92 - LUDICIDADE AND PEDAGOGICAL MEDIATION IN THE PERTAINING TO SCHOOL PHYSICAL EDUCATION

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1 INTRODUCTION

Pointing ways with respect to a related education more with the current reality, the educational context imposes the necessity of significant changes in the system of education as for the constitution of new positionings of the professor in relation to the metodológicas strategies.

In this context, the quarrels on the Pertaining to school Physical Education evidence the concern with the construction to know corporal and the corporal performance of the pupils in relation to the corporeidade. E as already we know that the environment and the playful attitudes contribute for the education of diverse contents and leave the pupil to create and to work morally social and, we detach the importance of the ludicidade in the lessons of physical education, therefore this is characterized by the practical espontaneidade of gestures and that the individual makes during its trajectory of life.

In the attempt to change a character historicamente constructed it is tecnicista, hygienical, militarista, among others, the current context of the Physical Education brings obtains the possibility of works that consider the participation of all, making possible the professor to insert the playful character in the lessons. However, the electronic games, televising models and other activities that do not use the body, finish for influencing the behavior of the children and young; e therefore currently in the lessons of physical education, in the great majority of the schools, the playful character does not become gift.

What it is evidenced is one practical one of Physical Education that if characterizes for a closed system of education, in which soon educating receives everything, not being given the chance of construction for the pupil, perfectly perceives this in the pertaining to school context, when the lessons are given of tecnicista form or when the professor does not allow or exactly he does not admit that the pupil creates movements during the activities, or even though activities and tricks during the lessons.

E so that the professor can establish these changes in the pertaining to school context, the professional of the physical Education must search to keep a pautada action didactic-metodológica in the construtivista boarding, therefore thus its action will have characteristics of one practical one pautada in the construction of the knowledge from the interaction of the citizen with the world where the acquisition of the knowledge is a process constructed for the individual during all its life, not being ready to the rising nor being passively acquired in accordance with the pressures of the way. These ideas are shared by Shigunov and Shigunov Grandson (2001) when affirms that the proposal construtivista, beyond it values the experiences and the culture of the pupils, has the merit to consider alternatives to the directive methods, being these alicerçados in the practical one of the Physical Education, or either, the game passes to be seen as pedagogical instrument and the best one half to teach, therefore while the young child/plays, she learns, and this happens because still according to authors, this is a playful moment.

Being thus, we can emphasize the importance to search on the development of the lessons of Physical Education in a playful perspective, therefore this will be able to direct the practical one of games and tricks where the individual starts to have participation accomplishes in the decision and construction of the proper knowledge, thus searching the concept learning that will not only help it in physical activities as well as in its day-by-day.

The objective of this research was to investigate where measured the development of playful activities in the lessons of Physical Education they can contribute for education learning of the pupils of Basic Education e, consequently, to identify the paper of the professor of Physical Education; To distinguish and to identify the playful activities; to verify the contributions of the playful activities for the young child /; e systemize metodológicos theoretical referenciais for the learning.

For one better development of this work was opted to a proposal of research of qualitative boarding on the ludicidade as base of the metodológicas strategies in the lessons of Physical Education, and the paper of the professor in this context. In the process of collection of the data to the pupils and professors of a school of the Municipal Net of Education of Camboriú/SC Health-resort participate, school that if he locates in the periphery. Being citizens of the research the pupils of Basic Ensino, contanto also with the participation of the professionals of the Physical Education, direction of the school and pedagogical orientation.

It counted on a study on practical the pedagogical ones of disciplines of Physical Education in the pertaining to school context, where interventions during approximately 3 months had been developed, always a time in the week, respecting the schedule established for the school for the lessons of Physical Education. Therefore, to each three weekly lessons of Physical Education the lessons of fourth fair always were directed the proposal of the research. Of this form, the research reached pupils of a group 7ª series, two groups of 5ª series and two of 6ª. The choice per this day of the week elapsed in being both the professors with possibility of free schedule to develop the interventions.

To each lesson given in the development of the research, activities had been developed that make possible the rescue of the playful activities in the context of the lessons of physical education.

To the end of each lesson, an evaluation was developed so that we could establish the reorganization of the following lessons as well as the understanding of the metodológicos processes.

The data had been collected by means of guided comments, for daily of field, informal, plain interviews of action and attended interventions, which had been analyzed in its qualitative dimension. The interventions had been called as attended because, one of the researchers in a period of the research met in process of initial formation, or either, still were academic of the Course of Physical Education, thus counting on the contribution of one of its teachers of the university.

