53 - GAME, TOY AND ENTERTAINMENT IN THE PHYSICAL EDUCATION CLASSES AT THE APPLICATION SCHOOL OF UFPE

MARCELO SOARES TAVARES DE MELO
Ethnós-ESEF-UPE, Fasne e CAp-UFPE Recife, Pernambuco, Brasil
mtavares19@hotmail.com
MARCíLIO BARBOSA MENDONÇA DE SOUZA JúNIOR
Ethnós-ESEF-UPE e Fasne Recife, Pernambuco, Brasil
m.souzajr@uol.com.br

GAME, TOY and ENTERTAINMENT: THEORETICAL-METHODOLOGICAL CONTRIBUTIONS.

The concepts regarding game, toy and entertainment will help us to comprehend the knowledge that will be treated in the body of this text:

Game: "From lat. Jest, mockery, which lately took ludus place. *n*. 1. Physical or mental activity organized by a rules system that define the loss or the gain: draughts, football game. *m;* 2. Toy, pastime, fun: arming game; salon game...; *Entertainment: n/m*. 1. Act or effect of playing; 2. Fun, above all among children; toy, game. 3. Pastime, entertainment, fun: They passed night in happy entertainments...; *Toy*: *n/m*. 1. an object used by children to play: mechanical toy; toys store..." (AURÉLIO, 2000).

Kishimoto (2003) understands toy as the support for a certain entertainment. It can be a concrete or ideological one. As a cultural object it can't be distant from the society. It must have child and its history as a direct reference. It owes also present a narrow connection with child's history.

Entertainment, for Kishimoto (2003), is the description of a structured conduct, embracing rules and infantile game, with the purpose of enabling children's involvement during a certain time.

For Huizinga (1993), the game is a voluntary activity, accomplished in certain time and space limits, according to freely defined rules, but of a compulsive character, accompanied with a feeling of tension, happiness and being different from the daily life.

Game, for Bruner (1976), occurs many times in situations where the pressure doesn't exist and must happen in a friendly environment without tension or danger, providing a rich learning, with children's participation and happiness, in an atmosphere of wishing more. Entertainments propitiate a great interaction among participants and, in a talkative action among children, allow us reveal the importance of learning how to speak. The game rules discovery and the self situation they live in game, enrich the oral language, enabling them to change the rules of the game as well.

If during the speech learning children need to realize so much the words meaning as the sentence composition rules, to learn how to play follows the same principle. According to Kishimoto (2002), in researches performed in the 70's, Miller, Chomsky and Bruner declared that entertainment follows the same language paradigms. They took for base child's development, specifying the world comprehension forms where it lives, enabling a better understanding of the child's conduct: inactive relates to motricity; iconic to images and symbolic to symbol. Bruner (1976, 1978 and 1986) adds that entertainment has a great potential for the rules and new languages discovery. The combinatory power, developed by a child, is not a consequence of language learning, but an opportunity to play so much with the language as thought. Languages can be more and more enriched during the games accomplishment since they own little oppressing and stimulating creativity characteristics.

When child plays, it doesn't worry about the results, because the pleasure in game enables it act freely in front of the explored activities. This ludicrous culture must be excessively cultivated during classes, so that we allow the flexibility of playing, which several authors denominate of triviality or acts without consequence moments. The child, when playing, has the possibility to solve problems ludicrously presented (BRUNER, 1978).

The sportiveness owes be more and more enriched and present in the Physical Education classes at schools. That being the case, when teacher renders problematic the games, treated inside the class room, will have the possibility to see the students rescue other games, fruits of their realities, of their lives out of school. Games present in classes contribute to enrich sportiveness during the lived experiences, which in a lot of cases are similar or equal to those practiced out of school. This is a moment when happiness and pleasure of participating are evident, especially because the games represent a part of their lives.

