124 - THE USE OF GAMES AND POPULAR JOKES MODIFIED IN PHYSICAL EDUCATION CLASSES OF FEDERAL INSTITUTE OF ALAGOAS - CAMPUS MACEIÓ

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INTRODUCTION

With the intention of giving the theoretical methodological strategy proposed in this research, it is necessary that a review will address some topics of authors who have published books and articles on new teaching practices and games and jokes rated as contents of the Physical Education classes. "The game is a voluntary activity or occupation, exercised within certain specific limits of time and space, following rules freely consented, but absolutely mandatory incorporate an end in itself, accompanied by a sense of tension and joy and consciousness to be different from everyday life "(HUIZINGA, 1971:p.33).

According to Moraes (2004), we need to get away from the traditional paradigm of education that is committed to the past, with things that can not be forgotten, that gives greater emphasis to conformism, who does not realize the constructive side of the error, which eliminates attempts and freedom of expression. We need, more than ever, a new educational model that not only contribute to the formation of the also recognizes learning as a complex process in permanent construction, which depends on the actions and reactions of one who knows that depends on what happens in its corporeality. In reality, we need new pedagogical guidelines that help us recognize that it is time for a new education, a new dialogue, new partnerships and new alliances. It's time for new challenges and new values, the birth of new crops, the emergence of a new consciousness, a time of openness to new knowledge and new times to announce the beginning of this millennium. It is time to re-enchant education! To Castro (2008), high school, meeting place of many contradictions of Brazilian education has other roles, it can be said that a level is in permanent crisis.

The major problem of the school is to prepare half of the students for work and the other half for higher education. Things are disparate, with greater distances between functional values and attitudes in each of the options. The school inherits all the problems of quality of primary education and adds to them new model in the world: there is no alternative paths or between schools with different profiles (European model) or the possibility of taking different paths within the same school (American model). There is extensive debate on the solution to our school.

The Games Rules allow the child's development of abstract thought, are introduced in the game because new meanings, and symbolic actions. At this stage the child acquires autonomy, for it creates, recreates the rules of their game, she makes decisions that enable cognitive development before various situations.

The collective rule begins to be introduced and internalized by the child. She learns that there are rules to be followed within society and that if not met is missing and who disrespected will have to bear the consequences and your choice being punished for such an act. Negrine (1994) states that (...) the child throws many things at any given time. You could say that the child in a game situation less than thirty minutes, enough to represent at least three different roles (...). As you change the game, change the representation, and with her emotions in a very dynamic process (p. 87). Based on the above this paper aims to present an experience report on the use of a methodology for the development of physical education classes taught by physical education teachers in the 1st and 2nd years of high school Integrated Instituto Federal de Alagoas - Campus Maceió in 2012.

Finally, it should be noted the perspective of methodological contribution of this strategy at work educators, especially teachers of Physical Education, the important role that games and play games popular in the formation of the individual, they offer different ways to solve problems, making decisions and developing new ways from a primitive form. For according to Araújo (2011, p.640):

> The games and popular games can be a symbolic representation of life, and through them, we can create the habit of physical activity, respect the rules, the next, the socializing, bringing people together. We will form thus a generation guided by principles of fraternity, solidarity, cooperation, and co-education and physical education as the guiding thread of this process, from the perspective of educational and social values of the game and play as a means of popular education.

METHODOLOGY

The sample consisted of 200 students aged between 15 and 18 years (being 120 male students and 80 female) enrolled in five courses of the 1st and 2nd years of high school Integrated Instituto Federal de Alagoas - Campus Maceió in year 2012.

We proposed a novelty recreational strategy with the direct participation of the students in the process of rescuing and Play Popular Games, which consisted of two phases: (a) initially, the games' Steals Flag "and" Lord of the Street "were presented with the rules in their traditional formats, as they were played in most neighborhoods in the city of Maceió, (b) subsequently, these activities were studied by the students, with guidance from teachers, that were developed some modifications and adaptations, transforming them into other forms of execution more motivating and enjoyable.

Several suggestions were made by students, among them, that attracted more interest was the adventure game inspired by the "Paintball". Both the game "Lord of the Street," as in the game "Steals Flag" were used bladders birthday party full of water to replace the gun with paint bullets used in the game above. Below are two examples of this practice: first in traditional form and subsequently as a strategy using a modified form of game play.

