98 - THE GAME AS PEDAGOGIC RESOURCE IN THE PERSPECTIVE OF THE HISTORICAL-CULTURAL THEORY: A PROPOSAL OF RESEARCH-ACTION

JOSÉ MILTON DE LIMA; MÁRCIA REGINA CANHOTO DE LIMA; IRINEU ALIPRANDO VIOTTO FILHO.
Faculdade de Ciências e Tecnologia - UNESP - Campus de Presidente Prudente, São Paulo, Brasil.
Financiamento: Pró-Reitora de Graduação - UNESP - Programa Núcleo de Ensino.
miltonlima@fct.unesp.br

Introduction

This intervention research proposal is linked to the Program of Teaching Studies at UNESP-University "Julio de Mesquita Filho" in state of São Paulo-Brazil, and emphasizes the importance of the plays and games as pedagogic resources. Nowadays, it is being developed in an Local Children School in the city of Presidente Prudente, State of São Paulo-Brazil and the theory confirm that the plays' activity is an important way for the child education context and it can be well enriched by teacher's interventions. Another important point is that the pedagogic work in the children institutions of Education cannot be restricted only to the orality, writing and the mathematical concepts because they are not the only forms, interpretation and production of knowledge.

Studies and researches developed by the authors, highlight for Vygotsky (1988, 1991), Leontiev (1978, 1988), Zaparozhets (1987), Elkonin (1987, 1998) and Venguer (1986) are showing that the game and play are important activities that mobilize the child in the motor, cognitive, affectionate, social and moral aspects. When the children play, they build a different world and they assume the papers, the conducts and the established agreements entirely.

It is important to say that in the context of plays and games, the superior psychological functions are requested and well developed, and another point is that; during the activity the child is mobilized to act in agreement with the requests and play' situation and he/she exercises the symbolic capacity, the language, memory, imagination, attention, control the desires and develop, in an attractive way, any other important capacities as a human being. The children also internalize the human knowledge about the cultural objects and build his/her knowledge, values and important attitudes for life.

The educators that intend to use the game as pedagogic resource, in agreement with Lima (2005), must be prepared to understand the paper and the function of the Child Education, in the current historical context. Leontiev (1978) it stands out that, in the contemporary society, the Child's education has an essential paper to the new generation process of formation. The human species doesn't get the cultural, social and historical acquisitions by biological ways; it depends on the mediation that is done by the oldest generation to the newest generation. The man is not born with their human capacities, but acquires them in the social practices, in the communication process with the others (Inter psychological process) and he/she internalizes the cultural and social elements (Intra psychological process).

The appropriate intervention and an significant and diversified learning process can enlarge the children knowledge and give then opportunity to develop capacities that makes possible the construction of their conscience and the important position on the world.

The adult's pedagogic and intentional performance in the Child Education, acquires a decisive importance for the child` psychological development and it shows that the child` development is not deflagrated by biological, but for the place that the child occupies in the concrete life that he/she lives. Elkonin (1987) points that the child's education process must be respected and the pedagogic process has to considered the psychic development and the child` learning period process. The pedagogic process has to consider yet, the general characteristics of the child` development period and to take into account the individual particularities of development and the life conditions and education, in which the child is inserted.

Finally, is important to emphasize that the pedagogic process has to explore the main activity for each periods of development and to propitiate the maximum development of the child's potentialities, in the promotion of his/her complete and multilateral development.

The game and the plays in the Historical-cultural perspective emphasizes the process of child` development and characterized that by the emergence of learning with certain sequence. Among the child` activities, a specific type stands out and it is denominated by the Historical-cultural Theory, as "main activity". Leontiev (1988, p.64-65) defines the main activity as an activity type that stands out, among the others, for exercising a larger influence in the psychological development and in the formation of the child's personality.

Three basic attributes characterize the main activity: first, the activity is responsible for the main psychological changes in the child` personality; second, the influences of the main activity reorganize and give to the psychic processes another format; and last, the main activity of a period serves as base for the appearance of another activity type, that will be dominant in the following period.

The factors that determine the appearance of the main activity in the different learning situations are the concrete conditions of the child's life that related with the place that he/she occupies in the system of social relationships and they provoke new expectations in the adult. Elkonin alerts that is important to consider that the childhood is not a eternal phenomenon, invariable and fix, but that comes in a different way, in each kind of situation of the humanity's development.