2 PHYSICAL EDUCATION AS SPACE FOR A PEDAGOGICAL MEDIATION LUDICA

The idea of the subject of this research left of the will to rescue the playful character and the true paper of the professor in the lessons of pertaining to school Physical Education. We perceive exactly at moments that we act in the school, or when we are in contact with other pertaining to school contexts, generally by means of comments, that the behaviors and attitudes of some professors, some times demonstrated disinterest, lack of creativity, motivation, and a constant use of a tecnicista boarding, in the development of the lessons of Physical Education. In few lived deeply situations, or as professors, or as academics, we could witness a bigger envolvement of the professor of Physical Education with its pupils, and at no moment we obtain to evidence that the professors emphasized in its activities the playful character, more pleasant, therefore always we perceive that they charge incessantly of its pupils who develop the activities with the correct movements.

This mobilized our interests for the searched subject, or either, the interest appeared from personal experiences of both

the researchers and also counted on the comments made for one of them since the first period of the course, carried through in the lessons of Practical Professor.

Ahead of this context it appeared to the idea to insert playful activities and/or to modify the behavior of the professor in the lessons of Physical Education, searching to investigate where measured the development of playful activities they can contribute for the teach-learning of the pupils.

This in sent the understanding to them of that the current educational context imposes the necessity of significant changes in the education system in that if it relates to the constitution of new positionings of the professor in relation to the strategies, pointing ways with respect to a related education more with the current reality, however of more creative form.

In this context, the quarrels on the Physical Education to eEscolar evidence the concern with the construction to know corporal and the corporal performance of the pupils.

When we stop to think in how much time our pupils pass "confined" in small classrooms being able to exert only its logical reasoning or the memorization of information and contents, we perceive how much to the corporal position of this child he is affected, suffering damages, between them the attention lack. When if they feel "free" and it are of this place, also finish harming the work it professor of physical education.

With this we perceive that the environment and playful attitudes, besides contributing for the education of diverse contents leave the pupil to create and to work social and morally.

According to PCN (2001), the lessons of Physical Education must bring quarrels on subjects as ethical, citizenship, respect to the differences and cooperation, questions essential and that they even can be applied of diverse forms and in porting championships, being able to be part of day-by-day of the pupils.

Ahead of this context we detach the importance of the ludicidade in the lessons of physical education, therefore it is characterized by the practical espontaneidade of gestures and that the individual makes during its trajectory of life.

Of this form it is perceived necessity to understand which the paper of the school, in particular of the professor of physical education, in providing to a playful experience professor-pupil-institution from the use of playful activities in the school, specifically in the lessons of physical education and which the contributions of these activities as component curricular of the Physical Education.

Therefore, if the lessons of Physical Education if to so only come back toward the estereotipados movements of the income sport, each time more will be forming mechanized citizens and without proper creativity, capacity to know its body and the ludicidade of movements that the same will be able to execute, being thus, the gesture and behavior of each individuo are reflected of the context where this is inserted.

This because the playful one allows to individuo the capacity to think, to feel and to act of spontaneous and creative form, demonstrating the gestualidade that is characteristic of the movement culture that they are gifts in its context and social conviviality.

As Almeida (1998) to form professors to introduce the playful one in the school is basic goal and at the same time difficult task, therefore the playful education is only guaranteed if the professor will be prepared to carry through it, and nothing he will give certain if the same he will not have a good knowledge on the subject.

It is not only enough to criticize the pertaining to school context, the family, the technological evolution, the way of being and acting of children and adolescents, if not to consider real and possible changes, or either, all know that the pupils of today only believe the professors whom they know "to participate", transforming its lessons into seriousness and pleasure, keeping a relationship more friend or until more familiar, knowing to use to advantage each moment, each situation to unchain a quarrel and to provide a learning.

We perceive the playful one when we see that our pupils participate of the activity of pleasant and involving form, and of this form we organize the activities of intervention. We select some activities where a rigid position excessively of the professor was not necessary, nor a participation with movements or estereotipadas attitudes of the pupils.

The groups had been chosen aleatoriamente, all of the final series of basic education, and one of the initial series, to be able to conclude one morning all of lesson.

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Some activities had not been well accepted, perhaps for not being in accordance with the etária band of the pupils, but the majority of the pupils had praised the lessons and had thanked for "new" (different) the activities, detaching the first lesson, which presented activities of couriers, provoking an explosion and that it demanded more individuality of each one.