1º Example

Owner of The Street (Traditional) Maceio - AL (elsewhere: Mom Street) Description: The game "Lord of the Street" traditionally occurs as follows: the teacher chooses a student to be the "main street", all other students are before the court sideline jumping on one foot (sidewalk), and may walk or run with both feet, only within the block (street). The objective of the game is to try to move from side to side of the block (street), without the "master street" touch it. The student who is touched by the "owner of the street," helps to catch even the other and so on. The game ends when all the students have been touched.

The Owner of Street Paintball (adaptation):

Description: The game takes place in the same way that the game previously mentioned, the difference is that the "main street" will be with a ball blowing full of water, and try to hit the players who try to cross the street. If the "main street" hit the ball blowing in a player, it goes to help the "Lord of the Street" to hit others (Use as play space a block discovery or an open field). In this activity, the emphasis was directed decision making in choosing the right moment to cross the street, the body area to deselect (feint), change of direction, various trajectories of displacements, velocities, the relationship between space and time, and so on. (Araújo, 2011).

2º Example

Flag Steals (Traditional) Maceio - AL (elsewhere: Pink Flag, Flag Bar, Pira Flag): Description: The field of play is divided into two parts by a central line and a marked site for banner (example: the area of Handball can be called heaven, got it, or Pike), students will be divided into two teams and if possible, with the same number of members, each one stationed on each side of the field. The objective of the game is to catch the "flag" (flag or ball, etc.).

Opponent and bring to your side of the field without being touched. When a member is touched even without the flag should stand (standing, squatting or sitting) and can only rejoin the game when a member of his team get to touch it. When a player in possession of the ball is touched, it will be stopped and returns the ball to where it was (in the sky, got it, the pike). The player who arrive at the scene of "Flag" opponent (in the sky, got it, the pike), can not be touched; may only be touched when it enters the playing court's opponent. Make the point that the team can get past the banner of court contrary to his side of the court first.

Steals Flag Paintball (adaptation):

Description: The game happened similarly to Steal flag (Pique-Flag, Flag Bar) traditional, the playing field was divided into two parts by a central line. Students were divided into two teams, and preferably with equal number of members. All players of the teams were in possession of a ball blowing full of water in his hands. The goal was to take the "flag" (or ball) opponent and bring to your side of the court without being hit by the balls blowing the players of the opposing team.

The difference was that one player to invade the opponent and the ball was hit full blast of water thrown by opponents, should stand (or sit crouched and deliver your ball to the player who hit him) and could only rejoin the game when a member of your team could touch him. When a player in possession of the opposing flag (ball) was hit, was stopped and returned the flag (ball) to where it was (in the sky, got it, the pike). The player to reach the site of the "flag" opponent (in the sky, got it, the pike), could not be hit, could only be set when entering the field of play from the opponent. Marked the point the team who successfully pass the flag (ball) field contrary to his field, first the other team.

We used a strategy game very dynamic and well known, with the inclusion of some important adaptations directed to multiplayer games: the traditional Steals Flag, besides the movement of selection and deselection of the players was emphasized decision making and speed of reasoning to defend and attack at the appropriate time and without precipitating actions without making unnecessary movements. It was introduced to enhance the throw plea finalized (the accuracy to hit the target) and stimulate the thinking of team play by players.

These attitudes are of paramount importance to achieve the objectives of this popular game changed, which is the scoring and prevent infiltration of opponents, defending their field.

The evaluation was made by surveying observation and frequency of student participation during lessons in eight lessons that this methodological strategy.

In the lectures of Physical Education (two classes) used for the research and study of those games that were experienced in this new proposal, we had the presence and participation of all students in their respective classes (100%) in the preparation of amendments and rules of the games. Already in practical classes using this methodological strategy (six classes, two classes with traditional games in formatting and four games with modified), student participation was 95%. It was observed an increase in student participation in 30% more than they normally did when classes were not taught this strategy.

