

107 - HUMANIZATION THROUGH GAMES AND JOBS IN SCHOOL PHYSICAL EDUCATION

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

doi:10.16887/89.a1.107

INTRODUCTION

The school is the second social group in which the child participates, in it the new experiences and discoveries arise and between these then the social values that are shared together with the family, where this partnership will contribute to the formation of this new citizen, giving limits and taught to reflect on attitudes and their consequences.

School education is a practice that contributes both to the maintenance of status and to a transformative pedagogical activity. Inserted directly in this context are the forms of teaching, understood as the teaching activity that systematizes the pedagogical applications from the simultaneous development of a logic, a pedagogy and the presentation of a scientific knowledge (DUARTE, 2015 apud COLETIVO DE AUTORES, 2009).

Physical Education is the curricular component that thematizes the corporal practices in its diverse forms of codification and social signification, understood as manifestations of the expressive possibilities of the subjects, produced by diverse social groups throughout the history (BNCC, 2018).

For Barbosa 2012, man produces culture at the same time as it is produced in it. Establishing a relationship by being a dynamic process that symbolizes the codes of a group, the school being inserted in this context and the human being has the natural capacity to create it and recreate it to solve problems and to meet their needs. Barbosa 2012 still stands out that the socio-cultural formation refers to a whole formal and informal context and that the adolescent is part of this plot, a lived historical process that influences its formation. The game has for this, albeit unconsciously, a great cultural dimension, since it is passed from generation to generation and the established rules in the composition of the game define norms and behavior patterns, therefore, will have moral and ethical effect in the social life of the one who practice.

Thus, human movement is not limited to bodily or whole body following, but it is part of the cultural and social context. It is possible to construct or rebuild a set of knowledge approached as a cultural phenomenon that makes it possible to increase their awareness about their movements and resources for the care of themselves and others, favoring their participation in a confident and authorial way in society.

Popular games and games are activities that are characterized by flexible rules that can be changed or even created new rules collectively and that provide the pleasure of playing or playing, teaching with respect to the rules. With this flexibility to agree rules collectively and if he complies with the rules established in this agreement, he makes the pupils awake to values such as respect for others, patience in knowing how to listen, obedience to rules, friendship, cordiality among other values that are of fundamental importance for coexistence in school with other students, teachers and staff, at home and in other places of social coexistence, making this student a thinking, critical and able to make their decisions based on mutual respect.

The problem that many schools face by undisciplined students, who have difficulty following rules and communicating, can be mitigated or even solved through games and games developed in Physical Education classes, where this student will learn about moral social values through rules, limits and respect, which are prerequisites for a good education and social interaction.

Over the years, the school has been undergoing significant transformations, many parents are no longer as participative in the home education of their children, assigning the school this role, transferring to teachers this function. It is essential that the school awakens in students the ability to understand and act in the world in which they live, it is necessary to give them information and training so that they can act as citizens, organizing and defending their interests and the community. They need, however, to learn to respect established rules, laws and norms (SOARES, 2012 apud FICAGNA and ORTH, 2010). Today the school does not only transmit knowledge for academic formation, but also needs to guide the student's formation as a citizen, passing on moral, social and ethical values. In this sense, Physical Education contributes significantly.

To develop actions to address the problems not only of Physical Education but of the school's collective as a whole, raising the cultural standard of students and consequently of society, teachers need to develop activities that reinforce this perspective. For the initial years of elementary education, participation in bodily activities in an autonomous way, respecting their limits and colleagues, so that, in addition, they are able to create and / or recreate different rules and / or games and games individually or collective. In this way, the contribution of games and games in class.

SCHOOL PHYSICAL EDUCATION

In the first decades of the twentieth century, Physical Education was strongly influenced by the Gymnastic Methods and Military Institution. They were Army instructors who taught physical education classes in schools, focusing on discipline and hierarchy (DUARTE, 2015 apud RCEF 2010 / Physical Education).