"I felt the will to me in the lessons well, the tricks legal and had been very well organized, the teacher I gave instructions sufficiently, so that we learned better. The rules in the lessons well had been explained e, I wait that I eat we, the teacher have used to advantage the moments that we pass together ". (pupil of 5ª series)

"The lessons of the other days were more than child, not of daily pay-adolescents. The lessons had been more boats there and of today it was more legal. We are inside of the room and play of everything. The ludo was very better of the one than the lessons are there, of the periodical were more the boat." (pupil of 5ª series)

This evidences the lack of motivation of the pupils when carrying through an activity and fondness to make everything, without if leaving to involve at the moment.

We think that the playful character can be inserted, however in a small ratio, respecting the process of understanding and change of behavior, agreeing to the etária band and subject of education. In the groups of 6ª and 7ªséries, many pupils have a more advanced age, for this reason to the choice he was for more intense activities and with bigger degree of difficulty.

The activities had had that to be rethink why some pupils had demonstrated disinterest, having alleged to be very infantile.

It is what it is evidenced in speaks of the pupils when they affirm: "Not I liked it start them lessons that are child trick, nothing to have with lesson of Physical Education, I prefer with certainty professor X because it makes lesson of Physical Education, lesson of baby (...). If I I was not as much time studying Physical Education to give to these lessons I nor I would study, I I would look for other I work because this does not have possibility". (pupil of 6ª series).

We think, when hearing this of a pupil of 15 years of age, that it does not have idea of that he is to play, the spontaneous gesture, the creativity, making for pleasure. He is conditional to obey to rules and people, and to only make for having, beyond clearly not having the paper and the duty of the lessons and the professor of Physical Education.

"I found that it was legal, I liked them very its lessons, found funny and amused, but all they I liked vôlei-blind it, because she was different". (pupil of 7ª series).

"I, in my opinion, found all less the legal activities, of the tail, because I found that he lacked organization and many pupils had not wanted to make...." (pupil of 6ª series)

With this think to have done a good work, therefore besides assuming a different position of which the pupils are not

accustomed, provide a new experience for they, with different activities. E at the same time, we stop to think if the objective of some lesson left of being reached.

"Activity that more I liked was to catch the foot and of the tail, I only caught 02 tails, and still they had caught mine, but the activity that I more taste is in the room, vôlei and basquete..." (pupil of 6ª series)

We think that to the times the not accepted majority the activities proposals and finishes for confusing it, and consequently the lesson, however somebody that it is gift, and already has rescued this playful character, either for he himself or the family, will participate of the activity, if it will involve entirely and reach the considered objective.

We intend you reach our objectives, acquiring knowledge professors and pupils, of the importance of these activities in the lessons of pertaining to school physical education, through practical activities with good results, and changes of attitudes and position of professors and pupils, and for this, we feel the necessity of in approaching them more to the pupils and of its social context, searching to know its daily familiar one more good, therefore we believe that this backwards influence the acceptance of the corporal activities, therefore the affectivity lack generates aversion to the social conviviality consequently and the activities that involve the touch and approach with excessively of the group.

According to PCN (2001) of Physical Education the work of the Physical Education in the school is important when it makes possible to the pupil an ample vision on corporal culture of movement, aiming at to the autonomy for the development of one practical staff and capacity of intervention in the community, directly or indirectly.

The Pertaining to school Physical Education can provide to the pupils an access to the knowledge practical and theoretical, having to change the emphasis in the physical aptitude and the income, being contemplated everything that involves practical the corporal one. Also it is task of the Physical Education in the school to guarantee this access of the pupils offering instruments so that they are capable to be critical. Therefore it can be said that the Physical Education is significant in the life of the child, can provide to playful experience to the child and adolescents, on the form of simple motor exercises, games of fiction and imagination, games of rules, among others. These experiences are essential for health, besides contributing it welfare collective. In any age the ludicidade has aspect and important factor in the development and learning of the people, collaborating for the partner-cultural relations as also for physical and mental health, being able to develop the process of production of the knowledge.

Therefore, if the lessons of Physical Education if to so only come back toward the estereotipados movements of the income sport, each time more will be forming mechanized citizens and without proper creativity, capacity to know its body and the ludicidade of movements that the same will be able to execute, being thus, the gesture and behavior of each individuo are reflected of the context where this is inserted.

