

10 - SOCIAL GAMES

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Introduction

Among the activities to be performed by the Physical Education are appointed games, easy to understand actions, which have different functions: both can serve for the movement of the body in order to give greater flexibility to those who are participating, how much, and is That's what matters in this study, may help the individual to interrelate with his neighbor, allowing you thus socialization in these actions. Pass the idea, so that, together, people act much more and better. The coexistence of bonds are strengthened; Finally, live in harmony, you learn to deal with others and with himself.

Games, an activity of Physical Education, have the children, especially, its main target, since still with his personality in development, and this kind of action will greatly help them in becoming more worthy people and more respectful and respected; because they will be learning to live with their peers, to know that they live not isolated, that everyone, including them, need each other to live well; after all, they are part of a group, or live in society, and should be aware of.

In this sense, it is intended in this paper to present at first, different concepts of what is defined as a game, to then point out some of these games and how to develop them.

Games concept

The game is a spontaneous and selfless activity, assuming a freely chosen rule that must be observed, or deliberately set obstacle that must be overcome. The game has the essential function teach the child the moral success pleasure, enriching her personality, gives you a certain sufficiency, not only in his own eyes, as well as those of others. The game appears, in effect, as an enterprise in which the child concentrates all the forces with one goal: to establish his personality for success. This success which gives a "right sufficiency" the person can not be achieved by the child at work, as is the adult, since this is a difficult task and often inaccessible, too far, requiring an excess of patience and knowledge that the child there is not.

The game aims to ensure the child's functional development and aid in their interaction with the environment and community.

The practice game provides children with opportunities to many spontaneous play, free for her to enjoy the joy of playing together, promoting their socialization.

By analyzing the evolution of the game in the child, we find that the game initially egocentric and spontaneous, it becomes increasingly socializing.

The 7 year old can only follow simple rules, it often breaks the rules of the game, but do not do it intentionally, but because he can not even remember all the rules. At this stage, the child does not give much value to the competition, it has an idea not much defined what it is winning or losing. Usually I do not play to win or beat others, but for the sheer pleasure of the activity.

Professional Physical Education should seek not to arouse the feeling of fierce competition, taking advantage of this natural disposition of the child to play for the sheer joy of playing. In addition, you should select simple games with few rules, to be performed by children who are in this stage of development.

Social interaction must be encouraged, giving emphasis on language activities.

From 8 to 12 years, the games become more and more collective and less individual, since the child already has notion of what cooperation and group effort and requires rules established to regulate the game. She observes and controls the other group members to occur are properly following the rules.

Violation of rules generates much discussion. At this stage, there is a strong sense of competition. The fact lose becomes almost intolerable for some children, resulting in weeping scenes and even aggression.

The physical education teacher should seek to awaken the spirit of cooperation and working together towards common goals. The child needs help to learn how to win without ridicule an attitude of understanding and acceptance; and when the climate of the classroom is cooperation and mutual respect, the child feels safe emotionally and tends to more readily accept the fact of winning or losing as normal, due to the game itself.

The role of the teacher is crucial to prepare the child for healthy competition, in which prevails the respect and regard for the opponent.

The spirit of competition should have the tonic the desire of the player to overcome himself, striving to improve, more and more, your skills and abilities.

The game situation should be a triggering stimulus of personal effort with a view to self-improvement.

Types of games

Among a variety of games that have the primary function of promoting the social integration of the child, ie, to facilitate interaction among their peers, and thus allow a better understanding of self and other, we highlight the following:

Pass the arc by the body**Thus one proceeds:**

Two columns are divided into groups with the same amount of each student. Students should be allowed to choose their groups. The speakers should be formed behind a line marked previously.

At the signal, the first of each column will run out and pick the arc, putting on the opposite side of the columns, running through it by the body and leaving it in the same place, returning then to touch the hand of the second student of your spine which, in turn, will repeat the task, and so on, until the last column of each student.

The winner will be the group to complete the first race.

Skip the rope

Divide the class into two teams, placed in columns, three meters away from a rope. Two students will, of free choice, hit the rope.

The sign of the teacher, the first two students from each team should run towards the rope, pass through it without touching it with the body, then to a certain point and return to the end of the column, behind the scouts. Others will repeat the action.

When they reached the front again, the first two students will start the game, now taking two jumps and then leave the string, and so on, until they complete five jumps.

Win the team that makes all members to pass the rope, running all phases (jumps) before the other.

Close the door

Students hold hands, form a circle, but one that will be out.

At the signal, the student who missed out will run around the circle and touch the back of a colleague. This, when you feel the touch, leave your place, getting an "open door", and go running in the opposite direction to the first. Both run in order to come first for the vacant post, to close the door.

It is important to provide opportunities for everyone to experience the activity.

Puzzle cinnamon

Playing jigsaw cinnamon, can be taught the move clockwise.

Form a circle with all students. The teacher is at the center with a long rope in his hands, turning it clockwise with speed equal to moving clockwise; then counter-clockwise. To the extent that the rope passing under the feet of the students, they should jump. The student who is touched enter the circle, instead of the teacher, and so on.

Ball on target

A box, basket or basketball hoop. Students separated into two groups with a certain number of balls.

At the signal, one student from each group will try to hit the target.

The teacher will mark the agreed balls of each group. In the end, the points are added up, and the winner will be the group with the highest number of hits.

Cockfight

Two students should be squatting, one facing the other in a limited space on the floor.

The sign of the teacher, with their bare hands, each student will try to push the other out of the established limit, trying to unbalance him.

