# 119 - THE GAME IN THE INICIAL TRAINING AND CONTINUED OF TEACHERS FROM ELEMENTARY SCHOOL.

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**Introdution**

From the initial theoretical framework, built on their own paths for the researchers about the subject, were selected three categories of analysis that were studied in the theoretic deepening and inquired inside the work field: , evolution and the importance of the game as a pedagogical resource. The first category composed the educator's necessity, which intends to complete the game as a pedagogical resource, to comprehend characteristics that accept to conceive it as a kind of activity that has its own specificities. The choice from this first category was supported by the thinking of Brougère (1998) that there's no game by itself, but it's an human interpretation and provisory of determined situations and expressions. Second lima (2003a), as much as the educator knows about the kind of activity, much more he can understand what happen inside the game, permitting him some interference and influence. The comprehension about the game in its basic characteristics offers subsidies for the incorporation of this activity as a pedagogical resource.

The second selected category looked for reveal the knowledge of the guys from the research about the game's evolution. According to Lima (2003a), the knowledge about the game's evolution is essencial for that the educator knows and utilizes the playful activities, adapting it to the levels of knowledge and trying to understand the demands of the child's nearest development. Many authors show distinct positions about the kinds of games and the relation with the children's zone age. Among others, we can distinguish Wallon (s.d), Piaget (1971)and Chateau (1987) that indicate the game's evolution in a ontogenic prospect, inside the process of individual development. Second these authors the games starts in a previous spoken period and it itself expand for the whole life of the person. The French Author Roger Callois (1990) portray the game's evolution in a filogenetic perspective. As the author, the historical process of the evolution for the human society promoted transformations that modified and started to arrange the game in its different configurations. He still clears, in his classification, that the games incorporate, in its historical trajectory, several functions, emphasize for the competition, imitation, vertigo and luck. The combinations from these components among them allow possible shapes which put in place the game from the voluntary and turbulent to the rules and social impositions.

The knowledge's enlargement about the game's evolution, in the different perspectives, offers scents to the deciphering, comprehension of kinds of playful activities which may be proposed to enrich the playful culture and still, provide for the teacher scents to know select diversified and appropriated games giving the real attention to the real child's nearest development. For that, tried to understand on the research if the subject could differentiate the game and joke, considering that the last one show as a central characteristic the imagination and the rules are inside it, predominating in the period which expand itself until the 06 years approximately, the game for itself, it's the most complex, because it presupposes complementary activities, explicit rules and the result.

By the end, a third category treated of the game's importance as a pedagogical resource. Became itself from the purpose that when the educator realize what are the aspects of de elementary development that are exercised and brought to perfection, inside the playful situations, he can removes from the game the character prescindent and treat it as an important pedagogical resource. See, then, the potential of the development that is behind the game request from the educator knowledges about the subject and the adoption of a posture that is investigative and reflexive. The central aspect, when discussing this category, was to demonstrate that the game, being an activity of social mature, loads inside it several aspects of culture and that to become it essential inside the educational context, is necessary that the educator has the clearness and obtain interpret the influences that this kind of activity practice inside the development and learning of the children. The situations of the game lived by the children transform itself in a space of observation, which the educator, by the advance, enlarge the knowledge and its capacity to decipher and distinguish the several contributions provided by this kind of activity, in the child's building.

**Exhibition and analysis of datas.**

Participated of the research 87 teachers belonging, in its majority, of the municipal net teaching from Presidente Prudente and the questionnaires were applied in moments of the continued training, that broached the game and the joke as pedagogical resources. The majority of the searched teachers, 65,50%, were graduated in pedagogy, that is, obtained graduation in a superior level. Among the searched teachers, 68% have more than 10 years of actuation and 19% have 5 years of experience as teachers, therefore, the data reveal that 87% have experience as instructors and therefore have all the route built inside the educational institutions. From the searched teachers, 69,80% teach in children's education, nursery school, and elementary school, with groups at least 10 students. The number of 58 teachers, that is, 66% told that daily become available time and space to for the development of ludic activities, still, 16 teachers, 18,39% reserve one day of the week for the development of fames and jokes.