CONCLUSION

It can be concluded that applying the proposed method suggested in this study students now have a different view in relation to physical education classes and consequently another perception of Physical Activity. This change reflects the perception of student education, and although it is not possible to say that the brief intervention period significant changes occurred in students' identity, evidenced the contribution to an awakening, a fresh look at yourself and the other. It is believed that this is a contribution which will help the work of educators for the day-to-day school, in particular, physical education teachers. It is hoped that the application of this methodological strategy serves to increase participation and motivate students' interest as well as awaken creativity in preparing the lessons the teachers themselves, showing how redeeming recreational activities that are popular in the region, improve the quality of physical education classes.

Therefore, it is very pertinent that further studies are done on the subject and Play Popular Games as pedagogical practice in the teaching of Physical Education, bringing further contributions to the development of the discipline, both in the aspect of the game itself, as the social aspect. Thus, we conclude that the games and popular games contribute in the formation of the individual, they offer different ways in solving problems, making decisions and developing new ways from a primitive form.

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THE USE OF GAMES AND POPULAR JOKES MODIFIED IN PHYSICAL EDUCATION CLASSES OF FEDERAL INSTITUTE OF ALAGOAS - CAMPUS MACEIÓ

ABSTRACT

This experience report aims at presenting a methodological approach for the development of the Physical Education classes taught by teachers from five divisions of the 1st and 2nd years of high school Integrated Federal Institute of Alagoas - Maceió Campus. The study sample consisted of 200 students aged between 15 and 18 years (120 students being male and 80 female) in 2012. This practice took place in two stages, at first, the students researched and brought written rules of Popular Games to be applied to its traditional formatting, and subsequently, these activities were modified and adapted, transformed into other forms of executions. The central idea of this proposal is to develop methodological experience of the individual, allowing a recovery of body culture of the region where the student is inserted, and taking into account the teaching cultural diversity. The evaluation was made by surveying observation and frequency of student participation during class. It was observed an increase in direct participation of students in practical activities during physical education classes in the application of methodological strategy proposed in the study. Through this strategy of teaching Physical Education novelty recreational perspective, we reached the conclusion that games and play popular contribute in the formation of the individual, they offer different ways in solving problems, making decisions and developing new ways to practice based on the original form. Based on these results, further studies may contribute to the topic Games and Play Popular bringing a new perspective on both aspects of the game, as the social aspect.

KEYWORDS: Physical Education Games and Play Popular; Culture.

L'UTILISATION DE JEUX ET BLAGUES POPULAIRES MODIFIÉS COURS D'ÉDUCATION PHYSIQUE INSTITUT FÉDÉRAL DE D'ALAGOAS - MACEIÓ CAMPUS

RÉSUMÉ

Ce rapport vise à présenter l'expérience d'une approche méthodologique pour l'élaboration des cours d'éducation physique dispensés par des enseignants provenant de cinq divisions des 1re et 2e années de l'école secondaire intégré Polytechnique Fédérale d'Alagoas - Campus de Maceió. L'échantillon de l'étude se composait de 200 étudiants âgés entre 15 et 18 ans (120 élèves d'être un homme et 80 femmes) en 2012. Cette pratique a eu lieu en deux étapes, d'abord, les étudiants des recherches et a écrit des règles de jeux populaires à appliquer à sa mise en forme traditionnelle, et par la suite, ces activités ont été modifiés et adaptés, transformés en d'autres formes d'exécutions. L'idée centrale de cette proposition est de développer l'expérience méthodologique de l'individu, ce qui permet une reprise de la culture du corps de la région où l'étudiant est inséré, et en tenant compte de la diversité culturelle d'enseignement. L'évaluation a été faite par l'arpentage observation et la fréquence de la participation des élèves en classe. Il a été observé une augmentation de la participation directe des élèves à des activités pratiques pendant les cours d'éducation physique dans l'application de la stratégie méthodologique proposée dans l'étude. Grâce à cette stratégie d'enseignement physique perspective nouveauté récréatives Education, nous sommes arrivés à la conclusion que les jeux et jouent populaires contribuent à la formation de l'individu, ils offrent différentes façons de résoudre des problèmes, prendre des décisions et à développer de nouvelles façons de mettre en pratique basée sur la forme originale. Sur la base de ces résultats, d'autres études peuvent contribuer aux Jeux Jouez Populaire sujet et apporter une nouvelle perspective sur les deux aspects du jeu, comme l'aspect social.

MOTS-CLÉS: Education Jeux Jouez physiques et populaire; Culture.

