69 - CONSTRUCTION OF GAMES AS A TOOL OF CHILDREN DEVELOPMENT WITH LEARNING DIFFICULTIES AT SCHOOL: THE TEACHER IMPORTANCE IN THE PROCESS

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INTRODUCTION

A school-age child is faced with several tasks to accomplish his/her process of learning and development. In school it is expected that all children can follow the lesson, understand the explanations and guidance of the teacher, leading them to learn how to express themselves orally, recognize different forms of objects, sounds, words and images, among other natural and cultural objects so that they can, in the process of appropriation, systematize by way of written language such experiences and knowledge.

However, it is identified that some children have difficulty in effecting their learning process and, due to this fact, your school development can be demaged. We know that such difficulties have multifactorial origin and mainly historical-social and need to be faced by teachers in school.

We find that the learning difficulties in schools has increased, making it one of the biggest causes of exclusion of children in the educational process and the big problem is that these children end up being labeled and receiving improper diagnoses due to their difficulties.

Faced with this situation, we try to understand the social, cultural and historical understanding of children and their learning difficulties, to create conditions, from a work of ludo-pedagogical intervention with children in the LAR (Laboratory of Ludo-pedagogical Activities).

In the process of construction of school knowledge are concerned to contribute to teaching and learning of reading and writing at school, considering that the development of these skills promotes the children educational process toward their humanization. According Saviani (2003) the school needs to create conditions for learning letters, numbers and other key content for students to take ownership of science, philosophy, arts, politics and other knowledge constructed and accumulated by mankind.

Vygotsky (1998) shows that learning to read and write becomes a task mechanical and meaningless to the child when performed from positivist principles and emphasizes how learning processes when significant, mobilize the potential development area of individuals, causing them to move from one form of empirical thinking to conceptual thinking, permeated by the appropriation of the sign that means the word with social significance.

In this movement of learning and development the child builds motor skills, cognitive, body awareness, affection and sociability among other human capacities, which would not develop spontaneously and naturally. To accomplish this process of learning and development, the teacher's role becomes critical, as the possibilities it offers for the construction of games and toys that can be instruments that facilitate the child's learning.

For school learning occurs, the actions of students must have a personal sense corresponding to the motives and meanings of social study activities, to promote human development and through the activity construction of games we hope to contribute to the process of learning, reading and writing for the children who are participating in the Intervention Project which is developed inside LAR.

We understand that the appropriation of the social world must occur through social activity, to overcome the learning difficulties of the children inside schools. However, it is important to understand this relationship between man and the world is not a direct, but mediated relationship with others and the use of cultural tools, including the sign, the word, oral and written words.

We emphasize that human activity, social by nature, is always mediated by the objects created by men themselves, which were built as a result of the relationship with nature and with others, in a continuous process of qualitative transformation of nature and process of building the culture.

It is important to say that teachers are responsible for the transmission of knowledge and experience built by mankind for the students inside the school. By the action of the teacher it is possible to effective the process of socialization of culture, an essential condition for the multilateral development of human being. In school education process takes place via the appropriation of philosophy, science, arts, physical culture, among other cultural objects and especially as advocate for the activity of building games which become educational tools, essential for the humanizing development of children in school.

We want to help children with learning difficulties to overcome their problems at school by creating possibilities to them inside the LAR and, at the same time, to help them go on with their studies at school by creating favorable conditions and social motives the construction of educational toys and games used as educational tools for children's learning.

The play and the act of playing can be presented as facilitating elements to stimulate and intervene in the process of child development. "The toys and games for learning and teaching elements are second Kishimoto (2009), privileged forms so that the child can develop and take ownership of knowledge".

According to Vygotsky (2004), “the play is the earliest form of conscious behavior arising at the base of instinctive and emotional" and, as a result of this understanding, we emphasize the importance of participating in this process, where the child is seen as a social subject. Still, according to Vygotsky (1989), play activities help in human development, and the game allows the child to learn the subject, act autonomously, have expanded their curiosity and in the process, gain self-confidence and initiative. We can say, according to the author, this process provides the development of language, thought, concentration and other higher psychological functions.

We value the toy and activity building games as well as its construction, such as educational opportunity and purpose to encourage and promote development and learning conditions for children who exhibit these pedagogical educational difficulties. In school matters are usually given, are not built as a process; we want to create that condition learning to reduce these difficulties both in the school environment as well as in the child's life.

