157 - GERMAN CULTURE: TOYS AND GAMES IN SCHOOL

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Speaking of children, usually refers to good memories of a past of shenanigans, traquinagens and a universe full of toys and games, allowing the children imagine, create, recreate, express their fantasies, feelings, concerns, experiences and represent your own culture. According to Brougère (1995, p. 76), "in jest the child is related to cultural content and transforms it plays, of which it is appropriate and gives them a meaning. The game is the entry into the culture, a culture particularly as it exists at a given moment, but with all their weight history. When the child enters play in your own world, creating situations that she is allowed only for ".

According to the author above, the toy, and the game also has great significance within a culture, it plays a reality that can be selected, isolated and, in most cases, adapted and modified.

Then delighted by these different dimensions that toys and games shows, and believing also that they are able to demonstrate and represent a culture, which was taken as the objects of this study, so that we could bring in - through the understanding of their senses - Of a very particular culture, as is the German culture, present in our country.

Thus, in the face of many interests and concerns to this culture, it was necessary to enter into a field where they could learn about the traditions, customs and lifestyle of that ethnic group, from studies of its toys and games.

This field of study which was included in the municipality of Missal, located in the western region of the state of Parana. Missal is different from other neighboring counties, to present a very significant feature, the majority of householders are descendants of Germans, and the traces of this culture are still impregnated in the missalenses do everyday, such as the maintenance of language, the events that have gastronomic dishes Typical of German culture and the architecture of the houses.

Considering then the relevance of a study that is beginning to emerge as the senses in a culture, we have as main objective to verify whether the games and toys identified during the school playground retain traces of German culture. Through the specific objectives sought to: identify the collective imagination of society missalense games and toys that were part of his childhood; Lift similarities between the games and toys former German culture with existing today in the child's imaginary city; identify which games and toys that occupy the leisure time of the public schools and private school in the municipality of Missal, and, finally, check whether the practices carried out in time for recreational playground for the children of Missal are related to the issue of gender.

This research was characterized as qualitative, where social researcher and actor build a strong and dynamic relationship between them is vital to seize the links between people. (CHIZZOTTI, 1995, p. 104); It has character descriptive and exploratory as it relates to the discourse and practice of social actors. (GIL, 1999, p. 43).; It is also, by theoretical and methodological principles of ethnographic studies, we do need to establish a firm and clear outline of the constitution of a particular group, to find out the basic outline of their lives (MALINOWSKI, 1984, p. 24); of discourse analysis, where only through it, you can understand the meanings that toys and games of this group and what they mean to produce these actors, (Orlandi, 1996, p. 28) , And the analysis of content, from notes made during observations of children in the school playground.

We had two actors as subjects social descendants of Germans living in the Missal - Pastor For the collection of speeches used a semi-structured script with non-fixed in order to collect the past speeches that presentificassem playful these social actors. Also, we made the remarks in school playground to check the main game and toy gifts among schoolchildren. The instruments used for the collection of speeches were digital camera, recorder, tape cassette and a diary of field. Once you have made the transcripts of speeches, broke in to the analysis and interpretation of collected speeches, and notes made during observations of the school playground.

From the speeches of research subjects, their memories and memory, we've tried to approach the object of our study, the toys and games of German culture.

During the talks held between the researchers and social actors, it was possible to find toys that few countries were part of the daily life of children, and that most of its toys were made by themselves, using materials that were in the surroundings of their homes, where through their imagination, they create and recreate, gave life to these objects.

The children had to do emerge from your imagination, several situations that could propose the development of games and toys without using the case of toys industrialized therefore live in a small hamlet, still under construction, which was not yet mature and recognized as city, and far from major urban centers, was difficult to purchase such toys. The economic factor also impossible to acquire industrialized toys, as most families newly arrived in this town, which later came to be called Missal, still struggling for stability, not wasting the money "sweaty" won every working day, in the imagination of parents, with superfluous things, such as toys.

For example, children had to be content with what they were allowed, and with a simple piece of wood, according to the social actor, they entertained themselves for hours, turning it into tit, Sword, or, with two or three arremates, transformed it into PIAO, or in a fabulous car. As he says Benjamin (2002, p. 93), "those simple objects, together in their sound, an exuberance of the different figures."