The fruit basket

Education: The teacher takes the student to the courtyard and places them in a circle, sitting. Each chooses a fruit that want to represent. In the circle center, the teacher places a student standing. Development: The teacher gives a signal to start, and the student center asks loudly: - stopped by an orchard leading the basket, banana and orange. Students who have the names of these fruits quickly exchange of place with each other. At this point the student center tries to occupy one of the vacant posts. If the student center manage to catch the seat vacant, the owner of the place starts to direct the play. Instead of speaking the name of two fruits, you can say: - The basket turned! In this case, all the students change places

Race ventarola

Education: The teacher leads students into the courtyard and divides them into four teams, which should be in line behind a line drawn on the floor by the teacher, which will be the starting point. The five meters, defines another line, which will be the turning point. Professor delivery to the first student from each team a ventarola and a full balloon.

Development: a teacher signal, the first student from each team puts the balloon on the ground and tries empurá it just fanning him with ventarola (without touching it with your hands) until it reaches the return line, and there again, moving to the second player who will do the same. And the fun continues until all of the staff have participated, being deemed the winner that finishes first.

Lunch joke

Education: runs on Students, hand in hand. The teacher guides students and also participates in the play.

Development: The teacher gives a signal and says: Attention, begin? Embrace of two (at that time students loosen up their hands and seek to embrace in two groups). The signal a new teacher, students apart groups and are given hands forming the wheel again. The teacher says, embrace four! and students begin to embrace forming groups of four. A hug! Students are in the same place and embrace themselves. Hug of three! - Hug everyone! and thus continues to play.

Conclusion

The activities of social function within the physical education, play an important a child's motor development role. But beyond that, it exerts socialized paper. In this way, it creates socially active subject, capable of establishing harmonious relations between its conviveres because if there is no respect for the rules, and a person with others, how can you live in society?

For a child, it is essential to learn the grammar rules so that it can participate in society also makes up creating personal skills and consolidate the body image so that it can be integrated into a group. To this end, the need for physical education classes and activities of social function.

Reference

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SOCIAL GAMES**ABSTRACT**

Among the activities to be performed by the Physical Education are appointed games, easy to understand actions, which have different functions: both can serve for the movement of the body in order to give greater flexibility to those who are participating, how much, and is That's what matters in this study, may help the individual to interrelate with his neighbor, allowing you thus socialization in these actions. The game is a spontaneous and selfless activity, assuming a freely chosen rule that must be observed, or deliberately set obstacle that must be overcome. For a child, it is essential to learn the grammar rules so that it can participate in society also makes up creating personal skills and consolidate the body image so that it can be integrated into a group. To this end, the need for physical education classes and activities of social function.

KEYWORDS: Physical Education, Social Game, Socialization.

JEUX DE SOCIÉTÉ**RÉSUMÉ**

Parmi les activités qui seront réalisées par l'Education physique sont nommés jeux, facile à comprendre des actions, qui ont des fonctions différentes: les deux peuvent servir pour le mouvement du corps, afin de donner plus de souplesse à ceux qui participent, combien, et est Voilà ce qui compte dans cette étude, peut aider l'individu à mettre en relation avec son voisin, vous permettant ainsi de socialisation dans ces actions. Le jeu est une activité spontanée et désintéressée, en supposant une règle librement choisi qui doit être respecté, ou délibérément obstacle qui doit être surmonté. Pour un enfant, il est essentiel d'apprendre les règles de grammaire afin qu'il puisse participer à la société rend également jusqu'à la création des compétences personnelles et de consolider l'image du corps de sorte qu'il peut être intégré dans un groupe. À cette fin, la nécessité pour les classes et les activités de la fonction sociale éducation physique.

MOTS-CLÉS: éducation physique, jeu social, la socialisation.

JUEGOS SOCIALES**RESUMEN**

Entre las actividades a realizar por la Educación Física son nombrados juegos, fácil de entender las acciones, que tienen funciones diferentes: ambos pueden servir para el movimiento del cuerpo con el fin de dar una mayor flexibilidad para los que están participando, cuánto, y es Eso es lo que importa en este estudio, puede ayudar a la persona a interrelacionarse con su prójimo, lo que le permite de este modo la socialización en estas acciones. El juego es una actividad espontánea y desinteresada, asumiendo una regla libremente elegido que debe ser observada, o deliberadamente obstáculo que hay que superar. Para un niño, es esencial para aprender las reglas gramaticales para que pueda participar en la sociedad también constituye la creación de habilidades personales y consolidar la imagen del cuerpo de manera que pueda ser integrado en un grupo. Con este fin, la necesidad de clases y actividades de función social de educación física.

PALABRAS CLAVE: Educación Física, juego social, socialización.

JOGOS SOCIAIS**RESUMO**

Dentre as atividades que devem ser exercidas pela Educação Física, são apontados os jogos, ações de fácil entendimento, que têm funções variadas: tanto podem servir para a movimentação do corpo, a fim de dar maior agilidade a quem está participando, quanto, e é isso o que neste estudo interessa, podem auxiliar o indivíduo a se inter-relacionar com o seu próximo, permitindo-lhe, assim, uma socialização nessas ações. O jogo é uma atividade espontânea e desinteressada, admitindo uma regra livremente escolhida, que deve ser observada, ou um obstáculo deliberadamente estabelecido, que deve ser superado. Para uma criança, é indispensável aprender as regras gramaticais para que ela possa participar da sociedade, faz-se também criar aptidões pessoais e consolidar a imagem do corpo para que ela possa se integrar num grupo. Para tal, há a necessidade das aulas de Educação Física e as atividades de função social.

PALAVRAS-CHAVE: Educação Física, Jogo Social, Socialização.