133 - TRANSFORM AND REBUILD GAMES: AN ANALYSIS USING THE FUNDAMENTAL CATEGORIES PREVALENT IN RECREATIONAL ACTIVITIES CONCEIVED BY CAILLOIS

ROSEMEIRE DIAS DE OLIVEIRA
ROBSON ALEX FERREIRA
Colleges ESEFAP - Tupa - São Paulo - Brazil
rdoliv2@yahoo.com.br

GAME

This study comes on the phenomenon "game", its history and tradition. The aim of this study is to analyze the process of transformation and recreation of the game that can occur within the context of the school physical education classes, and see if after the process of rebirth and transformation, the characteristics of this game are changed?

Since it is a culturally human, man invents and reinvents games and have fun with them since they are aware of its existence. The game has a playful dimension, simple and engaging, develops multiple skills and can constitute a rich educational content, which can be exploited in various ways within the physical education, leading students to learn, act and overcoming obstacles never lived.

The games have always been present in everyday life of children, and has been transmitted from generation to generation through inherited knowledge.

Roger Caillois defines play as:

"A free activity (meaning not required), bounded (in terms of space and time), uncertain (since its development and its result can not be previously defined), unproductive (because it generates wealth nor property nor new elements), regulated (as briefly introduces a new order in terms of rules) and fictitious (because it presupposes awareness of another reality) "(Caillois, 1990, p. 29-30).

For Melo (1998): "The game is defined as a voluntary activity or occupation, where reality and fantasy meet."

According to Julia (1996), it is difficult to define the game as, "being playing is seeking pleasure, something more than just survive."

Huizinga (2007) argues that the game:

"Is a voluntary activity or occupation, exercised within certain limits and certain time and space, according to rules freely consented to, but absolutely binding, which has an end in itself, accompanied by a feeling of tension and joy and a sense of be different from everyday life "(Huizinga, 2007, p. 33).

For these authors, the games have flexible rules can be adjusted in accordance with the existing space, with the materials available, number of students, your character can be cooperative, recreational, entertainment and end in itself be just as fun and amusement.

It is virtually impossible to find a child who has never had the experience of attending a game, be it with rules or not.

According to Kishimoto (1999, p.102) "When developed freely by the child, the game has positive effects on cognitive sphere, social and moral."

When properly operated games can be motivating and this is a very powerful tool in stimulating the construction of reasoning makes these seek solutions, or ways of adapting to problem situations.

Through games of recreational motivation is significantly, stimulating psychological factors like self-esteem, confidence, socialization, etc.., And these aspects may become prevalent in the learning process at any stage of school life

For by Brougère (1998), "the game is part of education, and while exercising intelligence, promote growth, good physical condition and health among young people."

For Huizinga (2001, p.4), "The game is a preparation of youth for serious tasks that later life will require of him."

By working the practice of recreational activities through games in physical education classes may be contributing to the formation of these students through the games as we awaken attitudes and values that accompany them in their lives.

So the games should be part of the education of all schools, because it has a great educational value, which arouses the interest of students. This interest of students for such content should be further explored by teachers, where children can learn by playing.

For all the many reasons set forth above, I believe that games are a very interesting content to be addressed in the classes of physical education, not only to explore and enjoy all the positives that the application of such games on offer, but also contribute to the process of transmission of a regional culture, which features a local culture. (MELO, 1998, p.15)

In the process of learning the physical education teachers should explore the game offering a variety of challenging activities that encourage different responses and stimulate creativity. A game can take ownership of many variations, creating new difficulties and motivations, but always to educate students of the activity performed.

Many of these toys, games and game preserve their initial structure, other change, being transformed according to the needs of the moment, being transmitted and generating a new way to play.

To Galvão (1996), is through the transformation of the games that students can develop their creativity, their cognition and especially learn to solve problems.

These transformations can also come from the interest in avoiding exclusion, temporary, or full, the least skilled. (BETTI-RANGEL, 2001).

Thus the game presents an infinite form of meanings according to context explored and may comprise different spaces, materials, time, number of participants etc.. Manifesting itself in various forms, competitive, cooperative or recreation through the popular games, parlor games, board, great games like burned, cut, construction toys, games make-believe, imitation games, and children's games in general.

Daólio (2011) states that the game is an end in itself for the child, but for the teacher educators, can be a way. Throughout the game the child can play of course, test hypotheses, explore all their spontaneity and creativity.