In agreement with Elkonin (1987) and Venguer (1986), since the birth until seven years old, the life and the conditions of the child's existence suffer abrupt changes and three types of main activity appear and need to be appropriately explored by the educators. The first main activity appears in the stage that extends from the birth to the first year old, and it is characterized by the emotional relationship between the adult and the child. The child's existence has essential adult support, through the affectionate and emotional relationship, the physical contact, feeding, hygienic cares, communication, games and plays, and other supports given by the adult and this relation becomes the base for the development of the sensorial equipments. The adult influences has a central paper to create the necessary conditions to the child develop and improve his/her apprehension, the psychic direction of the movements and the visual perception.

When the child gets the first year old he/she relationship with adults has substantial changes. At the new period any others needs has been building for the child. The world of the objects (material and symbolic) that the child has been getting from the adult relation and communication attracted his/her attention and promotes a new type of main activity. This new type of activity that appears, determines important psychological changes in the child existence.

When acting with the objects (material and symbolic), the child, under the adult's influence, observes, imitates and manipulates this objects and, at this process, according to Elkonin (1998, p.221), in a first moment, the child internalizes the general outlines of manipulation, later it enlarges his/her understanding about the designation of the objects in the social context. The relationship that the child establishes with the objects creates the conditions and the premises for the appearance of the game.

The initial plays` activities appear in the child life about two and a half to three years old. It is the time that the child is going to notice the adult papers and put it in his/her life activity. At about the three years old, the relationship with the objects (material and symbolic) is getting complex and the child creates the games inspired in the adult` actions. In that new activity type, the logic of the activities is not arrested to the objects, but it reflects the logic of the people's real actions.

Elkonin (1998, p.403-406) emphasizes that the new world that the child discovers will give his/her possibilities to act through the game and it is happening at the beginning of the pre-school period. Before this period, the human world was hidden behind the objective world. In this new stage, the children see the adult world and costumes and take its activities, functions and relationships as models. The objects, that before determined the children's actions, now take a place as a way to represent the adult world.

The child sensation of living adult papers is full of emotion and turns it into a happy an important experience that will be responsible to developed his/her conscience and shows the child acquires and limits he/she occupies, in the system of the adults' relationships. Such factors operate an emotional impact, they create the need and motivate the child to get into the adults' life, to apprehend their social functions and the senses of the human activity (Elkonin, 1998).

Other activities can collaborate for the emergence of those needs, but any other is well equipped as the games and plays (Elkonin,1998, p.406), for the strong emotional load that the games and plays mobilizes in the child life, when taking his/her to the conscience of the functions and meaning of the adult life.

The space of the game and plays is only possible because of a new process in the child life, which is called the imagination. It is a specifically form of a human conscious activity, that dos not exist in the previous periods of the child` life. To Leontiev (1988, p.127) is not the imaginary situation that determines the child's action in the game, but on the contrary, "the objective conditions of the action that turn it necessary and create it". Venguer (1986, p.133) affirms that the symbolic function of the conscience appears in the games and plays activities.

The games, accomplished in the imaginary world, it is a type of free action, no productive, because the child can choose objects and use them in a different operation manners. The objective of a game/play, according to Leontiev (1988, p.123), it is not to get the final result, but valorizes the process. When the objective of the activity modifies and the result becomes the main objective, that activity it is not a game or play anymore. The game it is an important expression and a good way to understand world relationship, the activities and the adults' papers. The child, through the play` activities and games` acts can, even in a symbolic way, to understand the different human spheres, rebuild his/her feelings, knowledge, meanings and attitudes.

When the child play, emphasizes Vygotsky (1991), he/she seems the reality, even in a symbolic way, and get the adult world that is very important for the child. The game is privileged source of the proximal development and it collaborates for the child to assimilate and structure new learning, moving his/her development.

Venguer (1986, p.142) affirms that the game is a constant influence in the child's development to build the thoughts, imagination, attention, concentration, memory, socialization, language and the personality of the child, preparing his/her to get another complexes activities and other social obligations.

According to Zaporózhets (1987), in the game of the preschool period, it happens the child's motor development. The present reasons in that activity creates the intense incentives to accomplish certain movements, generating conditions and situations that leave a peculiar mark in the whole motor aspect of the preschool. The influence of the games and plays contributes, mainly, in the structuring of the general aspect of the movement and in the expressive form of the child accomplishment.

Zaporózhets (1987, p. 82) affirms that the plays' activity is an important resource that allows the child to practice and build new motives to conquer, making possible for his/her building the solutions of practical activities, with self-confidence, factors considered essentials to give them the opportunities to explore the world and to developed in an different ways during his/her life.