Thinking about it, and worried about the rise of children referred with a diagnosis of learning disabilities, especially

reading and writing difficulties, we have worked together with members of GEIPEE-thc, aiming to contribute to the overall development of these subject to permit by building games and activities, because of the advancement in the teaching-learning-development.

OBJECTIVE AND METHODOLOGY OF THE INTERVENTION PROCESS

The main objective is to understand the importance of building activity of games and play in the process of appropriation of the reading and writing by children diagnosed by specialists of medical area as subjects with learning difficulties at school.

The subjects of the Intervention Process are children aged 6 to 11 years, who attend public schools in Presidente Prudente/SP. The intervention work is based on research and systematic observation of the process that we develop inside the LAR.

At first, a screening is conducted to analyze the difficulty of the child. If he/she needs the intervention, the child is subjected to a review by Psychomotor Development Scale Motor - EDM (Rosa Neto, 2001). We also conducted interviews with parents or guardians as well as teachers of the children in order to collect the history of life and schooling process data.

The Motor Development Scale (EDM) is composed of a battery of standardized tests, and aims to evaluate the motor development of the child and also check the level of the motor age in relation to the chronological age.

After the screening analysis by EDM is drawn up Psychomotor Intervention Program (PIP), through games, play activities and in accordance with the needs and psychomotor difficulties presented by children we held an ludo-pedagogical interventions planned and designed to improve the learning process of the children, so that they feel able to overcome their difficulties in school.

SOME RESULTS

We believe that the process of intervention we develop inside LAR has helped significantly the learning process of children, helping their development needs towards conquering the wealth built by mankind, especially reading and writing, essential to its humanization

It seeks to create objective conditions and ludo-pedagogical activities so the children have opportunities to constitute themselves as subjects of their learning process, taking ownership of reading and writing, in a playful and educational. We note that the construction activity toys and games collaborates in the process of appropriation of reading and writing, especially because it creates favorable conditions for children to understand the social significance of reading and writing at school and inside society and, accordingly, the children can overcome their difficulties in school.

We could realize that the children in general, have advanced significantly in their literacy and their learning difficulties, by our pedagogical interventions observed in the project, fact which is described and reported by parents in meetings and interventions by children in activities with the monitors and the test results.

By observing the intervention process we can see children reporting how much they enjoy the activities of the Project, and how they would like to play this way in school. The games built by children are taken home or they choose to leave in LAR for other children playing it, and showed up the next call to the successive construction to take home and play with their parents and family.

FINAL THOUGHTS

When working the development of human beings, seeking motivates you in your learning, is to create possibilities for overcoming the difficulties encountered in teaching school and in front of the assumptions presented above, and especially due to the importance of building and socializing cultural objects constructed throughout the history of mankind.

We argue that building toys and games, guided by the teacher, becomes fundamental pedagogical resource, whereas the games and toys are recognized as the main activity of schoolchildren, creating conditions for the advancement of the education process of the students.

Finally, it is important to know that children's development is not in isolation, but rather in establishing relationships in his/her family, school and society and, as a result of this understanding, it is stated the need to work together with all these segments, aiming at the qualitative transformation of social structures of these segments, recognizing that it is in the process of social construction that build humans and such structures to be transformed must be recognized bulge of concrete social totality.

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CONSTRUCTION OF JOKES AND GAMES AS A TOOL OF EDUCATIONAL DEVELOPMENT AGENT OF CHILDREN WITH LEARNING DIFFICULTIES SCHOOL

ABSTRACT

It is known that the game and play are considered facilitating factors for the acquisition and development of social, cognitive and language, among other things human. Based on this assumption, the school teacher is the primary mediator of cultural objects should use more of the games as teaching resources mediators for the development of students. Are developed Ludo pedagogical work with children with learning difficulties at school, from individual and collective consultations, considering the psychology of the game, according to cultural-historical theory. Visa is possible to overcome learning difficulties and construction of the development of individuals, through the educational work of building games. The activities are carried out by members of GEIPEE (Study Group, Intervention and Research in Special Education and Elementary) on the premises of Laboratory Activities Ludo-Recreational (LAR) of FCT / UNESP-Presidente Prudente and results has enabled better learning for children who are learning difficulties.

KEYWORDS: Construction Games, Learning Disabilities, Labour education.