When playing for fun and pleasure, respecting the nature of free software to contitui the game, it becomes an end in

itself, being incompatible with the characteristics typical of the games used in the education process is competitive or cooperative. We can not allow the method used in devising the game within schools lose the original essence, that of pleasure and fun for students.

Therefore, the challenge for physical education teachers at this moment, is to look for different types of games available competitive, recreational and cooperation. It should work in a way where the rescue of the play takes place, respecting the criteria by emphasizing Daólio (2011), giving new meaning to this practice in order to teach it in school.

This rescue of play within schools is needed, we can create opportunities for students and experiences driving experiences not covered by the routine of these children.

METHODOLOGY

This survey was conducted at the School Joaquim Abarca, in the municipality of Tupa / SP. The research subjects are constituted of students of both sex, 1st year of high school.

The option to work with this series was to believe that the game content is considered a classic of Physical Education and must be developed among students at all levels of education.

To analyze the game, the process of transformation and recreation was developed three learning situations to be worked with students and analysis of the game changed and recreated by students, will be held across key categories prevalent in recreational activities which are conceptualized by Caillois (1990): agon (games competition), alea (games of chance), mimicry (simulation games) and ilinx (games of vertigo), and five criteria (one-game as a means to an end and 2 - cooperative values; 3 - enhancement of creativity; 4 - Inclusion and respect the differences) to be respected by physical education teachers when working games in schools. (DAOLIO, 2011)

A learning situation 1 - Recalling the popular game known more for their students.

Students were held in mixed groups, eight components in each group were asked to relate them to all games that have practiced and quote what you like most. Make a list in order of preference and then ask them to describe the rules of the games that practice. All games mentioned more than once should be described by its practitioners, analysis if they had rules and different contexts.

2 LEARNING SITUATION

2 - Experiencing the most popular games known by the students.

After preliminary analysis of students' preferences, specify the four top rated games for the classroom and put in order of preference so they can experience these four games.

GAMES experienced by students:

1. Burned
2. Flag Pique
3. Base 4
4. Tug of war

3 LEARNING SITUATION

3 - Recreating new ways to play

Darido and Rangel (2005) argue that the game should be played (so that is perpetuated and transmitted), processed (so that students exercise their creativity and solve problems of exclusion, lack of material or other) and created (the pleasure to create and to which students are encouraged to become authors of an invention).

The purpose of this step was to show students the many possibilities of transformation and reconstruction of existing rules of the game and practiced by them. Envisioned the possibility of going beyond simply teaching and learning, showing that these games may have other rules, and that these could be discussed and changed by the group. For this intervention to "Burn" was the activity chosen by the students. These students in groups that have different rules and suggest ways to experience this game in accordance with the requirements for each problem situation experienced.

To facilitate the work of transformation of this game, we discussed with students some questions pertaining to experiences they had when practicing this activity. And how the new rules could alleviate these issues?

1. What students were burned first?
2. What threw more balls?
3. What got the ball more?
4. The equal participation of boys were the girls?
5. At the time of the game there was any discrimination against students less skilled, or shy girls?
6. There was a preponderance of one group of students participating in more of the actions and decisions of the game compared to other students?

3 DISCUSSION OF RESULTS

3.1 Issues relevant experiences of the game

According to the reports made by students, the first being burned were girls, and boys less skilled (slow, uncoordinated, weak ...). Students were the most skilled who dominated the game, catching and throwing the ball with power, speed and coordination, and to let go of the ball with speed to burn them getting hard.

The participation of boys prevailed, despite the girls to participate in the activity were partially burned first being excluded from play. The interventions in the course of activities became necessary to minimize the attitudes made it clear that discrimination on the less skilled.

The game (burned) is widespread in the school culture of most schools in Brazil, and also other classifications in different regions such as shot, war, burned, among others. The burning is characterized in a game with features "agon" with its dynamic and competitive match between the teams, despite the apparent equality between the contestants, she values the most skilled (Caillois, 1990).

Taking into account its strong presence in the school culture it is necessary to think of it as a school where teaching content in order to build greater the strategies to "minimize" such exclusive features, ie: you can play burning to minimize its characteristics of elimination?

Since this issue arose several proposals by the students of changes in some basic rules of fire, below I quote a few:

Joker Burns Burns to the Converse; Burnt Salvation; Burnt Three Corners, Burnt Pass the Time, Smart Burn.

Some other suggestions were not reported to have identical characteristics.

Of all the games developed and experienced by students going to do an analysis of the game features "fire smart" transformed and recreated by the students.

"This fire is characteristic of traditional exception is that the student who burned an opponent will have to answer a question of general knowledge by answering the burning will be confirmed if the student answer incorrectly burned the game continues normally."

