135 - RECREATION AND PLAY IN CHILDHOOD: EXCELLENT WAY TO IMPROVE MOTOR COORDINATION.

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Support: FUNDUNESP - Foundation for the Development of UNESP

INTRODUCTION

In understanding of Siaulys (2005), in most contemporary societies, childhood is marked by the play, which is part of typical cultural practices. Also states that recreational play causes the child to experience the playful, and, discover itself, to grasp the reality, becoming able to develop its creative potential.

"Play is an activity that the child begins from its birth in the family" (KISHIMOTO, 2002, p. 139) and continues with their pairs.

It is understood that initially, recreation and play in childhood have no educational purpose or learning pre-defined. It is known that most of the authors state that both recreation and children's games are developed by children, especially for its pleasure and fun, but also allows it to interact with parents, pairs and adults, as well as exploring the environment.

It can be seen that with the advancement of technology the traditional play, those that have been part of many generations, were left out, the time was once destined to play in the street hopscotch, tag, hide and seek, mother of street, have been replaced by the video game and computer games, and because of the daily life and professional duties and working parents, they ended up forgetting the importance of play and recreation in their children's lives.

Note that for the rush of parents to the professional's affairs, they do not realize that their children need the traditional games to dramatically improve the fitness.

Another considerable importance with respect to child's play and recreation is the professional intervention of Physical Education (teachers) during Physical Education classes, in addition, the schools of sports training and club services. Opines that it is a rare moment in the lives of contemporary children, because that is when the kids practice physical activities pedagogically guided.

It is believed that it is at this time that the Physical Education teacher must awaken the taste for physical activity in children, making the future becomes a physically active individual.

Matthiesen (2011) points out that when a child plays it expands its motor collection and works their physical capabilities such as speed, endurance and agility.

Agreeing with Matthiesen (2011), and, moreover, states that when children realize the diversity of the movement, gaining motor experience through play, especially those involving race, the rapid moves, stops and exits fast, children are contributing to the increase in oxygen consumption, favoring thus the heart rate, breathing, and fitness.

For recreation specialist Matthiesen (2011), it is necessary to remember how the play are important for the child's social development as they work on creativity, spontaneity, sociability, which are essential for its formation.

The word recreation comes from Latin recreare and it means “to create again" in a positive meaning, upward and dynamic (FERREIRA 2003).

To Mian (2003), recreation means satisfaction and joy at what is done. It depicts an activity that is free and spontaneous and in which the interest is kept by itself, without any internal or external coercion on a mandatory or oppressive way, besides and pleasure.

Fritzen (1995), the act of playing cannot be seen as a waste of time because for the child playing is the most serious thing in the world, it is as necessary for its development as food and rest. It is the means that the child has to become acquainted with the world and to adapt itself to what surround it.

Thus, the act of playing has also positive effects for the learning process and contribution to the development of motor coordination, encouraging the development of basic skills like walking, running, jumping and balance.

Given this context it provides us to realize that the play-guided through recreation are very important for the development of the child benefiting them at the motor development.

Development

Due to the advancement of technology, especially computer and video games, contemporary children do not know the "world of play", it ends up by restricting the child, because it does not experience the jokes of childhood and the result is not the proper development of motor patterns, this, to be a physically active adult.

It is noticed that a few years ago children were more physically active, that due to the enormity of play and games that were better exploited during childhood as well, there were spaces for play to be quieter than today. Children used the squares and streets to play, which does not happen today.

In this sense, the intervention of physical education teachers is fundamental, whether at school during physical education classes or in schools of sports training, because at this time the child will have access to the world of play and with the help of the teacher, may arouse interest in physical activity, enabling it thus to become a physically active individual, resulting in a better physical conditioning.

Children, who include traditional play in its daily routine, expand its motor collection as it develops in general their skills and physical abilities. A child to have good motor development, it feels easier to interact, thus, it will not take refuge in the middle which it does not dominate, because it has self-confidence and believes in its potential. But a child with motor difficulties takes refuge in the middle which it does not dominate, because it feels ashamed of making mistakes.

To better understand this issue it is needed to clarify what is self-concept, self esteem and self confidence.

In understanding of Gallahue and Ozmun (2005) the successes and failures of childhood may seem remote and meaningless to us, at the present, but they were important events that influenced on what and who we are. The feeling that children have of themselves is strongly determined by the experiences they have with games, both successful as unsuccessful.