CONSTRUCTION DE BLAGUES ET JEUX COMME OUTIL DE DÉVELOPPEMENT DE L'ÉDUCATION AGENT DES ENFANTS AVEC DES DIFFICULTÉS D'APPRENTISSAGE SCOLAIRE

RÉSUMÉ

Il est connu que le jeu et le jeu sont considérées comme facteurs de facilitation pour l'acquisition et le développement d'activités sociales, cognitives et langagières, entre autres choses de l'homme. Sur la base de cette hypothèse, le maître d'école est le principal médiateur des biens culturels devraient utiliser davantage les jeux que l'enseignement des médiateurs des ressources pour le développement des élèves. Sont développés Ludo travail pédagogique auprès des enfants ayant des difficultés d'apprentissage à l'école, des consultations individuelles et collectives, compte tenu de la psychologie du jeu, selon la théorie historico-culturelle. Visa est possible de surmonter les difficultés d'apprentissage et de construction du développement des individus, à travers le travail éducatif des jeux de construction. Les activités sont menées par les membres du Groupe d'étude (GEIPEE, d'intervention et de recherche en éducation spécialisée et primaire) dans les locaux du Laboratoire Activités de loisirs Ludo-(LAR) de la FCT / UNESP-Presidente Prudente et des résultats a permis de mieux apprendre pour les enfants qui sont des difficultés d'apprentissage.

MOTS-CLÉS: jeux de construction, les troubles d'apprentissage, l'éducation du Travail.

CONSTRUCCIÓN DE CHISTES Y JUEGOS COMO HERRAMIENTA DE AGENTE DE DESARROLLO EDUCATIVO DE NIÑOS CON DIFICULTADES DE APRENDIZAJE ESCOLAR

RESUMEN

Se sabe que el juego y el juego se consideran factores facilitadores para la adquisición y desarrollo de carácter social, cognitivo y del lenguaje, entre humanos. Con base en este supuesto, el maestro de escuela es el principal mediador de los bienes culturales debe usar más de los juegos como la enseñanza de mediadores recursos para el desarrollo de los estudiantes. Se desarrollan trabajos Ludo pedagógico con niños con dificultades de aprendizaje en la escuela, a partir de consultas individuales y colectivas, teniendo en cuenta la psicología del juego, de acuerdo con la teoría histórico-cultural. Visa es posible superar las dificultades de aprendizaje y de construcción del desarrollo de las personas, a través de la labor educativa de los juegos de construcción. Las actividades se llevan a cabo por miembros de GEIPEE (Grupo de Estudios, Intervención e Investigación en Educación Especial y Primaria) en los locales de las Actividades de Laboratorio Ludo-recreativas (LAR) de FCT / UNESP-Presidente Prudente y los resultados ha permitido un mejor aprendizaje para los niños que están aprendiendo dificultades.

PALABRAS CLAVES: Juegos de construcción, problemas de aprendizaje, la enseñanza del Trabajo.

A CONSTRUÇÃO DE JOGOS E BRINCADEIRAS COMO INSTRUMENTO PEDAGÓGICO MEDIADOR DO DESENVOLVIMENTO DE CRIANÇAS COM DIFICULDADES DE APRENDIZAGEM ESCOLAR

RESUMO

Sabe-se que o jogo e a brincadeira são considerados fatores facilitadores para a aquisição e desenvolvimento de aspectos sociais, linguísticos e cognitivos, dentre outros aspectos humanos. Partindo desse pressuposto, na escola o professor é o principal mediador dos objetos culturais, deveria utilizar mais dos jogos como recursos pedagógicos mediadores para o desenvolvimento dos estudantes. São desenvolvidos trabalhos Ludo-pedagógicos com crianças com dificuldades de aprendizagem escolar, a partir de atendimentos individuais e coletivos, considerando a Psicologia do jogo, segundo a Teoria histórico-cultural. Visa-se possibilitar a superação das dificuldades de aprendizagem e construção do desenvolvimento dos sujeitos, pela via do trabalho educativo de construção de jogos. As atividades são realizadas pelos membros do GEIPEE (Grupo de Estudos, Intervenção e Pesquisa em Educação Escolar e Especial) nas dependências do Laboratório de Atividades Lúdo-Recreativas (LAR) da FCT/UNESP-Presidente Prudente e os resultados tem possibilitado melhores condições de aprendizagem para as crianças que encontram dificuldades escolares.

PALAVRAS-CHAVE: Construção de jogos, Dificuldades de Aprendizagem, Trabalho educativo.