Among the toys made by children themselves, besides those already mentioned, we found the rattle, and the doll, which gave rise to the house of representative games. But the games which were present among children were the games of Amarelinha, travel in Germany, War of Farrapos, general and his army, jump in height, or Let's Get-Tag, Hide-Hide, Choco-Egg, Pass Object.

Many games showed how this ethnic group in this city of Missal, carried facts and past events that were part of the history of Germany and were transferred between generations. Some games accounted for the war, because this was part of the contents poorly in time when the actors were students. Then they learned in school about the history of this conflict, and turn in games and toys.

Some games and toys were separated by gender, others were made by both boys as for girls, and sometimes play together.

These games and toys rescued from the memory of the social actors, show a "time", which was more valued in the process of building and rebuilding of toys, especially the sensory perception of the world. We find that these games and toys were mostly related to the senses, and the historical and social context of a season.

Thus, it crystallized here, some of the games and toys that were part of a culture and that could be identified from the orality, the wording of a couple of actors, who offered to participate in this study in order to collaborate with the preservation of cultural production of its people. We also try to teasing the senses that some games and toys made for this social group for a long time ago. Therefore, rescuing the history of games and toys, as an expression of history and culture of a group, set up in the living presence of a past in the present, or rather, in presentificação the missing.

It is known that the school playground is now a daily conducted within the school, where students have a time, to divide between the snack and development of its games and toys. So, was released this time, we tried to identify these recreational activities among children.

During the observations made in schools in the municipality of Missal during the school playground showed that in places where the architecture reserved few open areas, a space a little more "airy" just becoming a very valuable place for children. Thus, one can guarantee this study, from the remarks made, that the spaces preferred by them to achieve their games was in court for sports. Not by their size or using the facilities available there, but the meaning assigned by the children themselves to that space. There, they could run, jump, shout, chat with friends, gossip, in that space and time were achieved their favorite games and enjoy your momentary freedom. In schools where there was no court of sport, the spaces preferred by children are made to the surrounding areas of schools - in courtyards and the "park."

Most of the comments made the field, distribution and handling of boys and girls on the court drew the attention of sports. They occupied almost the entire block running from one side to another. But this space was occupied almost in its entirety by boys because the schools were allowed play football, that was the preferred game for them, which seemed to enable them to take up this space. Soon, the girls are subjected to the "corner" of the court.

However it was possible to understand these observations, that the girls who liked to play soccer was accepted by boys, had no problem playing with them. In virtually all schools, we realize that acceptance, demonstrating that some long games that are considered male, are also spreading among the girls, although the number of participants was very small.

We believe that these stereotypes are gradually established, has been overcome within the school, and that in many games and toys before considered only male or female, are following new trends and gaining fans of both genres. The Amarelinha, for example, is a game usually played by girls, but not rare in which boys sometimes surprised us with such skill for that game.

An example of a game traditionally played by boys, is the catch-latch, flowing game that requires a lot of strength and speed, and that increasingly is conquering the female audience. However, it is still very common to see people recommending girls not to participate in this game, because they can "sweat" if "soiling", was "hurt", which is not a typical female behavior.

However, as was to be expected, the role of sexual expectations are still strongly marked in games and toys. Rarely we will see some boys playing with toys characterized as being female, such as dolls, which represent the care and affection with their children, or the kids playing with cars, slingshot or struggles, because this is not the company wait. It provides for the girls a maternal behavior, whereas for boys it is expected virility, courage, dexterity.

We believe, however, that in the fairly near future, both genders will be able to experience all the toys and games to be called attention, without being persecuted by "little joke", jargon and discrimination.

From the observations made in schools in the municipality of Missal-PR, we identified several games that were committed by boys and girls, during the school playground, they are: Take-or Let's Get, Mother of the street, hide-and-seek , Amarelinha, Football, tootsy-Peza, Three Cortes, Adoleta, It Will, carriole, doll, Mom and baby, jump rope, lites or marble, Cart, Police and Thief, tit, and Parquinhos. Some of those games were practiced only by kids, others just for girls, and yet, some were made by both genders.