The analysis of the game changed and recreated by the students "Smart Burn", will be made through the main categories, prevalent in playful activity conceived by Caillois (1990) and the criteria to be met by physical education teachers when working games in schools. (DAOLIO, 2011)

As quoted above the burning is characterized in a game with features "agon" with its competitive dynamics between the participants, after its re-creation "Smart Burn" feature "agon" gives way to another feature of the "Alea" game of chance in moment that draws the question to be asked for the player who burned. This activity becomes less competitive in the appearance of motor skills, as the cognitive aspect is also valued at this time, the wrong answer to the question the player does not materialize burning.

Experiencing an activity with an end in itself is a pleasant experience, the playful and the only goal at this point, we redeem these experiences within schools, but we can not forget those moments when well exploited by the physical education teacher can become a teaching tool of great value in the development of cognitive and motor learning.

Thus the development of these learning situations, the game became a means of achieving the proposed objectives, but the pleasure of playing that students experienced in all phases and unquestionable. Explore the game only as a way perhaps not the proper way to work within a pedagogical proposal, the rescue of the end in itself can become a way By playing the "Smart Burn", the students experienced a different experience where the most skilled, strong, nimble and responsive to excel would have to be smart, an ability was linked to another, so the game became less competitive in the appearance of motor skills, with a better balance in gender differences and abilities.

The level of motivation to participate in class adds to the enjoyment that the groups had to explain and experience the many games they recreated was visible.

This activity "Smart Burn" provided an opportunity for inclusion. In this room there is a student with physical disabilities, the role that student was to randomly select and read the question that burned the player had to answer, smile and pleasure that this student has demonstrated in making such an important role in this context were perceived playfulness by all participants.

Valuing the game that respects the diversity of the move that would encourage the participation of all, the completion of each task that composes the task of the game is a physical education teacher. (DAOLIO, 2011).

CONCLUSION

After the analysis, we conclude that the process of transformation and recreation of the game that occurs within the context of school physical education classes, can bring great benefits to the participants, this transformation occurs according to the needs of the group and context, to avoid exclusion, temporary, or full, the least skilled, provide opportunities for participation by all is some of the goals of recreation.

As we can see the initial characteristics of the transformed and re-created games are changed, both in process and final product, everything depends on the emphasis that we will apply this to the game.

The games offer a number of situations in which its practitioners can look new experiences in motor, cognitive, cultural, and social. The student comes to school with has a motor and cultural baggage of the move, they get out of school experiences through play (popular games), which are passed from generation to generation, in various context experienced by him.

We, as educators, we must provide ways for our students to experience the most different types of games within the school context, and have autonomy to reflect, create, share, produce, reproduce and transform the strategies, rules and cultural contexts of the games. Transforming the in a link between teaching and learning of various subjects covered in the school context, without losing its original essence, the pleasure of play, the play is an end in itself, even used as a means in the educational process.

The activities proposed during this work helped to develop the students' socialization, affection and mutual respect, appreciation beyond the redemption of the popular games experienced by them. The methodological approach presented here can become a way for teachers to work the other games in other school units, with contexts, subjects and different cultures, and thus obtain other results.

REFERENCE BIBLIOGRAPHY

By Brougère, G.. Game and Education. Porto Alegre, Pergamon Press, 1998.

_____. The playful child and culture. In: KISHIMOTO, M. Tizuko (Ed.) The play and its theories. St. Paul: Pioneer, 2002, p.19-32.

Caillois, R.. The games and men: the mask and vertigo. New York: Lark Editions, 1990.

DARIDO, S. C.; RANGEL, I., C. A. (Coords.) Physical education in schools: implications for teaching practice. Rio de Janeiro: Guanabara Koogan, 2005

DAOLIO, Jocimar. Theme 1: Game. In: Department of Sports Game Collective. Postgraduate Course. SAO PAULO (State): RedeFor, Campinas, Unicamp, 2011.

Galvão, Z. The construction of the game at school. Motive, see 2, n. 2, p. 107-110, 1996.

Huizinga, J.. Homo ludens. New York: Perspective, 2001.

_____.. Homo ludens: play as an element of culture. 5edição. New York: Perspective, 2007.

JULIA, P.. Reflecting on the game. Motive, see 2, n. 2, DEZ.1996.

KHISHIMOTO, T. M., Game, Toy, Play and Education. 3rd edition. Sao Paulo, Cortez, 1999

MELLO, A. M. Psychomotor, Physical Education and Playground. New York: IBRASA, 1989.