Bruner (1978) considers this ludicrous action as the knowledge elaboration first-level, or be, the intuitive thought level that is still like hazy, but with an already defined direction. The pleasure and happiness for him must make part of the knowledge construction and systematization initial process, aiming to acquire significant concepts. He names this process as intuitive and analytic thought or, more recently, of narrative and logical-scientific reasoning.

Bruner (1978 and 1986) highlights it is still fundamental for educators the free entertainment performances because they liberate children from the everyday pressure. On the other hand, we know that it is the adult who gives form to the intuitive contents, from its pedagogical orientation, transforming in logical-scientific ideas present in the educational processes. The adult's presence, or be, the experienced teacher, favors the most prolonged concentration, elaboration and systematization of a larger complexity knowledge. In this case, the school shouldn't cultivate just the spontaneity, but also jobs in groups mediated by the teacher- students dialog.

For Brougère apud Kishimoto (2002), even though the game is comprehended as a free child's expression action, its daily practice reveals differentiated forms of playing, from several people practitioners' culture. In New Guinea society, the games don't finish with a winner, because the participation of all is a priority. The equality cult is a characteristic of this culture. The game resembles a lot to the socialization form that prepares children so that in the future they occupy a place in the adult society. According to Dietrich (1984), in a teaching traditional system, the game is based on the memorization and in cultural adaptation, being emphasized only as a way for the sport initiation, or be, emphasis in the competition. Thus the game is institutionalized, and the community that practices it, repeats, reproduces, faithfully, the predetermined rules. This culture of the competition, of the return, of the better and of the stronger, forgets the free expression, sportiveness, pleasure and happiness so necessary to children and young formation.

Bruner apud Kishimoto (2002) recommended that combining moments of free jest and activities guided by the teacher is an important strategy. For him, so much the culture as children reality analysis narrative contributes theoretical-methodologically for the know how to do apprehension. Vygotsky (1988), when debates culture- intelligence-education, says that every human being finds inserted in the cultural context which defines forms to think and act, enabling educators to accomplish, through the narrative, a peculiar representation of the world where they live. In the adults and more experienced people

presence, the child enriches the thought development and its own behavior. Speech is an important element for the interaction with adults and more experienced people. With the progressive inwardness of this information and with its growth, the outer aid goes successively becoming unnecessary. Vygotsky (1988) does a toy analysis with the game:

when running, a child can be in a high level of agitation or preoccupation and will remain little pleasure, if it is going overtaken, it will try little pleasure if it thinks that run is painful; besides, if it is going overtaken, will try little functional pleasure. In the sports, the purpose of the game is one of their dominant aspects, without which wouldn't have sense; it would be how to examine a candy, put it in the mouth, chew it up and then spit it. In that game, the goal, which is to win, is previously recognized (p.117-118).

These placements help us to question the teaching of the game at schools more and more, which is today impregnated of reproductive theories. With this reflection, we can glimpse a teaching of the game approached to children's life. When giving emphasis to social matters and to the interactions in the environment where children live, the author brings significant contributions for the game teaching at school, since we consider students everyday with the existence of these games, students corporeal culture will be emphasized. Thus, during the games performance, pleasure and not suffering will be propitiated; happiness, and not sadness.

In the course of time, we often lose the social images that are kept in drawers which weren't opened in view of other life manners lived in the contemporary society. The school Physical Education classes can rescue, in content level, the popular games created so much by our ancestry as recreated today by the children and young during classes. According to Tavares (2004), they are characterized: a) by the rules flexibility (they differentiate from district to district, from city to city or from country to country); b) by the great number of participants; c) for the non existence of predetermined forms for the technical execution; and d) by the practitioners, in its majority, from the popular layers. The culture of these games is forgotten by teachers in schools, who frequently prioritize games which aims the society market interest. It would be important that school would enable the cultural pile for other culture elements that not the scholar one. The human being, when creating and recreating the culture will be enabling the entertainments accomplishment and enlarging the information for our cultural pile.

