190 - THE PLAYING AND PLAYFUL: PERSPECTIVES ON IMPORTANT USE OF THE MATERIALS IN AQUATIC DIDACTICS SWIMMING LESSONS OF INFANT

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Introduction

Child development is in the process of accelerated change, because the children are developing their potential early in relation to existing theories (MARTINS, 2004). The joke is part of the world's child and that she plays, well we all know. Playing is essential at this stage of life, because it is one of the main forms of learning.

It is also through the game and joking that she will learn what are the rules governing relations between people of their social group and the role that each plays (POLET, 2006). To understand these rules, hierarchies, how people like or come into conflict and even to understand absence, such as family, for example, the child makes use of your imagination through games, makes account. She imagines and is placed in the role of another, whether imitating an animal or an athlete, whether imitating the person who occupies it or colleague of a class. The make-believe is the great resource it has to deal also with the physical objects, seen here as the materials of swimming, which sometimes play for very long periods, demonstrating a very great curiosity to know what is inside of things as they are designed and operate (PEDROZA, 2005).

The teacher is the key piece of the teaching-learning process and should be seen as an essential and fundamental. The larger and richer for its history of personal and professional lives, the more chances to play a consistent and meaningful educational practices. Nóvoa (1991), Icitado by Kishimoto (1999), says that "you can not build a knowledge besides teaching teachers, that is, it ignores the dimensions of personal and professional teaching." It is not supposed to mean that the teacher is the sole responsibility for the success or failure in the educational process. However, it is critical as a person and his action as a professional.

As educators, we focus on methodologies that are based on "play" in facilitating the learning through play, the game, the fantasy of enchantment. Moreover, the game play and are present in all stages of life of humans, making particular reference to its existence, making the playful is a vital ingredient in the relationship of people, enabling the creative touches.

Through the hoax, the child involved in the game and feels the need to share with others. While on stance of adversary, the partnership is to establish a relationship. This relationship exposes the potential of the participants, affects the emotions and puts to the test the skills, testing limits. Playing and throwing the child will have the opportunity to develop skills essential to future action sports, such as attention, affection, the habit of staying focused and other perceptual skills psychomotor (MARTINS, 2004).

Playing the child becomes operational, so that the imaginary situations lived through the game and teaching materials aquatic stimulate their intelligence and develop their creativity. The joke makes it possible to experiment with new forms of action, to exercise them and play and interactions important moments of his life, resignified them.

The games and the games are forms of recreation which are present in the experience of pleasure and displeasure. They represent a source of knowledge about the world and about themselves, contributing to the development of cognitive and affective resources in favor of reasoning, decision making, problem-solving and the development of creative potential. The joke has a key role because it is as product and producer of senses and meanings in the formation of subjectivity of the child.

In this context, please note the goals of psychomotricity that the child should lead to discovery of their bodies, their capacities in the ordering of movements, the discovery of others and the world that surrounds it (DAMASCENO, 1992).

To realize these functions in the development of the child, it is crucial to provide, through the systematic use of activity, incentives that meet the psychomotor development in its entirety, that is, providing an authentic living body (GRAFFIUS, 1997).

Thus, the practice of physical activity in childhood is essential for the formation of the individual, providing psychosocial benefits (self, self-esteem, motivation and skill), physical (development of motor skills, promoting growth and maturation). Sullivan and Anderson (2004) argue that the sports that include physical activity improves the body composition of young athletes. This practice is aimed at promoting a training of both neurological order as physics, providing that the individual practitioner of physical activity a range of neuro-motor information that will facilitate the performance of activities of daily living, physical in general and in sports. One of the activities most recommended for children because doctors and teachers of Physical Education is the practice of swimming, which besides the neuro-motor development gives its practitioners to adapt to the aquatic environment.

The swimming, is one of the activities that provide greater benefits to the developing body and also the possibility of being practiced without restrictions since birth, seems the most suitable for promotion of psychomotor potential of human beings (FERNANDES, 2006). The swimming expands condicionamento the cardio-respiratory, flexibility and strength and its practice can be carried out over the whole period of training and postgraduate training of the individual. The cardiovascular conditioning is the key point in the prevention of coronary disease, hypertension, obesity and diabetes mellitus non-insulin-dependent (GUERRA, 2003). Among the existing sports, it is one of the least expensive for non-mandatory use of sophisticated equipment and better access.

The teaching of swimming has been characterized by the systematization of routines of "teaching sequences" consisting of predetermined content to the technical learning of the four styles of competitive swimming. It seems that still prevails in schools, clubs and academies teaching that could be classified as analytical in nature-progressive, with fragmentation of the movement in accordance with the style of swimming to be learned and systematization of teaching sequences with progressive degrees of difficulty.