RANGEL-BETTI I GAMES: Possibilities and Adequacy. Perspectives in Physical Education. Niterói, v. 2, n. 1 (Supplement), 2001.

ROSEMEIRE DIAS DE OLIVEIRA
LANCASTER MALL - No. 14 - GARDEN AMERICA
ZIP Code: 17603650 - TUPÃ / SP
EMAIL: rdoliv2@yahoo.com.br

TRANSFORM AND REBUILD GAMES: AN ANALYSIS USING THE FUNDAMENTAL CATEGORIES PREVALENT IN RECREATIONAL ACTIVITIES CONCEIVED BY CAILLOIS.

SUMMARY

Since it is a culturally human, man invents and reinvents games and have fun with them since they are aware of its existence. The aim of this study is to analyze the process of transformation and recreation of the game that can occur within the context of the school physical education classes, and see if after the process of rebirth and transformation, the characteristics of this game are changed? The subjects consisted of students from the 1st year of high school EE. Joaquim Abarca. To analyze the game, the process of transformation and recreation was developed three learning situations to be worked with the students. The analysis of the game changed and recreated by students, is conducted through the main categories prevalent in recreational activities which are conceptualized by Caillois (1990): agon (games competition), alea (games of chance), mimicry (simulation games) and ilinx (games of vertigo), and five criteria (one-game as a means to an end and 2 - cooperative values, 3 - valuing creativity; 4 - Inclusion and respect the differences) to be respected by the teachers of Physical Education working games in schools. (DOLIO, 2011). Of all the games developed and experienced by students did an analysis of the game features "fire smart" transformed and recreated by the students. The burning is characterized traditional features in a game with "agony," after its re-creation "Smart Burn" feature "agon" gives way to another feature the "Alea" game of luck. After the analysis, we conclude that the process of transformation and recreation of the game that occurs within the context of school physical education classes, can bring great benefits to the participants. As we can see the initial characteristics of the transformed and re-created games are changed, both in process and final product.

KEYWORDS: Game, Manufacturing, Recreation

JEUX TRANSFORMÉS ET RECRÉÉS : UN ANALYSE À TRAVERS LES CATÉGORIES FONDAMENTALES PRÉDOMINANTES DANS LES ACTIVITÉS LUDIQUES ÉVALUÉE PAR CAILLOIS.

RÉSUMÉ

Être une activité culturellement humaine, l'homme invente et reinventa jeux et s'amuse avec eux depuis qu'a connaissance de son existence. L'objectif de ce travail est d'analyser le processus de transformation et la recréation du jeu qui peut se produire à l'intérieur du contexte scolaire dans les leçons d'éducation physique, et vérifier si après le processus de recréation et de transformation, les caractéristiques de ce jeu sont modifiées ? Les sujets de la recherche ont été constitués par des élèves de la 1º année de l'enseignement moyen de EE. Joaquim Embrasse. Pour analyser le jeu, son processus de transformation et recréation a été élaboré trois situations d'apprentissage pour être travaillé avec les élèves. L'analyse du jeu transformé et recréé par les élèves, a été réalisée à travers les catégories fondamentales prédominantes dans les activités ludiques qui sont évaluées par des caillois (1990) : agôn (jeux de concurrence), alea (jeux de chance), mimicry (jeux de simulacre) et ilinx (jeux de vertige), et nous 5 critères (1 - jeu je mange fin et comme à moitié ; 2 - valeurs coopératives ; 3 - évaluation de la créativité ; 4 - Inclusion et respect les différences), à être respectés par les enseignants d'Éducation Physique travailler les jeux dans les écoles. (DOLIO, 2011). Parmi tous les jeux élaborés et vécus intensément par les élèves nous avons fait un analyse des caractéristiques du jeu « incendie de forêt intelligent » transformé et recréé par les élèves. À incendie de forêt traditionnel il se caractérise dans un jeu avec des caractéristiques « agôn », après sa recréation « Brûlée Intelligente », la caractéristique « agôn » de l'espace pour autre caractéristique l'« Alea » jeu de la chance. Après l'analyse, nous concluons que le processus de transformation et la recréation du jeu qui se produit à l'intérieur du contexte scolaire dans les leçons d'éducation physique, peuvent apporter grands bénéfices pour les participants. Comme nous pouvons observer les caractéristiques initiales des jeux transformés et recréés ils sont modifiés, tanto dans le processus je mange produit final.