According to DUARTE, 2015 apud PCN'S (1997, p.19) Physical Education has undergone several changes over time, since it was included in Brazilian schools in the early twentieth century, still called gymnastics, resulting from the opinion of Rui Barbosa in 1882, the States of Bahia, Ceará, Federal District, Minas Gerais, Pernambuco and São Paulo were the first to have Physical Education in their school curricula.

Elementary education in the first years of the year, which corresponds to the first to the fifth year, serves children from six to twelve years of age. It is in this period that the formation of the child begins with literacy, a phase that encourages a new perspective for the development of the child's knowledge, where the horizons of knowledge open up.

With the concern of having classes where socio-cultural values are fundamental in the construction and development of the student as a citizen, these objectives show that Physical Education in schools is of fundamental importance for human development and the application of games and games cooperates very well to initiate an educational work in this construction of the small citizen, it brings discussions that make possible the critical thinking of the students.

The NCPs, focused on primary education from 1st to 5th year, were divided into areas according to the instrumental function of each one, allowing an integration between them. There are parameters for the Portuguese Language, Mathematics, Natural Sciences, Art, Physical Education, History and Geography, all separated in books.

Similarly, some social issues are addressed, such as ethics, health, environment, sexual orientation and cultural plurality, also separated in books. Thus, school practice should favor the development of students' abilities so that they, in addition to learning the contents, can better understand reality, participating critically in diverse social, political and cultural relations. This will lead the students to exercise their citizenship effectively, thus, Physical School Education contributes significantly to this formation.

According to the perspective of Liban (2013), teaching, in a critical perspective, is concerned with a democratization of historically accumulated knowledge for all adolescent children attending the school, appreciates the expression of these students, strives for them to communicate well, develop the gospel studies, dominate the scholarly knowledge that organizes as a collectivity.

Thus, critical education strives to ensure learning for each student in particular, without discrimination of any kind, such as differences in intellectual abilities, types of intelligence, learning styles, skeptical physical abilities, religious and cultural beliefs, ethnicity, sexuality, gender and social class (SANTOMÉ, 2013).

HUMANS VALUES

Human values, it is what each individual brings within oneself, they are behaviors, and their attitudes towards people, values are the support of all potential or social conviviality, the school has only the role of working and developing the potentialities of each person, the character of preparing for the exercise of citizenship, for the world without violence. It is observed that violence has been growing a lot in the course of time, and especially by young people. The school has to have a more focused vision, both in the preparation of the student and in the teaching of learning of the children, that they make the future different from what we are experiencing in the present day (SANTOS, 2016 apud NATIONAL CONGRESS OF EDUCATION, 2009).

We know that from the first years of life the construction of human values happens continuously and gradually, receiving influences from the family, school and friends, in this process of construction, games and games act in a positive way.

OLIVEIRA 2014 corroborates that family and school are two main references in the formation of any individual. The family being the first center of all obstacles and always the refuge in the face of the greatest difficulties, regardless of their beliefs and values, the family environment is the facilitator, the development of the child, through family dialogue, not the parents' authorities and the school works in a connection with the family inserting means of integration between them, the school enters as a transforming agent broadening the vision of the child being able to diminish the path between student and knowledge making citizens ready to face the diversities of surroundings that surrounds them.

SILVA 2015 apud La Taille (2001) explains, then we understand values as a type of investment on itself, leads the individual to think about themselves, whether put in a good or bad view, superior or inferior, right or wrong, etc. . These points are directly linked to citizenship, because it is based on the values that the individual possesses, in the interpersonal relations exchange that citizenship articulates. SILVA 2015 states that the construction of values is closely linked to what society intends to form the citizen, based on their own beliefs and principles. Therefore, the educational practice should motivate the student to interact, behave with autonomy, cooperate and respect the other. Aiming at the full development of the child's personality One of the school's current challenges is to contribute to the moral and ethical training of students. Education aims at the integral development of the human being in its ethical, social and political dimensions, preserving their dignity and guiding their actions towards society (Guzzo, 2014 apud SEVERINO, 2006).