As for that students, participated of the survey 39 that made the subject: playful Activities in the childhood, as optional of the pedagogy course from the Faculty of science and technology. The choice of these subjects was smoothed down in the interest that shows by the topic, when they registered themselves in the respective subject. Thirty-two teachers that answered the questions didn't have teacher's formation, 07 teachers had already concluded the teachership. From these 07, just 03 had more than 05 years of acting in the formal education. However, the professional experience wasn't the object for the analysis close to this group.

The answers showed to the question: “define game and joke”, that looked for raise the concepts of the game and joke controlled by the teachers, allowed evidence that were indicated for the definition n of the game at least 36 distinct terms, with bigger superiority by the definition of the game as activity ruled that was indicated by 43 teacher. The representation of the game as oriented activity appeared in 12 answers and as a competition was indicated by 9 teachers. The definitions as a ruled activity reveal that some teacher searched have the rule over this basics characteristics of the game. However, just 9 teachers discerned indistinctly the competition as other characteristic remarkable in the game.

By saying about the joke, the term which best show itself was the “free activity”, with 22 indications and “don't have rules” with 13 answers. Other terms, “spontaneous activity ” “symbolic activity” appeared, respectively, with 12 and 6 indications. A concept definer of the joke, the imagination, was indicated just for 3 teachers. I could infer, by the datas analyzed that the definition of the game and the joke is so much eclectic, represented by the most distinct terms. What means to say that the courses of initial training and continued aren't able to act, still, in the sense of reach a definition more consensual and solid and that can help on teacher's work, mainly, in the children's education. Belong, then, to the professionals that work in the process of teacher's forming, such as initial and continued, act by efficient and accentuated way, in this sense, standing teachers the domain of a conception that allows characterize the game and distinguish it from the game.

As for that students, in the analysis of the question: “concept game and joke”, it was found the preoccupation to distinguish

the game and the joke. To 38 teachers, what characterize the game is essentially the existence of rules, 17 searched added that the game is an activity more complex than the joke. Just one answer pointed that the joke and the game don't distinguish it selves. Referring to the joke's definition, 18 teachers answered that the joke is a playful activity, spontaneous, free and it involves the imagination. Eight students pointed that inside the joke the rules are implicit, 11 pointed that there's no rules and 03 answered that the rules are flexibles. To distinguish joke and work, 21 answers pointed that the first is smothed down inside the fun and pleasure, the work by itself is supported in objectives, is related with the production and with the obligatoriness.

The can shine that joke and game are activity of the same nature, however, according to lima (2003b), distinguish itself by the complexity degree. While the game characterize itself by the rule, the mainly aspect that define the joke is imagination. Still, second Vygotsky (1991, p. 107-108) the joke develop, transforming by the activities which there's a clearly imaginary situation and hidden rules, to activities with clearly rules and a hidden imaginary situation, being that the game of rules become to the end of the preschool age, develop itself during the school age and stay during the adult life.

As of the theoretic referential of support, assume itself a conception synthesis of the game from the dialogue with three authors: Huizinga (1990), Callois (1990) and Brougère (1998) and adopted a basic definition that therefore define the game as: a kind of activity of historical and social nature, motivated by a volunteer attitude, pleasure, of persistence and submission to rules and the results. Characterize itself as a playful situation, by constituting itself in a different world from the habitual world, happened inside of some limits of time and space. It doesn't produce riches or abundance. It's uncertain for the result. It can predominate the rule or fiction, according with the level of single development or social. Detach itself that in this conception, the game and the joke are already contemplated, however, defend itself, conform exposed, the importance of distinguish between the game and the joke, because this comprehension helps the teacher in the application of these activities as pedagogical resources. In the survey, was lifted up, also, the difference between game and work. The notes by the teachers about the “difference between game and work”, reinforce the necessity of big clearness to the characteristics of game, contributing so to the teachers can distinguish and employ in a complementary shape inside the educational context the playful activities and efficient activities. The privation of clearness for this question, deprive the kinds of activities and reduce the potential that both have in the process of learning and development.