PALAVRAS-CHAVE : Jeu, Transformation, Recréation

JUEGOS TRANSFORMADOS Y RECRIADOS: UNO ANALIZA CON PREDOMINANTE LAS CATEGORÍAS BÁSICAS EN LAS ACTIVIDADES JUGUETONAS VALORADAS POR CAILLOIS.

RESUMEN

Para ser un cultural humano de la actividad, el hombre inventa y los juegos del reinventa y si se divierte con ellos desde entonces que el conocimiento de su existencia está tenido. ¿El objetivo de este trabajo es analizar el proceso de la transformación y el recriação del juego que puede ocurrir adentro de referente a contexto de la escuela en las lecciones de la educación física, y verificar si después del proceso del recriação y de la transformación, las características de este juego se modifican? Las pupilas del año 1º de la educación media del EE habían constituido a los ciudadanos de la investigación. Joaquín acumula de la acción. Para analizar el juego, su proceso de la transformación y el recriação fueron elaborados tres situaciones de aprender ser trabajado con las pupilas. El análisis del juego transformado y del recriado para las pupilas, fue llevado a través con predominante las categorías básicas en las actividades juguetonas que son valoradas por los caillois (1990): agôn (juegos de la competición), alea (juegos de la suerte), la mímica (juegos del simulacro) e ilinx (juegos del vértigo), y en los 5 criterios (1 - juego como extremo y como mitad; 2 - valores cooperativos; 3 - valuación de la creatividad; 4 - La inclusión y respeta las diferencias), para ser respetada por los profesores de la educación física a trabajar los juegos en las escuelas. (DOLIO, 2011). Entre todos los juegos elaboró y vivió profundamente para las pupilas que hicimos uno analizamos de las características del juego “quemado” inteligente transformado y de recriadas por las pupilas. El fuego tradicional del bosque si caracteriza en un juego con características “agôn”, después de su inteligente “se quemó” el recriação, el característico “agôn” del espacio para otra característica el juego de “Alea” de la suerte. Después del análisis, concluimos que el proceso de la transformación y el recriação del juego que ocurre adentro de referente a contexto de la escuela en las lecciones de la educación física, pueden traer las grandes ventajas para los participantes. Como podemos observar las características iniciales de los juegos y de los recriados transformados que se modifican, tanto en el proceso como artículo del extremo.

PALABRA-LLAVE: Juego, Transformación, Recriação

JOGOS TRANSFORMADOS E RECRIADOS: UMA ANALISE ATRAVÉS DAS CATEGORIAS FUNDAMENTAIS PREDOMINANTES NAS ATIVIDADES LÚDICAS CONCEITUADA POR CAILLOIS.

RESUMO

Por ser uma atividade culturalmente humana, o homem inventa e reinventa jogos e se diverte com eles desde que se tem conhecimento de sua existência. O objetivo desse trabalho é de analisar o processo de transformação e recriação do jogo que pode ocorrer dentro do contexto escolar nas aulas de educação física, e verificar se após o processo de recriação e transformação, as características desse jogo são modificadas? Os sujeitos da pesquisa foram constituídos por alunos do 1º ano do ensino médio da EE. Joaquim Abarca. Para analisar o jogo, seu processo de transformação e recriação foi elaborado três situações de aprendizagem para ser trabalhadas com os alunos. A análise do jogo transformado e recriado pelos alunos, foi realizada através das categorias fundamentais predominantes nas atividades lúdicas que são conceituadas por caillois (1990): agôn (jogos de competição), alea (jogos de sorte), mimicry (jogos de simulacro) e ilinx (jogos de vertigem), e nos 5 critérios (1 - jogo como fim e como meio; 2 – valores cooperativos; 3 – valorização da criatividade; 4 – Inclusão e respeito as diferenças), a ser respeitados pelos professores de Educação Física ao trabalhar os jogos nas escolas. (DOLIO, 2011). Dentre todos os jogos elaborados e vivenciados pelos alunos fizemos uma analise das características do jogo “queimada inteligente” transformada e recriadas pelos alunos. A queimada tradicional se caracteriza num jogo com características “agôn”, após a sua recriação “Queimada Inteligente”, a característica “agôn” dá espaço para outra característica o “Alea” jogo da sorte. Após a análise, concluímos que o processo de transformação e recriação do jogo que ocorre dentro do contexto escolar nas aulas de educação física, podem trazer grandes benefícios para os participantes. Como podemos observar as características iniciais dos jogos transformados e recriados são alteradas, tanto no processo como produto final.

PALAVRAS-CHAVE: Jogo, Transformação, Recriação