According to the Aurélio Buarque Dictionary of the Netherlands, ETHICS is "the study of judgments of appreciation that refer to human conduct capable of qualification from the point of view of good and evil, either in relation to a certain society or absolutely."

Moral is the set of rules acquired through culture, education, tradition and everyday life, and that guide human behavior within a society. Etymologically, the term moral originates in the Latin *morales*, whose meaning is "relative to customs" which are sets of rules governing a particular group, which proceeds fairly.

For Cavalcante (2015), the affective bonds that are created within the family, in the case between parents and children, are the main objects in the valuable development along with the positive integration of the child to the most different social means, it is in the family axis that the child learns to control their emotions and behaviors, to manage and cope with their own feelings, in various situations, fitting to the school through their study tools, a definition of a complex world in the child's life, a reflection of conviviality using as the basis of all the family, promote ways to teach and specify the world in the child's life. However, Guzzo and Schroeder. 2014 emphasize that students spend much of their time in school, and that, as a result, it is of the utmost importance that even in situations where it is clear that families of young people and children are not setting limits the coexistence, these should be instituted in the school, and these limits should not be considered only as negative, they should also be understood as positive. Thus the question of limitation involves not only the family but also the school establishment.

Faced with the crisis of values that Brazilian society is facing, it is evident the need to invest in educational practices that focus on the moral formation of the subjects. Moral formation implies the appropriation of values that lead to the construction of moral judgment. (OLIVEIRA, Glycia Melo de et al, 2010).

It is not for the school to introduce moral precepts as absolute rules, but to lead the student to the world of moral action through a pedagogical / reflexive / communicative process, since norms are perceived as the minimum necessary parameter of human relations, respect for life and of human dignity (OLIVEIRA, 2010 apud Goergen, 2001). OLIVEIRA 2010 also emphasizes that, this thought reinforces the salutary role of the school for the construction of a more ethical, solidary and just society. Faced with a society marked by intolerance, we need to spread our voices in favor of the need for moral education within the school.

Faced with the reality in which we live in our schools and our society, the school had to absorb the responsibility of also contributing to the education and orientation of human values, as well as curricular content. Teachers began to make a greater contribution, also teaching part of the domestic and family education, so that the student becomes a citizen aware of his duties and rights, becoming a better person, more tolerant, more affective, more companion and cooperative in the process teaching collective learning.

GAMES AND GAMES

According to MACIEIRA et al, 2012, the origin of the game is not known, but it is found in walls of very old caves, drawings that go back to games activities, showing the ludic character used by the older people in the activity of the game. In this way, the game is characterized as an invention of man, an act in which his intentionality and curiosity result in a creative process to modify imaginary, reality and the present.

The human being presents behaviors that are independent of their cultural stage, being the game is one of these manifestations. From the unlettered epochs, we can see the existence of activities in the form of a game that fulfilled a social role

of greater relevance. It should be noted that the children also participated. In a kind of preparation for adult life, they imitated the activities of the elders (VITOR MARINHO DE OLIVEIRA, 2017).

According to the Portuguese Language Dictionary Aurélio (2018), the word "game" means exercise or pastime, however, the game is one of the structuring contents of School Physical Education within the Body Culture of Movement and not merely a diversion. The games and games should fit the developmental stage of the child, it is the most pertinent moment to stimulate each one of them. At this moment it is important that the teacher knows the theories focused on this subject, optimizing the process of teaching and learning.

For Zunino (2008 P.20), during the game, the child acts proximally, interacts with other individuals and nature, confirms common goals, confronts ideas, seeks solutions, as well as competition and cooperation between participants that has different experiences historically produced. The Game is a language that allows the transformation of actions and must be developed in a playful perspective, with the objective that the child communicate, express and act in a creative and critical way.