To classify these games, we use the theory of ajutório Callois (1990, p. 32), which proposes a division into four main headings, which should dominate the role of competition, the luck, or the pretense of vertigo. The author draws them from Agon, Alea, mimicry and Ilinx.

Following our tracks, a very significant aspect to which we encounter in the search refers to the fact that the majority of games and toys practiced in the past by groups of older community, were characterized as games of representation, mimicry, where children assumed a character and produce a certain behavior, using their freedom of creation and imagination to develop these games. Similarly, despite the social production of competitive games, the games of representation also are present today in the imagination of school children involved in the search. So we can say that the practice of veiling / simulacrum still pulsates in the imagination of children.

We should also emphasize that currently the games competitive, Agon, have been spreading among children, and that each generation, other games are emerging or taking new forms. Previously they also were present, but with less emphasis, that is, they were less sought. Today, the school observed, practice a wide variety of competitive games, especially the football match and Take-Tag, which are the most accomplished.

It was possible to see that the games of chance are not very common among children, because these games are passive and independent of the player, this account with more luck, with the destination, than with its performance. The games of chance are represented by games of chance and not have much significance for the child, therefore, no money belonging to them, it does not find these games a great attraction. This became clear to us, the tables here proposed, especially in the games formerly practiced by social actors, as those present among children in actuality, only one game was identified in each context, showing the disaffection of children to the games of random selection.

In ilinx, characterized by games of vertigo, seems to have a slightly greater participation of children, than in the random selection of games. The games of vertigo propose a stunned, especially when a child runs, so the interest in parquinhos, which are much frequented by them during the time of pleasure, because there are instruments that allow a stunning both organic and psychic, as is the the case revolves-spins. There is no doubt that the children feel much pleasure in games of vertigo, just realize that they are present in both contexts studied.

Analyzing then, the games and toys, we believe that they carry meanings that children can produce and allocate from the social environment in which they fall. Thus, this study allowed us to an analysis inside, trying to understand the games and toys former German culture as well as those observed among children during the school playground, trying to understand how they are developing the social practices of a different cultural group.

By studying a culture, we can say supported by the speeches of Geertz (1989), it does not bloom at any given time, but that was built in a certain period of time and that is going through a major transition, slowly but continuously, which contributes to profound changes occurring at its heart. Since the culture is built through social processes and that is not static, it is worth

mentioning that she can exchange their traces from contact with other groups.

As a culture, some games and toys also modify the course of history because, in the group studied here, few retain their original meanings. From this research, we realized that the games and toys referred by social actors in an interview, they were not observed among children during the school playground, and even those that still remain between them, also changed their senses and original meanings, they were re (meanings) by children.

Previously the games and toys of German culture were strongly marked by issues of gender, where boys and girls played separate, with toys and games, for the most part specific to each gender. Actually, it was possible to identify during the school playground, that many games and toys can be seen among both genders, where boys and girls not rare sometimes play together. But to look more closely, we can say that certain toys and games between these schools, still remain to be of use only female or male, such as the doll and the cart, showing that even though obscured , Some are still separated by gender.

Another point of much importance in this study refers to the fact that the majority of games and toys practiced in the past by social actors of this study were characterized as games of representation, where children adopting a character and assumed a certain behavior, using their freedom of creation and imagination to develop these games. Similarly, despite the emergence of competitive games, many games of representation still surround the daily lives of children, where the disguise and pretense pulse in the imaginary child.

Making a correlation between both contexts studied, we noticed that before, the games that represented the war, particularly the War of Farrapos, if this were much among children due to the fact, this content to be part of school curriculum, contributing to the development of many games for fighting. Today, with the watchful eyes of school playground, it was possible to realize that a game of representation very common among boys, is the Police and Thief, which may be the current state of our society, violent, criminal, marginalized and frightening, especially in the eyes of the child.

Due to the growth of industrial society and with technological advances, also found that traditional toys such as dolls and cars were being modified and acquiring new forms and moving your senses, so that children can create, (re) build, mean and (re) mean games, games and toys. Today, according to the industrialized toys, in general, deciding which game play, we can say that there is a tendency of this practice interfere in a negative way in the process of creation and imagination of children. But in a dialectic, also identified in the research that children have a high level of quality in aspects of its Imaging and creative productions play in time for the school playground.