To Gallahue and Ozmun (2005) children are active, energetic and spend enough time in plays and in active exploration of a constantly expanding world. The called "world of children's play" occupies much of the daily lives of children and it

is really important because it is a primary way by which children learn more about themselves, their bodies and their potential for movement.

The self-concept is generally regarded as the perception that the individual has from its characteristics, attributes and limitations, and the way in which its characteristics are similar or different from other people. The self-concept can be defined as the individual finds itself, without imitating personal trial or comparing itself to others (Gallahue, Ozmun 2005).

Santrok (2001) apud Gallahue and Ozmun (2005 p.329) state that "self esteem is an evaluative dimension of itself. In other words, it refers to qualitative judgments and feelings associated to descriptions that the individual attributes to itself. While the self-concept is simply the perception of itself, self-esteem is the value that individual attach to these concepts. "

The self-confidence denotes the individual's belief in its ability to mental task performance, physical or emotional. It is the ability provided of the individual to master the particular challenges and to overcome obstacles or difficulties (GALLAHUE; OZMUN 2005).

It is important to highlight that self-confidence may not be related to self-esteem in some situations. The child, for example, may not have a sufficient level of self-confidence to try some fitness movement, but can have a high level of self-esteem.

In the conception of Harter (1983) and Weiss (1987) apud Gallahue and Ozmun (2005, p. 335) the practice of physical activities can increase or limit the development of self-concept in children, since it is central in their lives. Both boys and girls place a premium on competence in physical activities, and this is an essential factor to the global self-esteem.

According to Tuddenham (1951) apud Gallahue and Ozmun (2005, p. 336) several scholars emphasize the there is link between positive self-acceptance from the pair groups and skill in team games, especially for boys. The athletic ability is a supreme object for many boys, qualified by motor coordination, strength, size and physical maturity.

In the conception of Gallahue and Ozmun (2005) the skill level is often controlled by factors outside the influence of the child. Factors such as physical stature, health-related conditions, experience and quality education make it impossible for many children, to equate to the values of their pairs. As a result they feel inferior, rejected, and develop poor self-image. The playgrounds, gyms and recreation environments offer an excellent opportunity to develop positive self-concept. The perceived competence of child and its actual competence in the physical, cognitive and affective facilitators are important in developing a positive self-concept.

It is understood that parents and teachers, especially the Physical Education one must encourage the child from the earliest years of life to practice and participate in physical activities (especially games and recreational activities), because, it becomes one of the best investments you can do to promote the health of future adults, so the benefits are many, including social, emotional, physical and mental development, not to mention the organization.

Gallahue and Ozmun (2005) reported that: poor self-concept is reflected in feelings of "I can not", "I am always wrong" or "I do not have value". The authors describe also that children who are dissatisfied with the world around them are unlikely to stay in places that are unfamiliar. Thus, the child who sees devalued because of repeated failures, in general, lies in the deliberate strategy of failure, which serves as a self protective apparatus. Children who see themselves as failures will not even be tempted to try new tasks.

In understanding of Gallahue and Ozmun (2005) children who have poor self-concept are affected negatively by what they think others think of them. Children and adults tend to live up to the expectations of others, or at least according to what they think these expectations are. Teachers have great importance in the formation of the basic attitudes of children in relation to themselves. There is a child, when it feels it will not have a good performance, it can deny or reduce its real skill, which can be average, above average or better. In contrast, child with a success oriented vision is involved in projects or takes on new challenges, with full expectation of achievement.

Taylor (1980) states that:

One of the best and easiest ways for a strengthened self-concept is the joke, because it offers opportunities to help the child in all areas of development. The importance of this activity can be demonstrated in the way in which it [child] sees itself, its body, its skills and its relationships with others. (p.133).

To Gallahue and Ozmun (2005) educators and parents need to determine how to use the motor activities of children to encourage the formation of stable and positive self-concepts. Note also that appropriate motor experiences from the point of view of development, which are challenging and properly sequenced, are very beneficial for children, and educators and parents should help children achieve a healthy self-image, encouraging them to establish reasonable expectations of itself and clearly defining our own intentions.

In understanding of Gallahue and Ozmun (2005), children should not be treated as miniature adults, they are in full and have different interests and skills of adults. It is often that we fall into the trap of trying to create miniature athletes from 6 to 7 years old, without first developing certain fundamental movement skills. Parents and coaches should take care not to charge the victories of the children, but focus on the healthy development of the same.

It can be seen that Physical Education not only develops the human movement, but there is still, cognitive development, where children can take advantage of this item to use them for the benefit of school performance.

