

131 - PLAYING SOMETHING SERIOUS: TRADITIONAL GAMES IN THE CONTEXT OF SCHOOL PHYSICAL EDUCATION CLASSES

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doi:10.16887/86.a1.131

Initial considerations

Want to play with it? This is the question that expresses the age of jokes, childhood. In the world playground, ludicidade is the guiding element to which children are expressing and know the world his lap. Joking it experiences, explores and 25-55 new situations, ludicamente interacting with the real world. And the school is one of the locations where happens great part of the discoveries and socialization. Want to play with it? This is the questionnaire that purposes the acts of jokes, childhood. In the world playground, ludicidade is the guiding element to which children are expressing and know the world his lap. It joking, supervision explores and 25 - 55 new situations, ludicamente interacting with the real world. And the school is one of the locations where happens great part of the discoveries and socialization.

I think that we all need to reflect on what we are doing the environment which should be a synonym of happiness. The house of joy, the place where the learners and the ensinantes matrons and if deliciavam with ensinagem processes. The place of the feast gave rise to the "seriousness."

The jokes, the music, the chants of the wheel, the dances, the tales and the gleaning, that make the harmony of the universe playground with the real world, so joyful and spell, are usually little used as a pedagogical instrument, making the classroom a place cold and distant from reality playground. Preventing the contents are articulated in a more dynamic, participatory and linear for the student. The toys represent an intrinsic relationship between the child and the elements of its culture.

The ludic culture of traditional jokes, comes if losing within social context, where the social scenario of violence, television, the lack of urban spaces, electronic games, and the lack of time family make the repertoire of children's play suffer transformations Kishimoto, (2005, p.17) highlights that: "every social context builds an image of the game as the values and way of life, which is expressed by means of the language".

As regards the traditional games, allows access to memory the ludic culture in which the subject is inserted, and "This gives us a sense of continuity, permanence and belonging, immersing us in the history and helped here to our ancestors and its culture" Fortuna (2003, p 399)

A bit of history:

The ludic in society the game comes in the 16th century, and its first studies emerged in Greece and Rome, according to Almeida (1995) the meaning of the word ludus which comes from the Latin, is playing. Being included the actions of those who play, of those who speculate and who have fun. Some authors relate the playful aspect to the game and go back to intensify it in education. The ludic if inserts as educational function to the classrooms to individuals the possibilities of motor experiences, affective and cognitive.

Gradually, in society, the comprehension of the game has come to be understood as a unique and exclusive of children, turning to a reductionist view of playing for only children. The significance of the game, toy and joke varies according to the meaning that I took the logo of the times.

Toys and games at different times

The plays traditional suffer amendment since its nomenclature, which varies from region to region, or from town to town, district by district and even from school to school. In their development, these are adapted to the customs, habits, expressions and communication of each place where is performed; in the variety of locations and/or spaces for implementation; in the use of diverse material and the number of participants, lastly, according to the need of those who speculate, Kishimoto(2005).

Second Couto (2008 apud Friedmann 1998 p. 26): "There was transformations of playing in the course of the twentieth century. (...) the lack of security and consequently reaching ludic spaces(...); the temporal space becomes reduced in the school institution; the prank, placed on its side, shall be replaced by other activities deemed more "productive". (Friedman 1998 apud Couto 2008, 1998 p.26).

Games such as the bar-butter, hard or soft wheat, hide-and-seek, hand mule, Saddle, tug-of-war, Amarelinha, poisoned gude, Captain (seven-marias), among many other considered traditional are no longer present in schoolyards and when used does not contemplate the ludic culture playground in a free and spontaneous Kishimoto(2005).

Physical education and recreational activities

A large part of the books that relate the playful activities portray that every child has a need to play, more will be that the school has made use of these activities in their spaces? In this sense, "Recognize the playful is to recognize the specificity of childhood: (...) is open doors and windows and let the tilt vital to penetrate in school, peen dust, erase the written rules on the blackboard and wake up the children in this lethargic sleep (Marcelino 2009, p. 41-42).

The playful activities in Physical Education classes must happen in a free, spontaneous, dynamic and contextualized for advising the development of potential as reasoning, creativity and autonomy. But, clash with lack of understanding about the real meaning of playful activities for the formation of the pupil; lack of interest and preparation on the part of the educator to correlate the content of classroom with playful activities and in conceptions on the reductionist games and activities.

The physical education at school should make good use of such knowledge of the repertoire of student body, seeking to perfect them and enlarge them. In this context, the playful activities used in this study, follow the thought of Rangel-Betti(2001), when it portrays the game within categories playful, called: Games Played; processed and created.

Methodology of Data Collection

This study if configures an action research, following the roadmap: observation, exploitation, analyze and interpretation of facts and finally, act implementing actions in this environment searched. Second Thiollent (1985) action research relates to a practical objective to better pose the problem raised that will help the agent (or actor) in its activity to the lifting of solutions.