About the last category searched: “Importance of game as a pedagogical resource”, supported in the lifted up datas, we can detach that were innumerable attributions, whole of 40, showed by the teachers about the question, however, with bigger incidence in the importance of game to the motor development, with 46 indications, social development with 43, affective development with 33 and cognitive development with 30. it was shined also, with 26 notes, the game's function in formation of children to the construction, practice and conscience of rules. Just 02 teachers searched pointed that they didn't know how to give any answer to that question. Inferred so from the collected datas that the majority of the searched teachers reveal some domain about the importance of game as a pedagogical resource. However, the whole number of 40 distinct answers in a group of teachers from the same teaching net, demonstrate that there's no common reference among the teachers, that is, an acceptable level of consensus.

Analyzing the answers from the teachers in the question that attacked the importance of game as a pedagogical resource, verified that had, by this group, a bigger degree of concordance, because showed 29 indications about the importance of the game in the development of motor ability, 21 pointed the socialization as other important influence of game in the children's development, 20 detached the repercussion in the cognitive aspect and 10 in the affective aspect.

These distinct answers are also observed in other literature on the topic, because each approach defends a set of tasks of the game. Taking as reference, for example, the area of Physics Education show that the developmental approach (TANI, 1988) focuses on the game as a mean to collaborate on cognitive developing, social-affective, however the emphasis is on the engine aspect. The approach of psychomotricity defends the importance of play in the development of concepts, among others, body schema, laterality, spatial-temporal orientation, balance, coordination (LE BOULCH, 1988). The constructivist approach (FREIRE, 1989) contemplates the roles of the two previous trends given to the game and is based, mainly in theoretical production of Jean Piaget. The trend-Super Critical (Soares, 1992), from a socio-historical approach, sees the game as content of Culture Body to be assimilated by the student and designs, among other concerns, as pedagogical resource that explains the historical character and Interim of knowledge, the social contradictions and the search for the critique formation of the student.

Searching for reference, in the history theory, one could say that the joke is a kind of mainly activity in the period from 03 to 06 years because of a marked influence on the psychological development and of personality, is characterized primarily by the process and changing from the predominance of imagination to the rule. It is an activity performed in the imaginary world of their own, non-productive, because the child can choose objects and use different modes of operation. The target, according Leontiev (1988, p.123),is not arrested to the results, but to the process, the content of the own activity. When the goal of this activity changes and the result becomes the primary goal, this activity becomes to be the work. The joke is a form of expression and ownership of world of the relations, of activities and adult's roles. The child, through recreational activities, acts, even symbolically, in different humanities spheres, reworking feelings, knowledge, attitudes and meanings. When playing, emphasizes Vygotsky (1991), the child seems more mature than it is, in fact, because it infiltrate, even symbolically, in the adult's world that is increasingly open to it and deal with the most several topics.

The joke is a source of proximal development and contribute to the child be able to assimilates and structure new learning, advancing in its stage of development. This type of activity is an essential condition for the child to structure knowledge, skills, roles and behaviors that are dormant or in a state of formation. The joke, according to Venguer (1986), Mukhina (1995) and Lima (2005), is an activity necessary for the development of higher psychological functions of children, among others, thought, memory, attention, concentration, imagination, the field of desire, socialization, drive, language.

According Lima (2005) the joke, main activity in pre-school, characterized by the predominance of imagination on the rule at the end of the pre-school moves to a predominance of the rule on the imagination and is becoming a game of rules. This new type of game, for its characteristics of social activity, requires complementary action among participants and explicit rules and it is much more complex, requiring from the children the skills developed in the pre-school, at the same time turning itself in a fertile area for learning and development of other skills, fundamental in this stage of child development. In the space of the game, the child has an opportunity to develop skills and essential attitudes to answer the new expectations and social demands, among others, communication skills and organization, the field of desire, participation in collectives work, the persistence in overcoming obstacles, the autonomy and independence, more complex movements, obedience and awareness of the possibility of changing the agreements reached. The joke evolves to rules of the game, but did not get the level of importance of this kind of activity in children's development and also does not alter the main feature of the recreational activities, which is the predominance of the process on the product.