The game for Huizinga (1993) is one of the most antique knowledge of our culture, and it was brought up to enable fun and pleasure to human beings. For this author, the lack of seriousness in participating of a game does not imply in a non seriousness, because when child plays, it plays in a deeply convinced way. According to Kishimoto (2003), this little seriousness is related to the comic and to the laugh; the child, when playing, moves away of the everyday life, or is, it finds in an imaginary world; the game is only a game when one thinks just about playing. However, for the author, many times the game involved in the educational process disparages this criterion when prioritizes notions and abilities learning during classes; further more, the teacher when working with the game in a coercive form, disabling children expression freedom, makes predominant a teaching led by him.

GAME, TOY, ENTERTAINMENT: AN INNOVATIVE EXPERIENCE.

The Application School of UFPE performs some innovative researches involving game, toy and entertainment, inserted in the Physical Education classes of the 5th series children, which seek in the curricular dynamics a new direction in the jobs of this discipline, so that such knowledge were totality rescued, in the attempt of articulating the pedagogical process in a happy and joyful manner.

When contemplating the work with the referred knowledge, the Physical Education discipline pointed significant theoretical-methodological contributions to the pedagogical practice, as the work enabled to lead students to explore, analyze and to deepen such knowledge using several forms of expression (verbal, writing and corporeal languages). The classes occurred during a teaching unit, where the game, toy and entertainment treatment were methodologically subsidized by three basic categories: participative planning, school research and systematic evaluation. They weren't in isolation, existing among them an interaction and an organic integration.

Based on the participative planning, according to Tavares (2004), in the classes which dealt with game, toy and entertainment, the children's reality was respected and, consequently, life into school was rescued, from the rendering problematic performed during the teaching-learning process, which enabled new experiences of playing with happiness in Physical Education classes.

The school research, according to Tavares (2004), enabled the consultation to books, magazines, and to the school students jobs; consultation out of school to the family and friends; and the students' writing production at school. Such procedure, when being used, awoke children's curiosity during their own discoveries. The investigation on the games / the entertainments and the toys, through the school research, carried the children to review the games / the entertainments already apprehended in its own culture and to discover other games / others not apprehended of this same culture, as well as to apprehend games / entertainments of other cultures.

This investigation enabled children to look for theoretical-methodological contributions for the Physical Education teacher, aiming to enrich the games and entertainments system discovered by them. With the systematic and processual evaluations during classes, students discovered that the games and entertainments apprehended in the classes contributed to enrich the learning articulated to life, so much inside as out of school.

The lived and systematized categories helped to enrich games / entertainments in the Physical Education classes, as well as they enabled all in all a student's formation, awaking the creativity, the critical sense, the languages knowledge and their applications.

Working on this perspective, the goals were reached thanks to the categories involvement that enabled a constant inter-relationship between teacher and students in search for new games / new entertainments which could attend children's reality; they learned while living with curiosity, opening and wish of discovering new things. The experience added a lot to the Physical Education teaching as it enlarged new experience possibilities, from an integrated teacher- student work.

Finally, in this experience, we verified significant changes in the teaching-learning process: the Physical Education classes became more participative, happy and joyful, so much for students as for teacher; the dialog teacher-students became more evident, so much in the change as in the new experiences creation; the students enriched language (writing, verbal and motive); children's interest during classes was enlarged; from the performed experiences, the community began to believe more in a work integrated among teacher-students. However, it is important to persecute experiences as these in the pedagogical praxis, as students and teachers have conditions to perform critical reflections, so that teaching don't be reproductive but dialoged, because it presents some possibilities to transform children and young throughout the world, while playing in the Physical Education classes.

REFERENCES

BRUNER, J.S & RATNER, N. Games, Social Exchange and the Acquisition of Langage. In: **Journal of child Language**. V.5, n.° 3, pp. 391-491-401, oct. 1978.

BRUNER, Jerome Seymour. **Actual Minds**: Possible Words. Cambridge: massachusetts: Harvard University Press, 1986.

BRUNER, Jerome et al. **Play:** its Role in Development Evolution. New York: Penguin Books, 1976.