Popular games or games do not exist fixed rules are created over time by people, passing from generation to generation, are part of the culture, their rules are not fixed, they can be created and / or modified by the group that is always playing. As the game is a phenomenon well present in people's daily lives, it is also relevant to know it as an element of the movement culture, to clarify it in the context of school physical education with its due importance, and its appropriation as a precursor of values (SILVA, 2015). In this way, popular collective games children test and evaluate all aspects: affective, emotional, moral, social, cognitive, motor, since all of them to a greater or lesser degree are requested. Tension and uncertainty are characteristics that are present in competition games; the child must learn to deal with the frustration of defeat, with the joy of victory, to work with conflicts, to submit to the rule, to seek consensus, to cooperate, whether or not they are in a privileged situation (SILVA, 2003, 120).

As Bernardes apud Huizinga (2001, p.33); the game is an activity or voluntary occupation, exercised within certain limits of time and space, following rules freely converted, but absolutely obligatory, endowed with an end in itself, accompanied by a feeling of tension and joy and a awareness of being different from everyday life.

Popular games and children's games enable the development of imagination, the spirit of collaboration, socialization and help the child to better understand the world.

By observing the children playing, it is possible to perceive that the games help in the absorption of the moral, ethical and cultural norms necessary for the coexistence in the society in which it is part (RIBEIRO, 2017).

According to Straub (2010: 48), children's bodies are shaped to act according to behaviors considered socially appropriate, and the games are significant in this process of regulating their bodies in time, space and gestures.

From the observation of contemporaneity Silva, (2015) apud Baliulevicius and Macário (2006), he notes a loss of human values, when he begins to perceive increasing behaviors of individualism and competitiveness. In order to combat these behaviors and others such as violence and injustice, he concludes that it is in the school, through the playful, where the developed human values must be worked in an educational way.

In view of the above, it is possible to identify the plurality and richness present in games and games, since they predate culture and are important elements in the construction of civilization, since they pass between generations and also used as a way of educating morally and physically. It should be observed the age of the child to be applied the appropriate games and games, which provides a better development for her, characterizing herself as a means of socializing.

METHODOLOGY

It was a research of a qualitative nature, of the bibliographic type, which was developed from the analysis of materials, published articles and official documents such as the new Common Curricular Base (BNCC), among others, where the scielo and academic google and periodicals, in the last six years, articles and / or books that approached the theme were selected using keywords.

FINAL CONSIDERATIONS

This work deals with the human values stimulated from games and games Physical Education school and has as purpose to analyze the collaboration of the component in the education, in the teaching and learning of the child and the adolescent and rescue of these values for the exercise of citizenship. It is in the conviviality with the family that the learning begins and it is strengthened in the school life that the child learns and develops the human values (ethical, moral and partners). The students are placed in daily challenges in Physical Education classes through body culture with the diversity of games and games, where the rules are flexible and adapted to each situation presented, thus developing a posture of cordiality, understanding and acceptance by the students. students, seeking the best way of applying the game within the classroom and in the experiences in society awakening critical thinking.

It is very important to link school with the family to the formation and preparation of the children's character, the use of playfulness makes this process more fun and the contribution of Physical Education is fundamental in the influence that the one exerts on others, where they can expressing in various ways, with this function of teacher and family is the basis in the formation of children and adolescents for life that independent of all situations and difficulties, interacting in the social environment exposing their knowledge and their emotions. It is in these moments of relaxation, of the involvement that awakens the instinct of leadership, cooperation and empathy.

The Physical Education classes bring games and games a playful way, attractive to teach, and even rescue important values for socializing, discovering that "what I do not want to do with me, I should not do with the next". By combining the rules of games and games, they are naturally developing a critical sense and obeying the hierarchies that certain games require, just as social groups do.