The Sample population comprised students 24 1st year students of elementary school, aged 6 to 7 years of age and parents/ responsible from a private school of the city of Muritiba, Bahia. In addition to the observation, a questionnaire was conducted structured forms for parents about the traditional games that comprised the his childhood, describing the development and how they were implemented.

Results and Discussion

Participated in this study 24 1st year students of elementary school, aged 6 to 7 years old and their parents/guardians of a private school in the city of Muritiba, Bahia. The inclusion criterion of games and activities were the materials used and the age of the students to perform the activities. After the selection of the activities, the intervention was performed where students could learn, create and transform the traditional games and play. The selected activities were chicotinho queimado; barra-manteiga e roda cantada, duro ou mole, cabo-de-guerra, amarelinha, bolinha de gude, bafo de onça, corda, elástico, pega-pega, morto-vivo, bambolê, capitão (sete-marias), pega-varetas, "pula carniça".

During the period of this study, the school physical education classes were directed to the study objectives, following the thinking of Rangel-Betti (2001) organizing the traditional games in: Games Played, processed and created adapted facing reality found in the lessons.

The games played by taking ownership of the thought of Rangel-Betti(2001), are games when run follow the guidelines of the original implementation, as rules, attitudes and actions. Is this kind of game a good reason for the application of traditional jokes, by preserving the cultural traditions, provided that the student to understand why the plays.

On the wheel of conversation was presented a definition of the games held, traditional games, why receive this name. Were informed also, that would happen within the original rules of the joke and that everyone should, at the end, to give their opinion on what they found the activities. Thus, was performed another round jokes as: "pula indirectly said"; "anelzinho" and "Handle rods".

The fact of knowing that the plays performed are traditional calls much motivation children and enabled the discussion of rules, the way in which they were implemented and the materials needed for that could happen. Rangel-Betti(2001) furtherresearch this type of game as a possibilities of perpetuating the originality of old, his jokes playing knowing why addition and discusses these possibilities as important content and that can be worked by Professor of Physical Education at school.

The traditional games have, while manifestations of popular culture, a cultural baggage related to respect, coexistence, and bodily experiences as the function of perpetuating the culture playground and develop social coexistence. Even second Rangel-Betti(2001), some authors as Freire(1989) and Galvão(1997), believe in the potential of this type of game, by allowing the student, develop their creativity, concentration, cognition and solve problems.

The Games is characteristic by be processed the interaction of the student in the implementation and development of this type of game. "Barra- manteiga" e "Pega- varetas", form the jokes that students have built the variations with pre-established rules by the group. For many children, school is the only space to play, what makes the Physical Education classes a desired location by all and whose responsibility pedagogy with the ludic culture of this student, quite significant. This category include playful, following the thought of Rangel-Betti(2001) is characteristic by there the interaction between students in the implementation and development of this type of game.

The collective construction of the transformation of the game, performed by students, transcends by thought of Fantin(2002) that situates the traditional games such as reproduction of action of ludic culture, behaviors and experiences, built from the middle of each student. Then it was possible to check by means of rules created by them, the playful characteristics of generation possibilities of which they are part, which is indispensable for that, professor at the moment, realize the needs and interests to make the lessons of education more attractive and more contextualized with the needs of the students. As also valorise the ludic culture of this generation in line with the playful culture of older generations.

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The last category was applied the ludic presented by Rangel-Betti(2001), the games created, which are games that involve the creation of new games, with situations that favor the potentialities of the students. The students had the chance to create new games from the references of previous activities. In this way, arose and games from the games of "pepa-pega, pula carniça, duro ou mole e cabo de guerra".

In this perspective, the physical education at school should give the focus to the need of the student, to its interest, allowing access to knowledge and experiences motor needed for its development. These classes can become much more attractive and significant, when you draw one link of learning, school-toddlers-school, which integrates and interconnects contents related to the culture of their peers.

In this sense will produce advances engines, social, cognitive and affective. And with a view to the resignification of ludic memory, can recognize the value of these activities in the school and in the Physical Education classes. Agreeing with (Freire, 2003, apud Santos, 2009, p. 211): "[...] It is an unfortunate fact that these traditional games have not been incorporated into the teaching content of Physical Education classes. Therefore, learn to work with such plays could ensure a good development of motor abilities without imposing the children a body language that is foreign to them".

Final considerations

The play is seen, many times in the school, as an instrument only to pass the time or relax and integrate the students. Little being recognized, or bad used, as an instrument of mediation of ludic culture for the construction of the development process and cultural development.

The plays traditional render the physical education classes, closer to the reality of the students, being possible to the fusion of the elements of the culture of the students with the ludic culture adult of parents, escalated from generation to generation suffering the modifications of his season.