It is in the research on this category, which is important in the process of initial training and continuing present positions of different authors which analyze the importance of game in child development, however, it is essential to further a particular approach, which may show, effectively, the impact of the game in the development of the child. In this research, the studies already prepared and practices sediments, the Cultural and historic Theory is elected as a proposition that built and subsidizes the use of leisure as a pedagogical resource and thus may serve as a reference in the courses of initial and continuous training.

**Final considerations**

As closing comments were posted some pointers in the research, among others, emphasizes the necessity to take the study of the game, in the university context, as an area of knowledge, with specific themes and content, and understand that his job as a

curricular component is as complex as using other areas in the school context, emphasis on mathematics, Portuguese, Arts and Sciences. The game in the context of training needs to be seen as educational resource, assuming the clash with other theoretical positions which deemed it in a metaphysical or innate and that compared with his job in the school. The design advocated in the research is that humans are not determined biologically, but culturally, therefore, the knowledge historically constructed must be appropriated, so that it makes our human organs and functions (LEONTIEV, 1978). The game is seen as part of the culture and goes through changes as a result of social transformations, economic, ethical, cultural (Brougère (1998), Callois (1990), CHATEAU (1987), assuming different connotations and representations, therefore, as a result of symbolic production can become a valuable educational resource teacher of culture and collaborator in our process of humanization. Treating the game with that in mind, not diminish it, but put it on a level as high cultural activity collaborator in the process of formation of human being.

The subjects dealing with the game need, priority, supported themselves with depth in the conceptualization, development and importance of the game. These categories should be dealt with severely, seeking theoretical and methodological consistency and overcoming eclectic visions, confused and desolate surface that the concepts and practices of teachers in the process of training or have extensive teaching experience, as presented in the discussions of categories.

The central question that led to the search: are that teachers getting a theoretical support for the use of the game as a teaching resource, can be answered from the theoretical basis and data collected, emphasizing that the subjects studied showed a knowledge so much elementary, eclectic and, still, confused about the game, in its different aspects. Missing, still, media theorists more consistent and that must be guaranteed in the process of initial and continuous training of educators who want to work or are already working, especially under the Children's Education and the initial grades of elementary school. A proposal for training that incorporates the categories analyzed by the research: conceptualization, development and importance is a possible path to be explored, on the other hand, it becomes priority establish a theoretical framework that enables consistency and logic in the analysis and propositions, however, without fail to recognize the contradictions that permeate the discussion of the subject.

One question that looked for raising what are the main obstacles that hinder the employment of the game as an educational revealed that for searched teachers, different from that conclusion was reached in the search, the greatest difficulty highlighted by 49 teachers: the lack of space conditions and materials in the institution where they worked, only 13 subjects, however, admitted that the theoretical support is the main problem. Can not disagree that the structural conditions are indispensable for the educational practice of teachers in all areas, however, is assessed that sidelined the game as an educational must be predominantly, as was highlighted, the teacher's lack of conviction , That is theoretical support, allowing consider this activity as essential in the formation of children. So if this really difficult indicated by the subjects were central, the search for better structural conditions would become a banner of struggle, widely circulated and criticized, inside the schools.

As for students, were questioned about what they lacked in the process of training so they know employ the game as educational resource. The issues raised demonstrate that 12 were not fully informed about recreational activities to suit the age, 08 highlighted that need, still, from a theoretical basis on the general theme and 09 not clearly dominated the game's role in shaping the child. These notes help to improve the process of creating a new approach to the subject and a greater emphasis on things that were not properly assimilated.