Even after generations, we identified that some games like Amarelinha, the hide-and-seek and Ring Pass, and toys such as lites / marble, remained the same characteristics as when they were charged by previous generations, such that, as were described by the couple of actors interviewed, and others as seen, were modified and re (meanings). So, before the reality play with which we face and after analysis and interpretations of the findings, we can say that in practice everyday and playful imagination of children Missal there is a significant presence of games and toys what port it is remnants or traces of leisure culture of their ancestors, pointing to the loss of that cultural trait of the imaginary children of future generations.

Through observations conducted among children and the conversations held with our social actors, we believe that now the only way to keep alive the culture of this group company, would parents send their children everything they learned from their ancestors, that is the major ingredients that make their culture, including games and toys, we believe that it is not likely to happen with the passing of a few more decades, these games and toys that reflect the German culture, no longer be present or even in the intangible memory of this ethnic group, with the end of games and toys, would see the end of their own culture, because they, loaded with historical significance, social and cultural rights.

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GERMAN CULTURE: TOYS AND GAMES IN SCHOOL

It is very fascinating and alluring to our eyes Tuesday as objects of study a phenomenon that has been defined as pleasant, cheerful, fun, free and attractive. Looking then know the games and toys of German culture, which was aimed to understand the way they do for the corporate group. The study then was conducted through a qualitative methodology to provide descriptive and exporatório-based theoretical and methodological principles of ethnographic studies, the analysis of speech and content, with the main objective to verify whether the games and toys identified in the period the school playground still significant traces of German culture playful. Students were involved in the search of initial series of elementary school in the municipal network in the city of Missal / PR, and a couple descended from Germans who were selected because they had the qualities / indicators necessary for the development of research and have full mastery of the language Portuguese, since the subjects older community, for the most part tend to only communicate in their mother tongue which is German. So, to collect the data, using two instruments: interview with no fixed itinerary and a roadmap for comment, also used to the digital camera, recorder, tape and a diary of field. Considering the fact playful with which we encounter and after analysis and interpretations of the findings, we can say that in practice everyday and playful imagination of children Missal there is a significant presence of games and toys what port it is remnants or traces of leisure culture of their ancestors , Pointing to the loss of that cultural trait of the imaginary children of future generations.

KEY WORD: Recreation; Toys; Games.

LA CULTURE ALLEMANDE: LES JOUETS ET LES JEUX À L'ÉCOLE

Il est très fascinant et séduisant à nos yeux mardi comme objets d'étude d'un phénomène qui a été défini comme étant agréable, gai, amusant, gratuit et attrayant. Vous cherchez alors connaître les jeux et les jouets de la culture allemande, qui visait à comprendre la façon dont ils le font pour le groupe de sociétés. L'étude a été menée alors par le biais d'une méthodologie qualitative de fournir des descriptifs et exporatório-fondé théorique et méthodologique des principes études ethnographiques, l'analyze de discours et de contenu, avec l'objectif principal de vérifier si les jeux et les jouets identifiés au cours de la période la cour d'école encore d'importantes traces de la culture allemande ludique. Les étudiants ont été impliqués dans la recherche de la première série de l'école primaire dans le réseau municipal dans la ville de Missel / PR, et un couple est descendu de Allemands qui ont été choisies parce qu'elles avaient les qualités et les indicateurs nécessaires pour le développement de la recherche et ont pleine maîtrise de la langue Portugaise, depuis la communauté des sujets plus âgés, pour la plupart, ont tendance à ne communiquer dans leur langue maternelle qui est l'allemand. Ainsi, pour la collecte des données, au moyen de deux instruments: interview sans itinéraire fixe et une feuille de route aux fins de commentaires, également utilisés pour l'appareil photo numérique, enregistreur de cassette et un journal de terrain. Compte tenu du fait ludique qui nous rencontre et après examen et l'interprétation des résultats, nous pouvons dire que, dans la pratique quotidienne et ludique imagination des enfants Missel il ya une présence importante de jeux et de jouets ce port, il est restes ou des traces de loisirs de la culture de leurs ancêtres , Pointer à la perte de ce trait culturel de l'imaginaire des enfants des générations futures.