The awakening to the theme of this work was the experience of working in elementary schools and realize the lack of basic rules of coexistence, egocentric children who often do not receive the limit of parents, and through the classroom contribute to these children perceive the different universe around them and thus respect teachers, employees and other colleagues who divide the space of the school. Work is hard, but rewarding especially when we follow the development of children and they respond in a meaningful way.

Aim for this reaffirms that it is of great importance to seek more knowledge through publications that seek to rescue values and that games and games is one of the instruments of great help in the orientation and training of these students, who will be adults who will have goals and dreams to be realized.

Bibliographic Reference

BARBOSA, Ronnisson Luís Carvalho. A Educação Física na Escola: Contextualizando o Jogo na Formação Sociocultural do Aluno e de sua Autonomia. Revista Diálogos Acadêmicos, Fortaleza, n. 1, v. 1, Jan./Jun. 2012. Disponível em <http://revista.fametro.com.br/index.php/RDA/article/viewFile/11/12>, acesso 10.09.18.

BRASIL. Secretaria da Educação Fundamental. Base Nacional Comum Curricular: Educação Física/ Secretaria de Educação Fundamental. Brasília: MEC/SEF, 2018.

CAVALCANTE, M. C. Escola e família: a união entre a educação familiar e escolar, para formação do aluno. Revista Educação no contexto do Curso de Pedagogia, São Paulo, p.2446-5038, fev. 2015. Disponível em: <<http://www.faculadecatui.com.br/wp-content/uploads/2015-Escola-e-Familia-Marisa-Claudia-Cavalcante-Santos.pdf>>. Acesso em 22 de maio de 2016.

COLEÇÃO PRIMEIROS PASSOS: O Que É Educação Física. VM de Oliveira. Editora Brasiliense, 2017.

DURTE, Lenilda Pessoa de Azevedo. O processo de avaliação a partir de intervenções do PIBIB Educação Física. Campina Grande, Paraíba. Ano: 2015.

Disponível em: <[books.google.com/https://books.google.com.br/books?hl=pt-BR&lr=&id=1GgvDwAAQBAJ&oi=fnd&pg=PT3&dq=jogo+populares++na+educacao+fisica+escolar](https://books.google.com.br/books?hl=pt-BR&lr=&id=1GgvDwAAQBAJ&oi=fnd&pg=PT3&dq=jogo+populares++na+educacao+fisica+escolar)> acesso em 28.02.18

LIBÁNEO, J. C. Didática. 2ª ed. São Paulo: Cortez, 2013.

LIVRO DIDÁTICO PÚBLICO: educação física / Jeimison de Araújo Macieira, Fernando José de Paula Cunha, Lauro Pires Xavier Neto, organizadores – João Pessoa: Editora Universitária da UFPB, 2012.

SANTOMÉ, J. T. Currículo escolar e justiça social: O cavalo de troia da educação. Porto Alegre: Penso, 2013.

RIBEIRO, Jamile Cristina. A importância de resgatar as brincadeiras tradicionais no cotidiano escolar das crianças. *Mato Grosso, M T*. Ano: 2017 disponível em: <<http://sinop.unemat.br/projetos/revista/index.php/eventos/article/viewFile/2990/2135>> acesso, 08/2018.

SANTOS, Marciel de Sousa dos. Educação física como meio para o desenvolvimento físico-motor e social das crianças na escola. Ariquemes / RO 2016

GUZZO, Sissi Elisabeth Lamel; SCHROEDER, Tânia Maria Rechia: Os Valores e a Ética no Ambiente Escolar e suas Relações com a Violência. Paraná/PR 2014 Disponível em: <http://www.diaadiaeducacao.pr.gov.br/portals/cadernospede/pdebusca/producoes_pde/2014/2014_unioeste_ped_artigo_sissi_elisabeth_lamel_guzzo.pdf> acesso 23/09/18

Ética e Moral: Aurélio Buarque de Holanda. 2018 Disponível em <<https://dicionarioaurelio.com/>> acesso 25/09/18

SILVA, Pauliane Gomes da: Valores humanos estimulados a partir de jogos lúdicos dentro dos esportes coletivos na educação física escolar. Natal, 2015. Disponível em: <https://monografias.ufm.br/jspui/bitstream/123456789/1664/1/Valoreshumanosestimulados_2015> acesso: 27/09/18.