As Almeida (1998) to form professors to introduce the playful one in the school is basic goal and at the same time difficult task, therefore the playful education is only guaranteed if the professor will be prepared to carry through it, and nothing he will give certain if the same he will not have a good knowledge on the subject.

Therefore the professor of Physical Education can contribute helping to recoup true the sensible one of the school and transforming into a place of joy, pleasure, satisfaction and also to help the other professors, through playful actions, to rethink its formation and to more reflect each time on its function, consequently, acquiring plus an ability, feeding the desire of pleasure of the pupil.

So that the professor can establish these changes in the pertaining to school context, the professional of Physical Education must search to keep a pautada action didactic-metodológica in the construtivista boarding, therefore thus its action will have characteristics of one practical one pautada in the construction of the knowledge from the interaction of the citizen with the world where the acquisition of the knowledge is a process constructed for individuo during all its life, not being ready to the rising nor being passively acquired in accordance with the pressures of the way.

According to PCN of Physical Education (2001), the construtivista boarding favors to a pedagogical action where if it must consider the knowledge that the child already possesss in the pertaining to school Physical Education, including the previous knowledge of the pupils in the education process and learning, also looking for to alert the professors on the importance of the active participation of the pupils in the solution of problems.

3 FINAL CONSIDERATIONS

We leave of the idea of that the ludicidade in the Pertaining to school Physical Education, as in any another one disciplines or pertaining to school environment, brings to the innumerable child and the adolescent advantages and benefits, such as: autonomy, espontaneidade, joy, creativity and pleasure. E even so let us have a diversity of answers in the behaviors of the pupils referring to the developed activities, we understand that the playful factor is essential to mobilize the interest of the pupils in the development of the lessons.

We had a significant experience, therefore we perceive that many of the pupils of today, are "precocious" children, or either, they lose the understanding of the right to play and if to amuse very early and this happens many times because inside does not have this rescued factor of its family. Some had used to advantage the activities in the best way, in order to add something exactly pra itself, while others had only participated for participating, in a way that we can call "obligator". This because they demonstrate, due its proper reality of life, a maturity beyond its age, thinking that it is loss of time playing.

Some lessons proposals for us had not had success, and it was not possible to reach all the considered objectives, however the majority in mainly showed them that the playful one is a facultative character in the school and, in the lessons of Physical Education, therefore many of the activities proposals had left the surpresos pupils.

The return the calm was one of the moments most precious of our interventions, therefore we obtain to identify and to know the opinion of the pupils, as well as its difficulties in the activities.

E when finishing our interventions and in congregating them to develop the final analyses of our research, could perceive the lack and/or the lack of "playing" of the pupils of that school, either in the context of the school either in the context of its daily life or in the family or the community. E with this we suggest that this is a subject and an attitude importantíssima, that the professor of Physical Education must lead obtains in its lessons, and dominate it, so that its pupils can at least in the pertaining to school context be favored with that all have the right to live to share moments of games and tricks being able to usufruct of the simple pleasure of if amusing and with this to learn.

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LUDICIDADE AND PEDAGOGICAL MEDIATION IN THE PERTAINING TO SCHOOL PHYSICAL EDUCATION
ABSTRACT

The current educational context imposes the necessity of significant changes in the education system in that if it relates to the constitution of new positionings of the professor in relation to the metodológicas strategies. Thus, the quarrels on the pertaining to school physical education evidence the concern with the construction to know corporal and the corporal performance of the pupils in relation to the corporeidade. The objective of this research was to investigate where measured the development of playful activities in the lessons of physical education they can contribute for education learning of the pupils of the basic education, thus identifying, the paper of the professor in this context and contributions of these activities for the adolescent child/. It consists of the development of a qualitative research on the ludicidade as base of metodológicas strategies in the lessons of physical education and the paper of the professor in this context, counting on a study on practical the pedagogical ones of disciplines of physical education in the pertaining to school context. In the interventions carried through for the development of the research activities had been specifically developed that make possible the rescue of the playful activities in the context of the lessons of physical education. E the data had been collected by means of comments guided for daily of field, informal, plain interviews of action and attended interventions that, had been analyzed in its qualitative dimension.

KEYWORDS: Pertaining to school Physical education. Ludicidade. Pedagogical mediation.