KEY WORD: Les loisirs; Les jouets; Les jeux.

LA CULTURA ALEMANA: LOS JUGUETES Y LOS JUEGOS EN LA ESCUELA

Es muy fascinante y atractivo a nuestros ojos Martes como objetos de estudio de un fenómeno que se ha definido como agradable, alegre, divertida, libre y atractiva. Mirando a continuación, conocer los juegos y juguetes de la cultura alemana, cuyo objetivo era entender la forma en que hacer por el grupo de sociedades. El estudio se realizó a continuación, a través de una metodología cualitativa para proporcionar exporatório descriptivo y teórico basado en principios metodológicos y de estudios etnográficos, el análisis de discurso y contenido, con el objetivo principal de verificar si los juegos y juguetes identificados en el período el patio aún importantes vestigios de la cultura alemana juguetona. Los estudiantes estuvieron involucrados en la búsqueda de la serie inicial de la escuela primaria en la red municipal en la ciudad de Missal / PR, y un par de descendientes de alemanes que fueron seleccionados porque tenían las cualidades e indicadores necesarios para el desarrollo de la investigación y tener pleno dominio de la lengua Portugués, desde los temas más edad de la comunidad, en su mayor parte sólo tienden a comunicarse en su lengua materna que es el alemán. Por lo tanto, para la recogida de datos, utilizando dos instrumentos: entrevista sin itinerario fijo y una hoja de ruta para la observación, también se utiliza para la cámara digital, grabadora, cinta y un diario de campo. Teniendo en cuenta el hecho de juguetón con el que nos encontramos y tras el análisis y la interpretación de los resultados, podemos decir que en la práctica cotidiana y lúdica imaginación de los niños Missal hay una importante presencia de juegos y juguetes lo que es el puerto restos o vestigios de la cultura de ocio de sus antepasados , Lo que apunta a la pérdida de ese rasgo cultural de los niños imaginario de las generaciones futuras.

PALABRAS CLAVE: Aficiones; Juguetes; Juegos.

CULTURA ALEMÃ: JOGOS E BRINQUEDOS NA ESCOLA

É muito fascinante e sedutor aos nossos olhos ter como objeto de estudo um fenômeno que vem sendo definido como prazeroso, alegre, divertido, livre e atraente. Procurando então conhecer os jogos e brinquedos da cultura alemã, foi que se buscou compreender os sentidos que estes fazem para esse grupo societário. Este estudo então, foi realizado através de uma metodologia qualitativa, com caráter descritivo-exporatório e baseada nos princípios teóricos-metodológicos dos estudos etnográficos, da análise do discurso e de conteúdo, com o objetivo principal de verificar se os jogos e brinquedos identificados no período do recreio escolar mantêm traços significativos da cultura lúdica alemã. Foram atores da pesquisa estudantes das séries iniciais do Ensino Fundamental da rede municipal da cidade de Missal/PR, e um casal descendente de alemães, que foram selecionados por apresentarem as qualidades/indicadores necessárias ao desenvolvimento da pesquisa, bem como terem pleno domínio da língua portuguesa, visto que os sujeitos mais idosos da comunidade, em sua maioria, tendem a somente se comunicarem em sua língua materna que é o alemão. Assim, para coletarmos os dados, utilizamos dois instrumentos: entrevista com roteiro não fixo e um roteiro de observação, também usou-se a máquina fotográfica digital, gravador, fita cassete e um diário de campo. Considerando a realidade lúdica com a qual nos deparamos e após análises e interpretações dos achados, podemos afirmar que no imaginário e prática cotidiana lúdica das crianças de Missal não há uma presença significativa de jogos e brinquedos que portam traços ou resquícios da cultura lúdica de seus antepassados, o que aponta para a perda desse traço cultural do imaginário infantil das futuras gerações.

PALAVRAS-CHAVES: Recreio; Brinquedos; Jogos.