúdicas que incentivassem a socialização e imaginação, além do estímulo as múltiplas linguagens que necessitam do jogo, brinquedos e brincadeiras como ação. O uso do que foi denominado Teia dos Saberes (brinquedo construído com fios de nylon que são amarrados numa argola ao centro) possibilitou várias atividades em forma de jogos, brincadeira e cantigas de roda reproduzidas e reinventadas pelos professores de 16 turmas do 1º ao 5º ano do Ensino Fundamental e 440 crianças com idade entre 06 e 12 anos de idade e que refletiu, além da formação docente em serviço, no processo de desenvolvimento cognitivo e motor dos alunos e principalmente na construção de valores, sentimentos e disciplina colaborativa, com destaque para a inclusão de crianças portadoras de necessidades especiais que também foram atuantes no fazer pedagógico.

Palavras chave: Educação lúdica, múltiplas linguagens, recreação.