The school physical education classes in the school context, need to advance implementation of content classrooms with pleasurable activities, extracting the curriculum lagged of loose activities and distant from the universe of worship of the students, to the approach of new experiences, real, contextualized and next to the needs of the child.

In these classes, is the time for which the student can exchange their experiences, expose their luggage cultural brought from their parents, family, social environment for the classroom, making the classes a multicultural location in which all experience the playful activities, serving as a facilitator of learning for all the other areas of education.

The jokes and traditional games, allow the students to know the game via its path through the world, know where he came from, as was performed by other crops that raged in particular season that by orality and modernity lost along the way society.

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ABSTRACT

Despite the great technological development and the processes of globalization that permeates the modern society, childhood has also been transformed through the social advances and various demands as: violence, the lack of free spaces, excess electronic toys between other. As regards the school and childhood, the traditional games are not present in schoolyards and the school there is much do not seek to enhance the traditional ludic culture. In this way, the objective is to investigate, through ludic memory, the traditional games of authors social (parents and students) and its importance as a pedagogical instrument during physical education classes. In this context, comes the questioning: as the traditional games can contribute to the promotion of cultural memory in the context of Physical Education classes? or both, we seek to discuss the importance of the traditional games and play as valorization of cultural memory and check the incorporation of traditional games and play during physical education classes. This study if configures an action research where it was possible: to observe, analyze, interpret and act implementing actions in the environment searched. Using as a basis the bibliographical authors as Fantin(2000); Rangel-Betti(2001); Catunda (2005) Moyles(2006), Bacelar de (2012) among others as theoretical support. In addition to the interview and intervention, using as sample population students from the 1st year of Basic Education, between 6 to 7 years old and their parents/ responsible. The traditional games and activities are part of the cultural patrimony playground through games, toys, songs and stories transmitted from generation to generation. And lose their characteristics in function: the lack of adequate and safe spaces for contact with groups of children of their community; by technological variety of toys that hinder the classroom interaction with the other to share discoveries, victories and defeats in addition to the lack of time and contact family to share attitudes, GESTURES, EXPERIENCES AND EMOTIONS OF THE PLAYS THAT HAVE MARKED THE LUDIC CHILDHOOD FAMILY.

KEYWORD: Traditional joke. The ludic culture; Physical Education

JOUER QUELQUE CHOSE DE GRAVE : DES JEUX TRADITIONNELS DANS LE CADRE DE CLASSES D'ÉDUCATION PHYSIQUE À L'ÉCOLE

RÉSUMÉ

Malgré le grand développement technologique et le processus de mondialisation qui imprègne la société moderne, l'enfance a également été transformée grâce à l'évolution sociale et diverses exigences comme : la violence, l'absence d'espaces libres, excès de jouets électroniques entre autres. En ce qui concerne l'école et l'enfance, les jeux traditionnels ne sont pas présentes dans les cours d'école et l'école, il y a beaucoup de ne pas chercher à améliorer la traditionnelle culture ludique. De cette façon, l'objectif est d'étudier au moyen de mémoire ludique, les jeux traditionnels des auteurs social (parents et élèves) et son importance comme instrument pédagogique au cours des classes d'éducation physique. Dans ce contexte, vient l'interrogatoire : comme les jeux traditionnels peuvent contribuer à la promotion de la mémoire culturelle dans le contexte des classes d'éducation physique? Pour les deux, nous cherchons à discuter de l'importance des jeux traditionnels et jouer comme valorisation de la mémoire culturelle et vérifier l'incorporation de ces jeux et y jouer pendant les cours d'éducation physique. Cette étude si configure une recherche-action où il était possible : observer, analyser, interpréter et loi de mise en oeuvre des actions dans le domaine de l'environnement recherché. En utilisant comme base les auteurs bibliographiques comme Fantin(2000); Rangel-Betti(2001); Catunda (2005) Moyles(2006), Bacelar de (2012), entre autres, comme un appui théorique. En plus de

l'entrevue et de l'intervention, en utilisant comme échantillon de la population des étudiants de la 1^e année de l'éducation de base, entre 6 à 7 ans et leurs parents/responsables. Les jeux traditionnels et les activités font partie du patrimoine culturel playground grâce à des jeux, des jouets, des chansons et des récits transmis de génération en génération. Et perdre leurs caractéristiques en fonction: le manque d'espaces sûrs et adéquats pour le contact avec des groupes d'enfants de leur communauté; par divers jouets technologiques qui empêchent l'interaction en classe avec les autres pour partager les découvertes, des victoires et des défaites en outre du manque de temps et de communiquer avec la famille à partager des attitudes, des gestes, des expériences et des émotions de la joue qui ont marqué l'enfance ludique de la famille.