The game is part of culture, and its existence depends on learning and social transmission. Interpersonal relations and educational interference are essential for disclosure, socialization, learning, preservation and creation of games and tricks. From this perspective, according Lima (2003a), taking into account the life and human existence in the current context, characterized by the intensification of the privatization of social relations, the increasing isolation of adult children of the world and the exacerbation of production and competition, Educational institutions and teachers have a key role in the preservation and enhancement of the games.

It is possible that for many children, the educational context is the most appropriate and adequate space for learning, development, appraisal and experience of significant and diverse recreational activities. The understanding of the game as a sociocultural nature of activity can sensitize the adults responsible for the education of children destined to appropriate conditions for its implementation, allowing inclusive, that the child re-means information about the phenomenon and change behavior, often biased and consumer , Induced by different vehicles of communication, particularly television.

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**THE GAME IN THE INICIAL TRAINING AND CONTINUED OF TEACHERS FROM ELEMENTARY SCHOOL.**
**Abstract**

This research is to study the object of the game as a teaching resource and to analyze how this type of activity is being designed and addressed by teachers who work in Child Rearing and the initial grades of elementary school and, even, for students of the Course of Pedagogy Faculty of Science and Technology - UNESP, Campus of Presidente Prudente, Sao Paulo, Brazil. The central goal of the research was to understand whether the process of initial and continuous training are ensuring the subjects studied a solid theoretical basis that allows the use of the game through teaching in the context of education for children. To this end, adopted as a qualitative research methodology and procedures were used as: the deepening bibliographic questionnaires and semi-structured, implemented with the research subjects, seeking to understand concepts related categories: conceptualization, development and importance of the game in the school. As the results were raised representations of teachers and learners on the categories and found superficial and eclectic visions that appear in concepts and practices of teachers, in the process of training or even with extensive experience teaching.

It was found that the processes of training, therefore, are not able to offer a solid theoretical support that can smoth down employment of the game in the school. It proposes that a process of training that incorporates the categories: conceptualization, development and importance of the game is a possible path to be exploited, because it allows a broader view of the phenomenon and at the same time, enables the construction of specific media theorists who meets conceptions of education that include children in their uniqueness and needs.

Key words: game, childhood, education.

**LE JEU DANS LA FORMATION INITIALE EST CONTINUÉ DE PROFESSEURS D'ÉDUCATION D'ENFANT.**
**Résumé**

Cette recherche a comme objet d'étude le jeu comme ressource pédagogique et elle essaie d'analyser comment ce type d'activité est étant conçue et approchée par dês professeurs qui agissent dans l'Éducation D'enfant et dans les séries initiales de l'Enseignement Fondamental et, encore, pour étudiants du Cours de Pédagogie d'Université de Sciences et Technologie - UNESP, Campus de Presidente Prudente, São Paulo, Brésil. L'objectif central de la recherche a été comprendre se Le processus de formation initiale et formation continue garantissent aux sujets recherchés une base théorique solide qu'assure l'usage du jeu comme ressource pédagogique dans le contexte de l'éducation pour l'enfance. Donc, on a adopté comme referencial méthodologique la recherche qualitative et on a utilisé comme procédures: les aprofondissement bibliographique et questionnaires semi -structurés, appliqués aux sujets de la recherche, em cherchant à comprendre des conceptions en rapport avec les catégories: conceptualization, évolution et importance du jeu dans le contexte scolaire. Comme résultats, on a souligné les représentations des étudiants et professeurs sur les catégories et ont vérifié des visions éclectiques et superficielles que les paraissent dans conceptions et les entraînements de professeurs, en processus de la formation ou même avec expérience pédagogique large. On a vérifié que les processus de formation t, par conséquent, ils ne réussisent pas à offrir un support théorique solide qui peut soutenir l'emploi du jeu dans le contexte scolaire. On propose qu'un processus de la formation qui contemple les catégories: conceptualization, évolution et importance du jeu sont une route possible d'être exploré, puisque elle autorise une vision plus large du phénomène et, en même temps, il fait possible la construction des supports théoriques spécifiques que correspondent aux conceptions de l'éducation qui comprennent les enfants dans leurs singularités et besoins.