Methodology adopted in the investigation:

The methodology adopted for this study is the research-action and the procedures consist of weekly meetings, entitled of seminars (THIOLLENT, 1988), among the members of the team that also participate in the Group of Research named “Cultura corporal: sabers e fazeres”.

The meetings of the group get studies and reflections about theoretical sources to support the actions that are weekly developed in the institution partnership.

One day a week the team of academic students researchers stays 08 hours in the institution partnership to develop activities with the respective teachers who participle at the project and the staff the school partnership.

The perspective is a reciprocal learning between, researchers, students researchers and partners of the school partnership, mainly the teachers, to investigate theoretical-practical subsidies on the game, to share with them an important participative experience in the process.

The theoretical support and the respective actions are object of constant discussion at the university and in the school partnership to analysis and discuss the process and its results.

The collected data, considered relevant are logged in a diary book and become source for evaluation, formation and scientific production.

In that way, it is gradually verified the alliance and involvement of people who participate on the project, forming an alliance between the practical knowledge and the theoretical knowledge that bases the work.

The reflection about the importance of the plays and games in the child' education, will be mainly based on the conceptions of Historical-cultural Theory. In that perspective, the group of researchers wanted to point out the importance of the games and plays in the child's development in an multilateral ways.

Final considerations

The research contributes to the students' personal and professional development and education professionals that participate in the project and also for the children's global development through an educational practice that emphasizes the game and plays as an important pedagogic resource.

The academic students, have the opportunity to learn through the practice, getting all the benefits of an experience that valorizes the importance of playing in the children's life; to understand that, besides the theoretical base assimilated inside the University, the experiences lived in school partnership with partner's teachers is an essential task to his/her formation.

This project emphasizes that the academic students need to come across the school reality, just because their initial perception changes a lot and give them the opportunity to discover the different ways to think about the teachers' profession.

It is being possible to say that the experience on the project can give the academic students the chance to see the school reality and think about the teachers' condition of work to make the choices in the future.

However, it is always a good surprise when the academic students came across with expressions that show how much they are learning as professionals and are growing as a human being.

The experience with children at school is being built and there are many ways to explore. The way was to establish a

communication with those children, to look and to understand the child world, to approximate and to establish bonds to dialogue and to communicate.

This experience has being constructed between academic students and children at school in a different ways; they dance, ran, kick, jump, sing, live histories and get inside the child' world and we can conclude that at the moment the academic students learned an important lesson: to be a good educator it is necessary to participate in the child world, to conquer the child's trust and to provide him/her a significant learning.

The academic students noticed that the educator must be present in the moment of child' playing to understanding the way that plays' activities helps children to developed.

Considering this important experience as a research-action we can initially conclude that children and educators can enlarge the domain of the signs related to the multiple languages, turning their experience significant to get more tools and resources to promote the human development on the different aspects: motor, cognitive, affectionate, esthetical, political, social, political and ethical.

The academic students participants in the project know that this experience has been valuable in the formation of all, in the growing of the educational practice and in the knowledge production.

Inside the Research Group: “Cultura corporal: sabers e fazeres”, the all team has access to the important theoretical resources that emphasizes the games and plays as an important subject to be part of teachers' formation.

On the other hand, the teachers who are part of school' partners, are making possibilities to change and build new knowledge to help them and the school as a whole to handle the experiences of teaching and learning.

It is important to emphasize that the whole process allows a solid formation and a conscience of the complexity and about the importance of the educational work.

The academic students researches through a daily practice, can learn how to elaborate activities in a conscious way and to understand the importance of building a truly "práxis".

Considering all that vast and rich experience, and the research-action methodology, the academic students know that their professional formation is already differentiated in compared with the other friends who are not having this experience. We can think that when they leave the University, they will probably take it as an important and significant experience and relevant aspect of the reality that they will find inside the schools.

The results reached up until now and shortly described at this paper, are quite encouraging, because demonstrate the viability of actions in this way and how the educators can build in a collective effort a important commitment to chance the educational in an important way and valorize the teachers' formation to get this aim.

The investigation team is quite satisfied when observes that the teachers inside the partnership schools, assimilate the proposals and incorporate the results in their practices, enlarging the learning process and the children's development.

This paper does not want to quantify the effects of the research in the participants' professional formation, but it can be affirmed, however, that the teachers, the employees, the director, the institution partner's pedagogic coordinator has been open and well motivated for the project.