The stage adaptation of the liquid medium is always present, some elements are shown out of the water and there is continuous monitoring of the teacher in order to eliminate movements inadequate technically and how the execution model based on biomechanical strict precepts. This model seems to be very successful, due to the proliferation of swimming schools of the country and the enormous demand for professionals to work in that area. When the teaching is focused on the product, issues such as stage of development of the ability to swim in which the student is, their age, their interests and physical capacity are not considered individuals, which can make learning to swim a monotonous process and repetitive and meaningless to those who

learn, uninteresting for those who teach (XAVIER, 2002). In order to change this situation, it is essential that the focus of teaching to become the process of learning to swim and not its product, which is the domain of mechanical style embodied the swimming. The factors that interfere with learning to swim may involve the individual, the environment or task, and these aspects could be investigated and known to the benefit of learning. This is what you want to highlight here as educational research.

Currently, they are not in literature or references data on the types of aquatic materials, forms of play, games and activities that facilitate cooperative learning in the swim. The vast majority of practitioners of Physical Education forgets or is not interested in knowing what their customers or students prefer and what can be a facilitator in the structuring of pedagogy and the method being used in class for swimming.

The project Good Neighborhood: Pro-Youth - Life-Active aims to promote leisure and social development of children and adolescents, residents of the neighborhoods surrounding the Federal University of Juiz de Fora, through sports, and this study highlighted the swimming mode.

Purpose

The research was guided in obtaining statistical data on the type of teaching material for preferred swimming, the water activities you most and in what time of the lesson most participants liked to run them and felt more motivated in practice this method.

Methodology

The methodology used in research was both qualitative, as quantitative. It was used as a tool to study a questionnaire developed by researchers themselves tested for 5 teachers and doctors of the UFJF. The questionnaire was based on the main materials available for use in the classroom, in games developed in the project, the reason for joining and motivation of the sport, to know or not of national athletes of swimming for those involved, among other things.

The questionnaire was administered in oral form. The subjects studied consisted of 15 children of both sexes with age-range between 8 and 11 years, all residents of the neighborhoods surrounding the UFJF. Parents and children were aware of the type of search and no identity would be revealed under any circumstances.

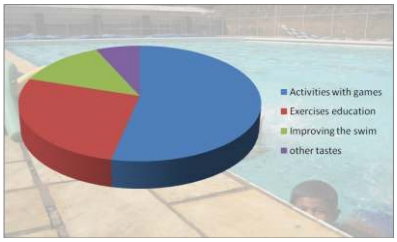
The study also practical part consisted of water that lasted 4 months, two weekly meetings with duration of 1 hour each session. These were held in the pool of sports complex, the Faculty of Physical Education and Sports of UFJF.

Water exercises have been developed to encourage the learning and improvement of swimming through recreational activities, cultural and cooperatives. The practical activities were starting to swim from start to crawl and backstroke. For the two births were included the main reasons for the initiation and adaptation to the water environment, respiration, immersion and emersion, legs and arms. These grounds were workers from the students' answers to the questionnaire applied. The classes also included activities of heating and stretching out of the water. The heating was always done from playing with dynamic aspects inclusive and cooperative. The stretch was the form of static, but always stimulating leisure participants.

Results

After the statistical analysis, the results showed that 53.33% like most of the activities with games, educational exercises 26.67%, 13.33% favor enhance the swim and the remaining 6.67% have other tastes.

Table 1 - Preference for activities



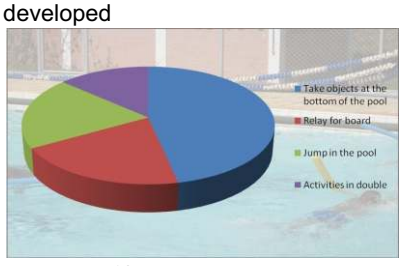
Regarding the teaching materials used, 46.67% identified the "bottle" (600ml bottle of pet) as a favorite, the pasta 33.33%, 13.33% have a preference for board and only 6.67% of like Halter .

Table 2 - Preference for didactics materials



About the activities, 46.67% showed interest in taking objects on the bottom of the pool, 20% in the rotation of board, 20% jump in the pool and 13.3%, with activities in two.

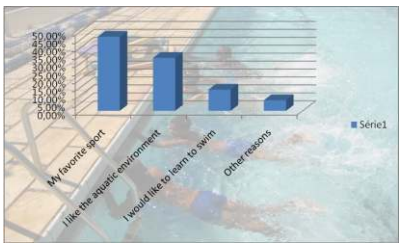
Table 3 - Preference for activities developed



Looking at the demand of swimming, 46.67% responded that the sport is preferred, 33.33% indicated that liked the

environment, 13.33% would like to learn to swim and 6.67% tried the sport for other reasons.