Freire (1992) reports that education for the movement in, the movement is a facilitator instrument of learning content related to the cognitive aspect. The movement then becomes a means of acquiring and developing educational goals of education, such as psychomotricity, cognitive and affective, for example.

Therefore, agreeing with the understanding of (LE BOULCH, 1987), it is believed that the central goal of education for the movement is to contribute to the psychomotor development of the child, who depends on both the evolution of its personality and school success.

Conclusions and recommendations

It is understood that Physical Education through one of its contents which is recreation (games and play) in early childhood education it contributes or may contribute to the process of learning in all grade levels, especially among students from 1st to 5th year. This contribution is given to prepare students to receive activities related to the initiation of collective sports.

It is known that through the games and play can develop agility, coordination, resistance (according to age) strength and fitness. Because Physical Education can be considered as the science of human movement which, through specific activities assist in the development of an individual, renovating them and turning them into physically active people.

Physical Education is not only related to the physical part of the individual, the same worked correctly, provides a cognitive, affective and social development.

Physical education in general can provide several benefits to the child, but it is important to note that these benefits are the result of an entire training process. If this process is flawed at some point the child will suffer, because they do not develop their skills in the period considered ideal.

Therefore teachers should be aware to the types of activities that children will do this according to the skills that have been developed so that they do not take refuge in this way because they do not dominate the proposed activities. And it still remains to be physical education teacher in providing this child to develop its skills and abilities.

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RECREATION AND PLAY IN CHILDHOOD: EXCELLENT WAY TO IMPROVE MOTOR COORDINATION.

ABSTRACT

Initially, recreation and play in childhood have no educational purpose or learning pre-defined. Both recreation and children's games are developed by children, especially for its pleasure and fun, but also allows it to interact with parents and adults, as well as exploring the environment. Due to the advancement of technology, contemporary children do not know the "world of pay", that end up by restricting them, because it does not experience the jokes of childhood and the result is not the proper development of motor patterns, that, to be a physically active adults. Children, who include traditional play in its daily routine, expand its motor collection as it develops in general their skills and physical abilities. A child to have good motor development, it feels easier to interact, thus, it will not take refuge in the middle which it does not dominate, because it has self-confidence and believes in its potential. Therefore a child with motor difficulties takes refuge in the middle which it does not dominate, because it feels ashamed of making mistakes. Parents and Physical Education teachers must encourage the child from the earliest years of life to practice and physical activities (especially games and recreational activities), because, it becomes one of the best investments you can do to promote the health of future adults, so the benefits are many, including social, emotional, physical and mental development, not to mention the organization. Through games and play can develop agility, coordination, resistance and fitness strength (according to age). Because Physical Education can be considered as the science of human movement which, through specific activities assist in the development of an individual, renovating them and turning them into physically active people.

KEYWORDS: recreation, play, motor coordination.

LOISIRS ET JOUER DANS L'ENFANCE: EXCELLENT MOYEN D'AMÉLIORER LA COORDINATION MOTRICE.

RÉSUMÉ

Initialement, les loisirs et le jeu dans l'enfance n'ont pas de but éducatif ou d'apprentissage pré-définis. Tant de loisirs et jeux pour enfants sont conçus par les enfants, surtout pour votre plaisir et le plaisir, mais aussi lui permet d'interagir avec les parents et les adultes, ainsi que d'explorer l'environnement. En raison de l'avancement de la technologie, les enfants contemporains ne connaissent pas le «monde des jeux», que vous les restreindre, car il n'a pas l'expérience du plaisir de l'enfance et le résultat n'est pas le bon développement de la motricité, que, pour être une adultes physiquement actifs. Les enfants comprennent des jeux traditionnels dans leur jour le jour étendre son moteur de collecte, généralement parce qu'ils développent leurs compétences et leurs aptitudes physiques. Un enfant d'avoir un bon développement du moteur, il se sent plus facile d'interagir de cette manière ne sera pas se réfugier dans le milieu qui ne dominent pas, parce qu'elle a confiance et croit en son potentiel. Ainsi, un enfant ayant des difficultés motrices, se réfugie dans le milieu qui ne dominent pas, parce qu'elles ont honte de faire des erreurs. Parents et enseignants d'éducation physique devrait encourager l'enfant dès les premières années de la vie, l'activité physique (en particulier les jeux et les activités récréatives), pourquoi, et il devient l'un des meilleurs investissements que l'on peut apporter à la promotion la santé des futurs adultes, car les avantages sont nombreux, notamment social, affectif, physique et mentale, sans compter l'organisation. A travers des jeux et le jeu peuvent développer la force d'agilité, la coordination, l'endurance et la remise en forme (selon l'âge). Pour l'éducation physique peut être considérée comme la science du mouvement humain, qui, à travers des activités spécifiques aider à l'élaboration d'un individu, les rénover et les transformer en personnes physiquement actives.