The team of the University, researchers and students academic researchres evaluates that it is being treated as partner, in this proposal, factor that is seen as essential to enlarge the results in the process of initial formation of the students and, also, for the quality improvement of teaching at the University.

To finished this discussion is important to note the great social relevance of the research-action methodology because it makes possible to conquer important benefits and contributions to develop the educational practices in school and collaborate in the development process of the other professionals' formation that act in different realities and need to daily grow as good educators an a human being.

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Rua Dr. José Foz, 2786. Vila Formosa.
Presidente Prudente, Estado de São Paulo, Brasil - CEP: 19050-000
Fone: (18) 3903-4402 - (18) - 3229.5335. E-mail: miltonlima@fct.unesp.br

THE GAME AS PEDAGOGIC RESOURCE IN THE PERSPECTIVE OF THE HISTORICAL-CULTURAL THEORY: AN ACTION-RESEARCH PROPOSAL.

ABSTRACT

The proposal of this investigation and intervention is to take the game as privileged pedagogic resource for the children education. It is justified because the necessity of new practices that assumes the games as an important theme in education. The research establishes as central objectives to contribute in the process of the academical students' initial formation and school teachers continuum' formation and still to produce knowledge about and from the education context. The methodology is the action-research and the procedures consist in meetings, dialogues and seminars among the participants of the collective research to study on the theoretical support and planning the actions that will be developed inside the school partnership. The collective (academics and teachers) share all the experiences at school and the theoretical support that is based, especially, in the Historical-cultural Theory. The actions at school are planed and built for all participants and it becomes the subject for the process' analysis and discussions. The results and relevant data are related in a diary that becomes the evaluation sources, formation and scientific production. We pointed so far a new direction for the participant teachers' conception, because the playing' activities start to be valorized in the process of the children's education. The students of Physical Education and Pedagogy courses who participated in

this project are members of the Research Group called “Cultura Corporal: sabers e fazeres” and they are having important opportunities to see and work with the reality, linking all the time theory and practices, trying to get over the historical dichotomies among theory-practice, Higher education-Basic Education, work-games and to solve the historical educational problems of pedagogical practices.

KEY-WORDS: play and games, children education, childhood.

LE JEU COMME RESSOURCE PEDAGOGIQUE À LA PERSPECTIVE DE LA THÈORIE HISTORIQUE-CULTURELLE: UNE PROPOSITION DE RECHERCHE-ACTION.

RESUMÉ

Cette investigation et proposition de intervention ont comme thème le jeu comme ressource pedagogique privilegié à la Education des petits enfants. Elle se justifie par la necessité de changer les pratiques éducatives que ne contemplent pas de manière pleine cet thème. La recherche établit comme des buts centrales contribuer au processus de formation iniciale et continuée des éléves universitaires et professeurs et, aussi, produire des connaissaces, à partir de la problematization et des vivences au contexte educatif. La methodologie adoptée est la recherche-action et les procédures consistent en des réunions hebdomadaires, appelées de seminaires, entre les participants de la recherche colective pour une enquête, pour l'étude et pour la réflexion sur le referenciel théorique d'appui e pour faire le plan des actions que sont developpées hebdomadairement à la instituition partenaire. L'equipe universitaire, bien comme les professeurs impliqués, partagent des experiences et du appui théorique que se fonde, especialement, à la Théorie Historique-Culturelle. Les actions réalisées sont évaluées par tous les participants, en des réunions mensuelles pour l'analyse et discussion du processus et des résultats. Des informations et des données relevants sont écrits en des journaux du group et se deviennent des sources d'evaluation, formation et production scientifique. Nos pointons pour une nouvelle diréction et même dês changes aux conceptions des professeurs participantes, puisque les activités ludiques passent à être plus valorisées et employées au processus d 'education des enfants. Les éléves du Cours d'Education Physique et Pedagogie ont des opportunités pour une formation plus consistente et liée à la realité, a partir de l'étroite relation entre théorie et pratique, garantie par les actions de la recherche et par les moments d'étude au Group de Recherche: “Culture Corporelle: Savoir e Faire”. La recherche de superation des dicotomies entre théorie e pratique, Enseignemment Supérieur e Education Basique, travail et jeu, appuie à la realité vécue et aux subsides théoriques, possibilite résoudre des problèmes de la pratique educative et se transforme en des échanges des experiences, reflexions et production scientifique.

MOTS CLE: jeu, education, enfance.