Table 4 - Grounds for membership in swimming



With respect to demotivation or prevention of the practice of swimming, 46.67% responded that the reason was the cold, 20% pointed to the rain as the main reason, 20% indicated that school commitments could interfere in practice and the remaining 13.33%, expressed the cold water as a factor in the climax of an impediment to swimming lessons.

In view of the practice of swimming before the accession of the same project, 70% replied that they would not and the other 30% who had already spoken practiced in other places.

During the 4 months of work, was explicit in the huge speed improvement of technical and ease purchase of the water displacement by children participating in the project because all learned to swim.

Conclusion

With the results of the project, is highlighted the importance of the implementation of leisure activities as a child's development, since more than half of the participants preferred this type of activity. Also, the use of materials in swimming lessons for children aprezenta preferences that we point to the playful, namely the use of the bottle has preferences of students in relation to the board, material traditionally used. this can also be understood is related to the preferred type of activity, which is to take objects on the bottom of the pool, which the board, in the case, does not allow.

The results point to the need of Physical Education reflect on a new education for swimming in general that goes beyond a simple dose of difficulty learning the 4 years between births and is forgotten the materials are used in that context.

Due to small sample of this study, it is recommended the completion of work on a larger and randomized sampling, and analysis in a wider spectrum of age, to ascertain the characteristics of learning from each age group.

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THE PLAYING AND PLAYFUL: PERSPECTIVES ON IMPORTANT USE OF THE MATERIALS IN AQUATIC DIDACTICS SWIMMING LESSONS OF INFANT

The playful relationship in teaching in liquid medium reaches a human dimension that goes beyond mere entertainment or as a reward for completion of tasks during the lessons of swimming, it enables reveal emotions and sensations, as well as aspects related to affection. In the classes for swimming, a new look at the pedagogical practice based on learning mediated by social and cultural elements has been a concern in the choice of content and how they will be taught. The extension program of "Good Neighborhood" aims to promote leisure and social development of children and adolescents from poor communities. The methodology used in the research was quantitative, using a questionnaire as a tool for evaluation. Subjects were 15 participants, between eight and fifteen years, of both sexes, residents of the neighborhoods surrounding the UFJF. The results showed that 53.33% like most of the activities with games, educational exercises 26.67%, 13.33% favor enhance the

swim and the remaining 6.67%, has other tastes. Regarding the teaching materials used, 46.67% identified the "bottle" as a favorite, the pasta 33.33%, 13.33% have a preference for board and only 6.67% like the Halter. About the activities, 46.67% showed interest in taking objects on the bottom of the pool, 20% in the rotation of board, 20% jump in the pool and 13.3%, with activities in two. Given the nature of their work, their target audience, the favorite activities of participants and the teaching material used, this study confirms the wide use of the practice of swimming and leisure recreation as a vehicle for social development.

Key words: Swimming, Materials and Playful

LE JEU ET LUDIQUE: PERSPECTIVES SURL L'USAGE IMPORTANT DES MATÉRIAUX DANS LE MILIEU AQUATIQUE DIDÁTICOS DES COURS DE NATATION DE LA MORTALITÉ INFANTILE

La relation ludique dans l'enseignement en milieu liquide atteint une dimension humaine qui va au-delà du simple divertissement ou comme une récompense pour l'achèvement des tâches pendant les cours de natation, il permet de révéler les émotions et sensations, ainsi que les aspects liés à l'affection. Dans les classes de natation, un nouveau regard sur la pratique pédagogique basée sur l'apprentissage par la médiation sociale et culturelle a été un sujet de préoccupation dans le choix du contenu et de la façon dont elles seront enseignées. L'extension des program "Good Neighborhood" vise à promouvoir les loisirs et développement social des enfants et des adolescents issus de communautés pauvres. La méthodologie utilisée dans la recherche quantitative a été, au moyen d'un questionnaire comme un outil d'évaluation. Les sujets étaient 15 participants, entre huit et quinze ans, des deux sexes, les résidents des quartiers entourant le UFJF. Les résultats ont montré que 53,33% comme la plupart des activités avec des jeux, des exercices d'éducation 26,67%, 13,33% favorables à renforcer la natation et le reste à 6,67%, a d'autres goûts. En ce qui concerne le matériel didactique utilisé, 46,67% identifié la "bouteille" en tant que favori, les pâtes 33,33%, 13,33% ont une préférence pour le conseil d'administration et seulement 6,67% comme le licou. Sur les activités, 46,67% ont montré leur intérêt à prendre des objets sur le fond de la piscine, 20% dans la rotation du conseil d'administration, 20% de sauter dans la piscine et de 13,3%, avec des activités en deux. Étant donné la nature de leur travail, leur public cible, les activités favorites des participants et le matériel didactique utilisé, cette étude confirme le large usage de la pratique de la natation de loisir et de loisirs en tant que vecteur de développement social.