SOARES et al.: A Formação Do Cidadão No Ambiente Escolar: Da Conscientização À Intervenção Na Própria Realidade, Campus São Gabriel 2012. Disponível: <<https://periodicos.ufsm.br/remoa/article/download/6193/3693>> acesso 27/09/18

OLIVEIRA, Glycia Melo de; CAMINHA, Iraquitan de Oliveira; FREITAS, Clara Maria Silvestre Monteiro de. Relações de convivência e princípios de justiça: a educação moral na escola. Revista Semestral da Associação Brasileira de Psicologia Escolar e Educacional, SP. Volume 14, Número 2, Julho/Dezembro de 2010: 261-270. Disponível em: <<http://www.scielo.br/pdf/pee/v14n2/a08v14n2>> acesso: 16/10/2018

OLIVEIRA, Mayara Salina de. A família no processo de aprendizagem sucesso escolar - Faculdade de Ciências Sociais e Agrárias de Itapeva. São Paulo, 2014. Disponível em: <http://fait.revista.inf.br/imagens_arquivos/arquivos_destaque/tXomEnSt26dK0hd_2015-2-5-14-21-32.pdf>. Acesso em 16/10/2018.

HUMANIZATION THROUGH GAMES AND JOBS IN SCHOOL PHYSICAL EDUCATION

This research aimed to analyze publications in the last six years emphasizing the recovery of moral and cultural values through games and games in school Physical Education classes, in the initial years of elementary education and how they contribute to the formation of students in their citizenship, and to discuss how within the Corporal Culture the practice of playful activities such as games and games facilitates learning, and also rescues moral and cultural values that are transmitted between the generations. It was a qualitative research, of the bibliographic type, which developed the from articles, published articles and official documents, where the search was done by the scielo and google academic database and journals, articles and / or books were selected that approach the theme, using keywords. The school is the second social group in that the child participates, in it new experiences and discoveries arise and among these then the values social relations that are shared with the family, where this partnership will contribute to the formation of this new citizen, giving limits and being taught to reflect on the attitudes and their consequences. It is essential that the school awakens in students the capacity to understand and act in the world in which they live, it is necessary to give them information and training so that they can act as citizens, organizing and defending their interests and the collectivity. However, they need to learn to respect established rules, laws and norms (SOARES, 2012 apud FICAGNA and ORTH, 2010). Over the years, the school has undergone significant transformations, many parents are no longer as participative in the domestic education of their children. children and are not as participatory in school life, assigning the school this role, transferring to teachers this function. Today the school does not only transmit knowledge for academic formation, but also needs to guide the student's formation as a citizen, passing on moral, social and ethical values. In this sense, Physical Education contributes significantly. Physical Education is the curricular component that the maticises the corporal practices in its diverse forms of codification and social signification, understood as manifestations of the expressive possibilities of the subjects, produced by diverse social groups in the course of the history (BNCC, 2018). Popular games and games are activities that are characterized by flexible rules that can be changed or even created new rules collectively and that provide the pleasure of playing or playing, teaching with respect to rules.

Key words: School Physical Education, Human Values, Games and Jokes.