EL JUEGO COMO RECURSO PEDAGÓGICO EN LA PERSPECTIVA DE LA TEORÍA HISTÓRICO-CULTURAL: UNA PROPUESTA DE INVESTIGACIÓN-ACCIÓN.

RESUMEN

La referida investigación y propuesta de intervención tienen como tema el juego como recurso pedagógico privilegiado en la Educación Infantil. Esto se justifica por la necesidad de cambios en las prácticas educativas que no contemplan de manera plena el tema. La investigación estabelece como objetivos centrales contribuyer en el processo de formación inicial y continuada de los alumnos universitários y professores y, aún, producir conocimientos, a partir de la problematización y vivências en el contexto educacional. La metodología adoptada es la investigatión-acción y los procedimientos consisten en reuniones semanales, llamadas de seminarios, entre los participantes de la investigación colectiva para el levantamiento, estudio y reflexion sobre el referencial teórico de apoyo y para el planeo de acciones que son desarrolladas semanalmente en la instituición parcera. Tanto el equipo universitario como los profesores involucrados comparten las experiencias y el suporte teórico que se fundamenta, en especial, en la Teoria Histórico-Cultural. Las acciones realizadas son evaluadas por todos los participantes, en reuniones mensuales para análisis y discussión del processo y de los resultados. Informaciones y dados relevantes son anotados en los diários de bordo y se vuelven fuentes de evaluación, formación y producción científica. Nosotros apontamos um nuevo direccionamiento y hasta mismo cambio en las concepciones de los profesores participantes, pués las actividades lúdicas pasan a ser más valorizadas y usadas en el processo de educación de los niños. Los alumnos del Curso de Educación Física y Pedagogia tienen oportunidades para una formación más consistente y ligada a la realidad, a partir de la estrecha relación entre teoria y práctica, garantizada por las acciones de la investigatión y por los momientos de estudio em el Grupo de Investigatión: “Cultura Corporal: Saberes y Haceres”. La búsqueda de superación de dicotomias entre teoria y prática, Enseñanza Superior y Educación Básica, trabajo y juego, apoyada en la realidad vivida y en los subsidios teóricos, posibilita solucionar problemas de la práctica educativa y se transforma en intercambios de experiencias, reflexiones y producción científica.

PALAVRAS-LLAVE: juego, educación, infância.

O JOGO COMO RECURSO PEDAGÓGICO NA PERSPECTIVA DA TEORIA HISTÓRICO-CULTURAL: UMA PROPOSTA DE PESQUISA-AÇÃO.

RESUMO

A referida investigação e proposta de intervenção têm como tema o jogo como recurso pedagógico privilegiado na Educação Infantil. Justifica-se pela necessidade de mudanças nas práticas educativas que não contemplam de maneira plena o tema. A pesquisa estabelece como objetivos centrais contribuir no processo de formação inicial e continuada dos alunos universitários e professores e, ainda, produzir conhecimentos, a partir da problematização e vivências no contexto educacional. A metodologia adotada é a pesquisa-ação e os procedimentos consistem em reuniões semanais, intituladas de seminários, entre os participantes da pesquisa coletiva para levantamento, estudo e reflexão sobre o referencial teórico de apoio e para o planejamento de ações que são desenvolvidas semanalmente na instituição parceria. Tanto a equipe universitária como os professores envolvidos compartilham das experiências e do suporte teórico que se fundamenta, em especial, na Teoria Histórico-Cultural. As ações realizadas são avaliadas por todos participantes, em reuniões mensais para análise e discussão do processo e dos resultados. Informações e dados relevantes são anotados em diários de bordo e tornam-se fontes de avaliação, formação e produção científica. Apontamos um novo direcionamento e até mesmo mudança na concepção dos professores participantes, pois as atividades lúdicas passam a ser mais valorizadas e empregadas no processo de educação das crianças. Os alunos do Curso de Educação Física e Pedagogia têm oportunidades para uma formação mais consistente e concatenada à realidade, a partir da estreita relação entre teoria e prática, garantida pelas ações da pesquisa e pelos momentos de estudo no Grupo de Pesquisa: “Cultura Corporal: Saberes e Fazeres”. A busca de superação de dicotomias entre teoria e prática, Ensino Superior e Educação Básica, trabalho e jogo, apoiada na realidade vivenciada e nos subsídios teóricos, possibilita solucionar problemas da prática educativa e transforma-se em trocas de experiências, reflexões e produção científica.

PALAVRAS-CHAVE: jogo, educação, infância.