EL USO DE JUEGOS POPULARES Y BROMAS MODIFICADOS EN LAS CLASES DE EDUCACIÓN FÍSICA DEL INSTITUTO FEDERAL DE ALAGOAS - CAMPUS MACEIÓ

RESUMEN

Este informe tiene como objetivo presentar la experiencia de un enfoque metodológico para el desarrollo de las clases de Educación Física impartidas por profesores de las cinco divisiones de 1º er y 2 º año de la escuela secundaria integrada Instituto Federal de Alagoas - Maceió Campus. La muestra del estudio consistió en 200 estudiantes de edades comprendidas entre los 15 y 18 años (120 estudiantes de ser hombre o mujer 80) en 2012. Esta práctica se llevó a cabo en dos etapas, en primer lugar, los estudiantes investigaron y trajo reglas escritas de juegos populares que se aplicarán a su formato tradicional, y, posteriormente, estas actividades fueron modificadas y adaptadas, transformadas en otras formas de ejecuciones. La idea central de esta propuesta es desarrollar experiencia metodológica de la persona, lo que permite una recuperación de la cultura de la región del cuerpo donde se inserta el estudiante, y teniendo en cuenta la diversidad cultural de la enseñanza. La evaluación se realizó mediante una encuesta observación y la frecuencia de participación de los alumnos durante la clase. Se observó un aumento de la participación directa de los estudiantes en actividades prácticas durante las clases de educación física en la aplicación de la estrategia metodológica propuesta en el estudio. A través de esta estrategia de enseñanza perspectiva física recreativa novedad Educación, llegamos a la conclusión de que los juegos y el juego popular de contribuir en la formación del individuo, que ofrecen diferentes maneras en la solución de problemas, toma de decisiones y el desarrollo de nuevas formas de práctica basada en la forma original. Con base en estos resultados, otros estudios pueden contribuir a los Juegos temáticos and Play Popular traer una nueva perspectiva sobre los dos aspectos del juego, como el aspecto social

PALABRAS CLAVES: Juegos de Educación Física y Play Popular; Cultura.

A UTILIZAÇÃO DE JOGOS E BRINCADEIRAS POPULARES MODIFICADOS NAS AULAS DE EDUCAÇÃO FÍSICA DO INSTITUTO FEDERAL DE ALAGOAS - CAMPUS MACEIÓ

RESUMO

O presente relato de experiência tem por objetivo apresentar uma estratégia metodológica utilizada para o desenvolvimento das aulas da disciplina Educação Física ministradas pelos professores de cinco turmas dos 1º e 2º anos do Ensino Médio Integrado do Instituto Federal de Alagoas – Campus Maceió. A amostra do estudo foi composta por 200 alunos com faixa etária entre 15 e 18 anos (sendo 120 alunos do sexo masculino e 80 do sexo feminino) no ano de 2012. Esta prática se deu em dois momentos, num primeiro momento, os alunos pesquisaram e trouxeram por escrito regras dos Jogos Populares para serem aplicados as suas formatações tradicionais, e num segundo momento, estas atividades foram modificadas e adaptadas, transformando-se em outras formas de execuções. A ideia central da proposta dessa experiência metodológica é o desenvolvimento integral do indivíduo, possibilitando um resgate da cultura corporal da região onde o aluno está inserido e levando em consideração a ação docente na diversidade cultural. A avaliação se deu através do levantamento de frequência e observação da participação dos alunos durante as aulas. Foi verificado um crescimento da participação direta dos alunos nas atividades práticas durante as aulas de Educação Física com a aplicação da estratégia metodológica proposta no estudo. Através desta estratégia de ensino da Educação Física numa perspectiva lúdico-recreativa, chegou-se a conclusão que os jogos e as brincadeiras populares contribuem na formação integral do indivíduo, pois oferecem diversas formas na resolução de problemas, nas tomadas de decisões e na elaboração de novas formas para a prática tendo como base a forma primitiva. Diante dos resultados obtidos, novos estudos poderão contribuir para o tema Jogos e Brincadeiras Populares trazendo uma nova perspectiva tanto nos aspectos dos jogos, quanto no aspecto social.

PALAVRAS-CHAVE: Educação Física; Jogos e Brincadeiras Populares; Cultura.