HUMANISATION À TRAVERS DES JEUX ET DES EMPLOIS DANS L'ÉDUCATION PHYSIQUE À L'ÉCOLE

Cette recherche avait pour objectif d'analyser les publications des six dernières années mettant l'accent sur la récupération des valeurs morales et culturelles par le biais de jeux et de jeux dans les classes d'éducation physique à l'école, dans les premières années de l'enseignement élémentaire et de leur contribution à la formation des élèves à la citoyenneté, et discuter de la manière dont, au sein de la culture corporelle, la pratique d'activités ludiques, telles que les jeux, facilite l'apprentissage et sauve les valeurs morales et culturelles transmises de génération en génération, c'est une recherche qualitative, de type bibliographique, qui a développé la parmi des articles, des articles publiés et des documents officiels, où la recherche a été effectuée par la base de données académique scielo et google et des revues, des articles et / ou des livres ont été sélectionnés qui abordent le thème en utilisant des mots-clés. L'école est le deuxième groupe social de que l'enfant participe, de nouvelles expériences et découvertes apparaissent et parmi celles-ci, les valeurs des relations sociales partagées avec la

famille, où ce partenariat contribuera à la formation de ce nouveau citoyen, en donnant des limites et en apprenant à réfléchir aux attitudes et à leurs conséquences. Il est essentiel que l'école éveille chez les élèves la capacité de comprendre et d'agir dans le monde dans lesquels ils vivent, il est nécessaire de leur donner des informations et une formation afin qu'ils puissent agir en tant que citoyens, organisant et défendant leurs intérêts et la collectivité. Cependant, ils doivent apprendre à respecter les règles, les lois et les normes établies (SOARES, 2012 apud FICAGNA et ORTH, 2010). Au fil des ans, l'école a subi des transformations majeures et de nombreux parents ne participent plus aussi activement à l'éducation domestique de leurs enfants. enfants et ne sont pas aussi participatifs dans la vie scolaire, assignant ce rôle à l'école, transférant cette fonction aux enseignants. Aujourd'hui, l'école ne transmet pas seulement des connaissances pour la formation académique, elle doit également guider la formation de l'étudiant en tant que citoyen, en transmettant des valeurs morales, sociales et éthiques. En ce sens, l'éducation physique apporte une contribution importante. L'éducation physique est la composante du programme qui thématise les pratiques corporelles sous ses diverses formes de codification et de signification sociale, entendues comme des manifestations des possibilités expressives des sujets, produites par divers groupes sociaux au cours de l'année. histoire (BNCC, 2018). Les jeux populaires sont des activités caractérisées par des règles flexibles qui peuvent être modifiées ou même créées collectivement et qui offrent le plaisir de jouer ou de jouer, d'enseigner dans le respect des règles.

Mots-clés: éducation physique à l'école, valeurs humaines, jeux et blagues.

HUMANIZACIÓN A TRAVÉS DE LOS JUEGOS Y BRINCADERAS EN LA EDUCACIÓN FÍSICA ESCOLAR

Este trabajo de investigación objetivó analizar publicaciones en los últimos seis años enfatizando el rescate de los valores morales y culturales a través de los juegos y bromas en las clases de Educación Física escolar, en los años iniciales de la enseñanza fundamental y cómo contribuyen a la formación del alumno en su ciudadanía, y en el marco de la cultura corporal, la práctica de actividades lúdicas del tipo juegos y juegos facilita el aprendizaje, y también rescata valores morales y culturales que se transmiten entre las generaciones. Fue una investigación de naturaleza cualitativa, del tipo bibliográfica, la cual se desarrolló de los artículos publicados y documentos oficiales, donde se realizaron búsquedas por la base de datos scielo y google académico y periódicos, se seleccionaron artículos y / o libros que abordan el tema, utilizando palabras clave. La escuela es el segundo grupo social en que el niño participa, en ella las nuevas experiencias y descubrimientos surgen y entre esas entonces los valores sociales que se comparten junto con la familia, donde esa asociación contribuirá a la formación de ese nuevo ciudadano, dando límites y enseñando a reflexionar sobre las actitudes y sus consecuencias. Es esencial que la escuela despierte en los alumnos la capacidad de comprender y actuar en el mundo en que viven, es preciso darles información y formación para que puedan actuar como ciudadanos, organizándose y defendiendo sus intereses y la colectividad. En el transcurso de los años, la escuela viene pasando por transformaciones significativas, muchos padres ya no son tan participativos en la educación doméstica de sus hijos, hijos y tampoco son tan participativos en la vida escolar, asignando a la escuela ese papel, transfiriendo a los profesores esa función. Hoy la escuela no transmite apenas conocimiento para la formación académica, pero también necesita orientar en la formación del alumno como ciudadano, pasando valores morales, sociales y éticos. En este sentido, la Educación Física contribuye de forma significativa. La Educación Física es el componente curricular que tematiza las prácticas corporales en sus diversas formas de codificación y significación social, entendidas como manifestaciones de las posibilidades expresivas de los sujetos, producidas por diversos grupos sociales en el transcurso de la acción historia (BNCC, 2018). Los juegos y juegos populares son actividades que se caracterizan por reglas flexibles, que pueden ser alteradas o incluso creadas nuevas reglas colectivamente y que proporcionan el placer de jugar o jugar, enseñando con ello respetar las reglas.