MOTS-CLÉS: Traditionnel blague. La culture ludique; éducation physique.

JUGAR ALGO GRAVE: LOS JUEGOS TRADICIONALES EN EL CONTEXTO DE LAS CLASES DE EDUCACIÓN FÍSICA DE LA ESCUELA

RESUMEN

A pesar del gran desarrollo tecnológico y los procesos de globalización que impregna la sociedad moderna, la infancia también ha sido transformada a través de los avances sociales y diversas demandas como: la violencia, la falta de espacios libres, el exceso de juguetes electrónicos entre otros. En cuanto a la escuela y de la infancia, los juegos tradicionales no están presentes en escuelas y la escuela hay mucho no buscan mejorar la tradicional cultura lúdica. De esta manera, el objetivo es investigar, a través de la memoria lúdica, los juegos tradicionales de autores social (padres y estudiantes) y su importancia como un instrumento pedagógico durante las clases de Educación Física. En este contexto, surge la pregunta: como los juegos tradicionales pueden contribuir a la promoción de la memoria cultural en el contexto de las clases de Educación Física? Por tanto, tratamos de analizar la importancia de los juegos tradicionales y jugar como valorización de la memoria cultural y verificar la incorporación de los tradicionales juegos y durante las clases de educación física. Este estudio si configura una acción de investigación donde era posible: Observar, analizar, interpretar y actuar en el entorno de ejecución de acciones buscado. Utilizando como base la revisión bibliográfica de autores como Fantin(2000); Rangel-Betti(2001); Catunda Moyles (2005)(2006), Bacelar de (2012) entre otros como soporte teórico. Además de la entrevista y la intervención, utilizando como muestra de población de estudiantes del 1er año de educación básica, entre 6 a 7 años de edad y sus padres/responsables. Los juegos tradicionales y actividades son parte del patrimonio cultural parque infantil con juegos, juguetes, canciones e historias transmitidas de generación en generación. Y pierden sus características en función: de la falta de espacios adecuados y seguros para el contacto con grupos de niños de su comunidad; por variedad de juguetes tecnológicos que dificultan la interacción en el aula con los demás para compartir descubrimientos, victorias y derrotas, además de la falta de tiempo y contacto familia para compartir actitudes, gestos, emociones y experiencias de las obras que han marcado la infancia lúdica familiar.

PALABRA CLAVE: Tradicional broma. La cultura lúdica

BRINCANDO DE COISA SÉRIA: BRINCADEIRAS TRADICIONAIS NO CONTEXTO DAS AULAS DE EDUCAÇÃO FÍSICA ESCOLAR

RESUMO

Apesar do grande desenvolvimento tecnológico e dos processos de globalização que permeia a sociedade moderna, a infância tem também sido transformada mediante aos avanços sociais e diversas demandas como: a violência, a falta de espaços livres, excesso de brinquedos eletrônicos entre outros. No tocante a escola e a infância, as brincadeiras tradicionais não estão mais presentes nos pátios escolares e a escola há muito não buscam valorizar a cultura lúdica tradicional. Desta forma, objetiva-se Investigar, por meio da memória lúdica, as brincadeiras tradicionais dos autores sociais (pais e alunos) e a sua importância como instrumento pedagógico nas aulas de Educação Física. Neste contexto, surge o questionamento: como as brincadeiras tradicionais podem contribuir para a valorização da memória cultural no contexto das aulas de Educação Física? Para tanto, busca-se discutir a importância dos jogos e brincadeiras tradicionais como valorização da memória cultural e verificar a incorporação dos jogos e brincadeiras tradicionais nas aulas de Educação Física. Este estudo se configura uma pesquisa-ação onde foi possível: observar, analisar, interpretar e agir implementando ações no ambiente pesquisado. Utilizando como base bibliográficas autores como Fantin(2000); Rangel-Betti(2001); Catunda (2005) Moyles(2006), Bacelar (2012) entre outros como suporte teórico. Além da entrevista e intervenção, utilizando-se como população de amostra alunos da 1º ano do Ensino Fundamental, entre 6 à 7 anos e os pais/ responsáveis. Os jogos e brincadeiras tradicionais fazem parte do patrimônio cultural infantil através de jogos, brinquedos, músicas e histórias transmitidas de geração a geração. E perdem suas características em função: da falta de espaços adequados e seguros para o contato com grupos de crianças da sua comunidade; pela variedade de brinquedos tecnológicos que dificultam a interação presencial com o outro para compartilhar descobertas, vitórias e derrotas além da falta de tempo e contato familiar para compartilhar atitudes, gestos, experiências e emoções de brincadeiras que marcaram a infância lúdica familiar.

PALAVRAS- CHAVE: Brincadeira Tradicional. Cultura Lúdica; Educação Física.