MOTS-CLÉS: loisirs, de jouer la coordination motrice.

RECREACIÓN Y EL JUEGO EN LA INFANCIA: MEDIOS EXCELENTE PARA MEJORAR LA COORDINACIÓN MOTORA.

RESUMEN

Inicialmente, la recreación y el juego en la infancia no tienen fines educativos o de aprendizaje pre-definido. Tanto lúdicas como juegos de niños son desarrolladas por los niños, sobre todo para su placer y diversión, pero también le permite interactuar con los padres y adultos, así como explorar el medio ambiente. Debido al avance de la tecnología, los niños de hoy no conoce el "mundo de los juegos", que limita su alcance, porque no experimentar la diversión de la niñez y el resultado no es el adecuado desarrollo de patrones motores, que, para ser un adultos físicamente activos. Los niños son los juegos tradicionales en su día a día ampliar su motor de recopilación, por lo general debido a que desarrollen sus habilidades y capacidades físicas. Un niño que tiene motor de desarrollo bien, se siente más fácil interactuar de esta manera no se refugiará en el centro que no

domina, porque tiene confianza y cree en su potencial. Por lo tanto, un niño con dificultades motrices, se refugia en el medio que no domina, porque sienten vergüenza de cometer errores. Los padres y los profesores de Educación Física debe estimular al niño desde los primeros años de vida, actividad física (especialmente juegos y actividades recreativas), por qué, y se convierte en una de las mejores inversiones que uno puede hacer para promover el la salud de los futuros adultos, porque los beneficios son muchos, incluyendo social, emocional, físico y mental, sin contar la organización. A través de juegos y el juego puede desarrollar la fuerza de agilidad, coordinación, resistencia y condición física (según la edad). De la Educación Física se puede considerar como la ciencia del movimiento humano, que, a través de actividades específicas de asistencia en el desarrollo de un individuo, la renovación de ellos y convertirlos en personas físicamente activas.

PALABRAS CLAVE: recreación, el juego, la coordinación motora.

RECREAÇÃO E BRINCADEIRAS NA INFÂNCIA: EXCELENTE MEIO PARA APRIMORAR A COORDENAÇÃO MOTORA.

Inicialmente, a recreação e as brincadeiras na infância não têm objetivo educativo ou de aprendizagem pré-definido. Tanto a recreação como as brincadeiras infantis são desenvolvidas pelas crianças, especialmente para seu prazer e diversão, mas também, permite a ela interagir com os pais e adultos, bem como, explorar o meio ambiente. Devido ao avanço da tecnologia, as crianças contemporâneas não conhecem o “mundo das brincadeiras”, isso acaba limitando-as, pois a mesma não experimenta as brincadeiras da infância e o resultado é o não desenvolvimento dos padrões motores adequados, isso, para que seja um adulto fisicamente ativo. As crianças que incluem as brincadeiras tradicionais no seu dia-a-dia ampliam o seu acervo motor, pois desenvolvem de forma geral as suas capacidades e habilidades físicas. Uma criança ao apresentar bom desenvolvimento motor, ela sente facilidade para se interagir, desta forma, não irá se refugiar do meio no qual não domina, pois ela tem autoconfiança e acredita no seu potencial. Logo, uma criança que apresenta dificuldades motoras, se refugia do meio na qual não domina, pois sente vergonha de errar. Os pais e professores de Educação Física, devem incentivar a criança desde os primeiros anos de vida a praticar atividades físicas (especialmente os jogos e atividades recreativas), motivo pelo qual, isso, se torna um dos melhores investimentos que se pode fazer para promoção da saúde de futuros adultos, pois, os benefícios são muitos, inclusive o desenvolvimento social, emocional, corporal e mental, sem contar o organizacional. Através dos jogos e brincadeiras pode-se desenvolver a agilidade, a coordenação, a resistência e a aptidão força (de acordo com a idade). Pois a Educação Física pode ser considerada como a ciência do movimento humano, que, através de atividades específicas auxiliam no desenvolvimento integral do indivíduo, renovando-os e transformando-os em pessoas fisicamente ativas.

PALAVRAS CHAVES: Recreação, brincadeiras, coordenação motora.