Palabras clave: Educación Física Escolar, Valores humanos, Juegos y juegos.

HUMANIZAÇÃO ATRAVÉS DOS JOGOS E BRINCADEIRAS NA EDUCAÇÃO FÍSICA ESCOLAR

Este trabalho de pesquisa objetivou analisar publicações nos últimos seis anos enfatizando o resgate dos valores morais e culturais através dos jogos e brincadeiras nas aulas de Educação Física escolar, nos anos iniciais do ensino fundamental e como contribuem para a formação do aluno em sua cidadania, e discutir como dentro da Cultura Corporal a prática de atividades lúdicas do tipo jogos e brincadeiras facilita a aprendizagem, e também resgata valores morais e culturais que são transmitidos entre as gerações. Foi uma pesquisa de natureza qualitativa, do tipo bibliográfica, a qual se desenvolveu a partir de matérias, artigos publicados e documentos oficiais, onde foram feitas buscas pela base de dados scielo e google acadêmico e periódicos, foram selecionados artigos e/ou livros que abordam o tema, utilizando palavras-chave. A escola é o segundo grupo social em que a criança participa, nela as novas experiências e descobertas surgem e entre essas então os valores sociais que são compartilhados juntamente com a família, onde essa parceria irá contribuir para a formação desse novo cidadão, dando limites e ensinado a refletir sobre as atitudes e suas consequências. É essencial que a escola desperte nos alunos a capacidade de compreenderem e atuarem no mundo em que vivem, é preciso dar-lhes informações e formação para que possam atuar como cidadãos, organizando-se e defendendo seus interesses e da coletividade. Precisam, porém, aprender a respeitar regras, leis e normas estabelecidas (SOARES, 2012 apud FICAGNA e ORTH, 2010). Ao longo dos anos, a escola vem passando por transformações significativas, muitos pais já não são tão participativos na educação doméstica dos seus filhos e também não são tão participativos na vida escolar, atribuindo à escola esse papel, transferindo aos professores essa função. Hoje a escola não transmite apenas conhecimento para a formação acadêmica, mas também precisa orientar na formação do aluno enquanto cidadão, passando valores morais, sociais e éticos. Nesse sentido, a Educação Física contribui de forma significativa. A Educação Física é o componente curricular que tematiza as práticas corporais em suas diversas formas de codificação e significação social, entendidas como manifestações das possibilidades expressivas dos sujeitos, produzidas por diversos grupos sociais no decorrer da história (BNCC, 2018). Brincadeiras e jogos populares são atividades que se caracterizam por regras flexíveis, que podem ser alteradas ou até mesmo criadas novas regras coletivamente e que proporcionam o prazer de brincar ou jogar, ensinando com isso respeitos às regras.

Palavras-chave: Educação Física Escolar, Valores humanos, Jogos e Brincadeiras.