DIETRICH, Knut et al. **Os grandes jogos**: metodologia e prática. Rio de Janeiro: Livro técnico, 1984.

HUIZINGA, Johan. **Homo ludens**. São Paulo: Perspectiva, 1988.

KISHIMOTO, Tizuko Morchida. **O brincar e suas teorias**. São Paulo: Pioneira, 2002.

_____. **O jogo e a Educação Infantil**. São Paulo: Pioneira, 2003.

TAVARES, Marcelo. **O ensino do jogo na escola**: uma abordagem metodológica para a prática pedagógica dos professores de educação física. Recife: Edupe, 2004.

GAME, TOY AND ENTERTAINMENT IN THE PHYSICAL EDUCATION CLASSES AT THE APPLICATION SCHOOL OF UFPE

MARCELO SOARES TAVARES DE MELO
Ethnós-ESEF-UPE, Fasne e CAp-UFPE Recife, Pernambuco, Brasil
mtavares19@hotmail.com
MARCíLIO BARBOSA MENDONÇA DE SOUZA JúNIOR
Ethnós-ESEF-UPE e Fasne Recife, Pernambuco, Brasil
m.souzajr@uol.com.br

ABSTRACT

This study aims to contribute in a theoretical-methodological way for the discussions about game, toy and entertainment during the learning process in the Physical Education classes at school. For so much, we will bring to discussion the theoretical-methodological contributions regarding this knowledge, as well as an experience accomplished at UFPE Application School that enabled us reveal some enriched elements for teachers' Physical Education pedagogical practice in a ludicrous perspective.

Key Words: game, toy, entertainment.

JEU, JOUET ET ACTIVITé RéCRéATIVE DANS LES LEçONS D'éDUCATION PHYSIQUE à L'éCOLE COLéGIO DE APLICAçãO DE L'UNIVERSITé FéDéRALE DE PERNAMBUCO

RESUMé

Cette étude a comme objectif de contribuer théoriquement et méthodologiquement aux discussions sur le jeu, le jouet et l'activité récréative pendant le processus d'apprentissage dans les leçons d'Éducation Physique à l'école. Pour cela, nous apporterons à la discussion des contributions théoriques et méthodologiques concernant ces connaissances, ainsi qu'une expérience réalisée à l'école Colégio de Aplicação de l'Université Fédérale de Pernambuco, laquelle nous a permis de révéler des éléments enrichissants pour la pratique pédagogique des enseignants d'Éducation Physique dans une perspective ludique.

Mots-clés : Jeu, Jouet, activité récréative

JUEGOS Y JUGUETES EN LAS CLASES DE EDUCACIÓN FÍSICA DEL COLEGIO DE APLICACIÓN DE LA UFPE

RESUMEN

Este estudio tiene como objetivo aportar de manera teórico metodológico las discusiones acera del juego y juguetes durante el proceso de aprendizaje en las clases de Educación Física en la escuela. De esta manera, traeremos para la discusión los aportes teóricos metodológicos a respeto de esos conocimientos, como también una experiencia realizada en el Colegio de Aplicación de la UFPE que nos permitió revelar elementos provechosos para la práctica pedagógica de los profesores de Educación Física delante de una perspectiva lúdica.

Palabras-llaves: Juego, juguetes.

JOGO, BRINQUEDO E BRINCADEIRA NAS AULAS DE EDUCAÇÃO FÍSICA DO COLÉGIO DE APLICAÇÃO DA UFPE

RESUMO

Este estudo tem como objetivo contribuir teórico-metodologicamente para as discussões sobre jogo, brinquedo e brincadeira durante o processo de aprendizagem nas aulas de Educação Física na escola. Para tanto, traremos para a discussão as contribuições teórico-metodológicas a respeito desses conhecimentos, como também uma experiência realizada no Colégio de Aplicação da UFPE que nos possibilitou revelar elementos enriquecedores para a prática pedagógica dos professores de Educação Física numa perspectiva lúdica.

Palavras-chave: Jogo, brinquedo, brincadeira.