LUDICIDADE ET MÉDIATION PÉDAGOGIQUE DANS L'ÉDUCATION PHYSIQUE SCOLAIRE
RÉSUMÉ

L'actuel contexte scolaire impose la nécessité de changements significatifs dans le système d'enseignement en ce qui concerne la constitution de nouveaux positionnements de l'enseignant concernant les stratégies méthodologiques. Ainsi, les discussions sur l'éducation physique scolaire prouvent la préoccupation avec la construction de savoirs corporels et la performance corporelle des élèves concernant la corporéité. L'objectif de cette recherche a été d'enquêter dans que mesure le développement d'activités ludiques dans les leçons d'éducation physique peuvent contribuer à l'enseignement à de l'apprentissage des élèves de l'éducation basique, identifier ainsi, au rôle de l'enseignant dans ce contexte et aux contributions de ces activités pour l'enfant/adolescent. Il consiste au développement d'une recherche qualitative sur ludicidade mange base de stratégies méthodologiques dans les leçons d'éducation physique et le rôle de l'enseignant dans ce contexte, comptant avec une étude sur les pratiques pédagogiques de la discipline d'éducation physique dans le contexte scolaire. Dans les interventions réalisées spécifiquement pour le développement de la recherche ont été développées des activités qui rendent possible le sauvetage des activités ludiques dans le contexte des leçons d'éducation physique. Et les données ont été rassemblées au moyen de commentaires guidés par quotidiens de champ, entrevues informelles, claires d'action et d'interventions assistées qui, ont été analysées dans leur dimension qualitative.

MOTS CLÉ: Éducation Physique Scolaire. Ludicidade. Médiation pédagogique.

LUDICIDADE Y MEDIACIÓN PEDAGÓGICA EN REFERENTE A LA EDUCACIÓN FÍSICA DE LA ESCUELA
RESUMEN

El contexto educativo actual impone la necesidad de cambios significativos en el sistema de la educación en cuanto a la constitución de los positionings nuevos del profesor en lo referente a las estrategias de los metodológicas. Así, las peleas en referente a evidencia de la educación física de la escuela la preocupación con la construcción para saber el cabo y el funcionamiento corporal de las pupilas en lo referente al corporeidade. El objetivo de esta investigación era investigar donde medido el desarrollo de actividades juguetonas en las lecciones de la educación física que pueden contribuir para aprender de la educación de las pupilas de la educación básica, así de identificar, del papel del profesor en este contexto y de las contribuciones de estas actividades para el niño adolescente. Consiste en el desarrollo de una investigación cualitativa sobre el ludicidade como base de las estrategias de los metodológicas en las lecciones de la educación física y el papel del profesor en este contexto, contando en un estudio en pedagógicos los prácticos de disciplinas de la educación física en referente a contexto de la escuela. En las intervenciones llevadas a través para el desarrollo de las actividades de la investigación había sido convertido específicamente que hacen posible el rescate de las actividades juguetonas en el contexto de las lecciones de la educación física. E los datos había sido recogida por medio de los comentarios dirigidos para el diario del campo, de las entrevistas informales, llanas de la acción y de las intervenciones atendidas que, había sido analizado en su dimensión cualitativa.

PALABRA-LLAVE: Educación Física de la Escuela. Ludicidade. Mediación pedagógica

LUDICIDADE E MEDIAÇÃO PEDAGÓGICA NA EDUCAÇÃO FÍSICA ESCOLAR
RESUMO

O atual contexto educacional impõe a necessidade de mudanças significativas no sistema de ensino no que se refere à constituição de novos posicionamentos do professor em relação às estratégias metodológicas. Assim, as discussões sobre a educação física escolar evidenciam a preocupação com a construção de saberes corporais e a atuação corporal dos alunos em relação à corporeidade. O objetivo desta pesquisa foi o de investigar em que medida o desenvolvimento de atividades lúdicas nas aulas de educação física podem contribuir para o ensino aprendizagem dos alunos da educação básica, identificando assim, o papel do professor neste contexto e contribuições destas atividades para a criança / adolescente. Consiste no desenvolvimento de uma pesquisa qualitativa sobre a ludicidade como base de estratégias metodológicas nas aulas de educação física e o papel do professor neste contexto, contando com um estudo sobre as práticas pedagógicas da disciplina de educação física no contexto escolar. Nas intervenções realizadas especificamente para o desenvolvimento da pesquisa foram desenvolvidas atividades que possibilitaram o resgate das atividades lúdicas no contexto das aulas de educação física. E os dados foram coletados por meio de observações orientadas por diários de campo, entrevistas informais, planos de ação e intervenções assistidas que, foram analisados em sua dimensão qualitativa.

PALAVRAS CHAVE: Educação Física Escolar. Ludicidade. Mediação pedagógica.