Les mots clefs: Jeu, enfance, éducation.

**EL JUEGO EN LA FORMACIÓN INICIAL E CONTINUADA DE MAESTROS DE EDUCACIÓN INFANTIL.**
**Resumen**

Esta investigación tiene como el objeto del estudio el juego como recurso pedagógico y intenta analizar como ese tipo de actividad está sendo concebido y acercado por maestros que actúan en la Educación Infantil y en la series iniciales de la Enseñanza Fundamental y, todavía, para el discentes del Curso de Pedagogía de Universidad de Ciencias y Tecnología - UNESP, Campus de Presidente Prudente, São Paulo, Brasil. El objetivo central de la investigación fué compreender se procesos comprensivos de la formación inicial y continua están garantizando a los sujetos investigados una base teórica sólida que permite el trabajo del juego con el recurso pedagógico en el contexto de la educación la niñez. Para tanto, se adoptó como el referencial metodológico la investigación cualitativa y se usó como procedimientos: el aprofundamiento bibliográfico y cuestionarios semi-estructurados, aplicados junto a los sujetos de la investigación, buscando entender las concepciones relacionadas a las categorías: el conceptualización, evolución y importancia del juego en el contexto escolar. En cuanto a los resultados, se alzaron las representaciones de los discentes y maestros en las categorías y se verificaron las visiones eclécticas y superficiales que aparecen en las concepciones y las prácticas de maestros, en el proceso de la formación o incluso con experiencia educativa ancha. Fue verificado que la formación , por consiguiente, no está consiguiendo ofrecer um apoyo sólido teórico que pueda respaldar el empleo del juego en el contexto escolar. Se propone que un proceso de la formación que contemple las categorías: conceptualización, evolución y importancia del juego, és un posible camino de explorarse, pués permite una visión más ancha del fenómeno y, al mismo tiempo, hace posible la construcción de apoyos teóricos específicos que corresponde a las concepciones de educación que entienden a los niños en sus singularidades y necesidades.

Palabras llave: juego, niñez, educación.

**O JOGO NA FORMAÇÃO INICIAL E CONTINUADA DE PROFESSORES DE EDUCAÇÃO INFANTIL.**
**Resumo**

Esta pesquisa tem como objeto de estudo o jogo como recurso pedagógico e procura analisar como esse tipo de atividade está sendo concebido e abordado por professores que atuam na Educação Infantil e nas séries iniciais do Ensino Fundamental e, ainda, por discentes do Curso de Pedagogia da Faculdade de Ciências e Tecnologia UNESP, Campus de Presidente Prudente, São Paulo, Brasil. O objetivo central da pesquisa foi o de compreender se os processos de formação inicial e continuada estão garantindo aos sujeitos pesquisados uma base teórica sólida que permite o emprego do jogo com recurso pedagógico no contexto da educação para a infância. Para tanto, adotou como referencial metodológico a pesquisa qualitativa e foram utilizados como procedimentos: o aprofundamento bibliográfico e questionários semi-estruturados, aplicados junto aos sujeitos da pesquisa, visando compreender concepções relacionadas às categorias: conceituação, evolução e importância do jogo no contexto escolar. Quanto aos resultados, foram levantadas representações de discentes e docentes sobre as categorias e constatadas visões ecléticas e superficiais que aparecem em concepções e práticas de professores, em processo de formação ou até mesmo com larga experiência docente. Verificou-se que os processos de formação, portanto, não estão conseguindo oferecer um suporte teórico sólido que possa respaldar o emprego do jogo no contexto escolar. Propõe que um processo de formação que contemple as categorias: conceituação, evolução e importância do jogo é um caminho possível de ser explorado, pois permite uma visão mais ampla do fenômeno e, ao mesmo tempo, possibilita a construção de suportes teóricos específicos que corresponde às concepções de educação que compreendem as crianças nas suas singularidades e necessidades.

Palavras Chave: jogo, infância, educação.