Mots clés: Natation, Matériaux et Ludique

EL JUGAR Y JUGUETÓN: PERSPECTIVAS IMPORTANTES SOBRE EL USO DE LOS MATERIALES EN DIDÁTICOS ACUÁTICOS DE LAS CLASES DE NATACIÓN INFANTIL

La relación lúdica en la enseñanza en el medio líquido alcanza una dimensión humana que va más allá del mero entretenimiento o como una recompensa para la realización de las tareas durante las clases de natación, que permite revelar emociones y sensaciones, así como los aspectos relacionados con afecto. En las clases de natación, una nueva mirada a la práctica pedagógica basada en el aprendizaje social mediado por elementos culturales y ha sido una preocupación en la elección de contenido y la forma en que se enseña. El programa de extensión de "buen vecindario" pretende promover el ocio y el desarrollo social de los niños, niñas y adolescentes de las comunidades pobres. La metodología utilizada en la investigación cuantitativa, utilizando un cuestionario como una herramienta para la evaluación. Los sujetos fueron 15 participantes, entre ocho y quince años, de ambos sexos, residentes de los barrios que rodean a la UFJF. Los resultados mostraron que el 53,33% al igual que la mayoría de las actividades con juegos, ejercicios de educación 26,67%, 13,33% favor de mejorar la natación y el restante 6,67%, tiene otros gustos. En cuanto a los materiales didácticos utilizados, 46,67% identificó la "botella" como uno de los favoritos, las pastas 33,33%, 13,33% tienen una preferencia por la junta y sólo el 6,67% al igual que la Halter. Acerca de las actividades, 46,67% mostraron interés en la adopción de los objetos en la parte inferior de la piscina, el 20% en la rotación de la Junta, el 20% salto en la piscina y el 13,3%, con actividades en dos. Dada la naturaleza del trabajo, su público objetivo, las actividades favoritas de los participantes y el material didáctico utilizado, este estudio confirma el uso de la práctica de la natación y el ocio como vehículo para el desarrollo social.

Palabras clave: Natación, Materiales y Juguetón

O BRINCAR E O LÚDICO: PERSPECTIVAS IMPORTANTES NO USO DOS MATERIAIS DIDÁTICOS AQUÁTICOS EM AULAS DE NATAÇÃO INFANTIL

O lúdico na relação pedagógica em meio líquido alcança uma dimensão humana que vai além do simples entretenimento ou como recompensa por cumprimento de tarefas durante as aulas de natação, ele possibilita desvelar emoções e sensações, assim como aspectos relacionados a afetividade. Nas aulas de natação, um novo olhar para a prática pedagógica pautada na aprendizagem social e mediada por elementos culturais tem sido uma preocupação na escolha dos conteúdos e na forma como eles serão ensinados. O programa de extensão “Boa-Vizinhança” tem por objetivo promover o lazer e o desenvolvimento social de crianças e adolescentes de comunidades carentes. A metodologia utilizada na pesquisa foi a quantitativa, utilizando-se um questionário como instrumento de avaliação. Os sujeitos foram 15 participantes, entre oito e quinze anos, de ambos os sexos, moradores dos bairros do entorno da UFJF. Os resultados mostraram que 53,33% gostam mais das atividades com brincadeiras, 26,67% exercícios educativos, 13,33% preferem aperfeiçoar o nado e os 6,67% restantes, tem outros gostos. Com relação ao material didático utilizado, 46,67% identificou a "garrafinha" como predileta, 33,33% o macarrão, 13,33% tem a preferência pela prancha e apenas 6,67% gostam do halter. Sobre as atividades desenvolvidas, 46,67% demonstrou interesse em pegar objetos no fundo da piscina, 20% no revezamento de prancha, 20% em pular na piscina e 13,3%, com atividades em dupla. Dado a natureza do trabalho desenvolvido, seu público alvo, as atividades preferidas dos participantes e o material didático utilizado, este estudo corrobora com o grande uso da prática da natação e do lazer recreativo como veículo de desenvolvimento social.

Palavras-chave: Natação, Materiais Didáticos e Lúdico.