28 - THE GAMES AND THE EDUCATION

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THE HISTORY OF THE GAME AND THE EDUCATION

Initially, we take as our Huizinga interlocutor (1993) when analyzing the game as element of the culture from its essence and its aesthetic character. "the object of our study is the game as specific form of activity, as" significant form ", as social function" (p.6). This author, the game is an activity, also, but not only, human being. The animals also play, also play.

The game is fact older than the culture, therefore this, exactly in its less rigorous definitions, always estimates the society human being; but, the animals do not wait that the men initiated them in the playful activity. It is us possible to affirm that the civilization human being did not add essential characteristic some to the general idea of game. The animals play such as the men (p.3).

In any way, the game has one meaning, a definitive objective. In it and by way of it they are conferred felt for the actions of the involved ones in its dynamics. But the fact to play already is a justification for its efetivation. It exists in the somewhat inexplicable game of the biological point of view, the analysis and the logical interpretation: the amusement of the game.

The intensity of the game leads the fascinating feelings, "the tension, the joy and the amusement" (p.5) and is there that she is situated its primordial characteristic. The game is element of the same culture that existing before it, it is one of its marks since more remote civilizations until the contemporaneidade. So that if it can evaluate the game, it is necessary to consider it from its totality.

Kishimoto (1994) affirms that the playful function of different activities, also of the game, characterizes free behavior, pleasure, satisfaction, expression of will, exploration, discovery and amusement. Being thus, the playful element always must be present during the development of different types of activities therefore, makes possible something that, in many cases, not even science can explain of categorical form. During the game they can presents different manifestations of the human behavior as, also, to make possible experimentations, representations of the reality, expression of ideas, you strike of objectives, analyses and resolutions of problems (exactly that related to a time and definite space and rules to be followed), etc.

As to Soares et al (1992), the more inflexible will be the rules of the games, more the attention of the children and the regulation of its action is demanded, providing to a climate of tension and competition. However, this does not want to say that the games more rigid rules and with competitive character do not have to be part das activities but, the playful element (pleasure in carrying through the activity) must be always present. Therefore, we understand that the rules need flexible and to be adjusted to each situation, according to level of development of the child and the objectives of the use of the game.

For Friedmann (2003), and the spontaneous rules exist the culturally transmitted rules. In the first case, the rules if impose by means of successive generations and second, they come of the socialization of the games of exercise and the symbolic ones (the characteristics of these games will be presented with bigger details in the third chapter of the present work). These rules are quikly, firmed for valid contracts for an occasion in particular.

According to Kishimoto (1994), the game is the result of a linguistic system of a social context (it depends on the place and of the time, the games assume different meanings); He is composed for a system of daily pay-established rules (exactly that it involves a playful situation); In the majority of the cases it depends on objects (material used during the activity). When treated for the education, the games and the tricks they assume, also, a pedagogical function.

Mello (1989), in remembers them the difficulty of the game to be understood by ` school ' as integrant of its of the pertaining to school work, mainly, until the first half of century XX. The games were not valued in the school and by the school. To leave of this time, gradually, this type of activity starts to be recognized for researchers of the Education and the proper educators as assential practical the pedagogical e, also, as curricular part of the content. This pedagogical recognition of the games was influenced by the based research, mainly, in psychology, the partner-cultural physiology and areas.

As Kishimoto (2003), the greeks, understood the games as physical culture and the objectives of these activities were the aesthetic formations and spirituals. On the other hand, for the Romans the games destined it the physical preparation and the objective of this practical was the formation of soldiers and obedient citizens. But, later, the conception Roman suffers changes, for influence of the school Greek, and new orientações are considered the respect of this type of activity. One places in old Greece and Rome the origin of the first reflections on the importance of the toy (and game) in the education. Exactly that these were still not understood as procedure of education of specific contents.

From the Christianity, the imposition of dogmas prescribed for the episcopal schools and the education disciplinarian they do not open spaces to the expansion of the games, considered transgressive to the order and to it disciplines. In the renaissance, new conceptions reappear on the Education. In these pedagogical conceptions, the games are reconsidered to participate of the educational formation.

The Ratio Studiorum bases the organization of the educational system of the Institute of the Jesuits, that had as one of the leaders Ignácio de Loyola, understood the importance of the games of exercise for the formation of the individuals. Thus, by intermediary of playful exercises, scholastic education, for the children, was substituted by the job of the boards walls. Still in the renaissance, Thomas Murner stimulates the game of educative letters with the objective to teach the dialectic and edits a "new dialectic of images, under form of game of letters, engaging the young in a more dynamic learning" (KISHIMOTO, 2003, p.40).

From the above described period, the writings of images in copper are initiated, substituting the wooden one. This new technique, among others, made possible the multiplication of educative games as, for example, games in form of alphabets and letters with educative character. The new forms of impression of engravings favored the process of proliferation of the games. From now on, some studious and searching images affirm importance of for apprehension of knowledge, between them Comenius (1592-1670), that it certifies this importance for the infantile education and Locke when defending the idea of that all knowledge passes for the directions, praises the reading games, among others destined to education in different areas of the knowledge.

In century XVIII, the constitution of different games and the magnifying of its functions had been motivated by some events, between them, the Encyclopedia publication. The encyclopedia use for teachers, motivated them to use it the images for the creation of games with the objective to form the noblemen. The games, before restricted the education of the nobility, are, gradually, popularized with intention to divulge ideas, critical of personages, performance of papers and doctrines to the population in general. It is thus that the games are introduced in the daily one and expanded as half of propaganda. Still in century XVIII, the conception appears of infancy claimed for Rosseau (1712-1778).

The main idea defended in this conception, was the necessity of the education to be in accordance with the infantile nature. It points two faces of the toy: object and action. Rosseau considers the game the activity most important for the infantile development and, while object, the toy in such a way did not deserve its attention, given that, it does not consider the directions a trustworth source of knowledge. In the case, what it matters is the action of the citizen.

Kishimoto (2003), affirms that from now on a new field appears of quarrels concerning the infantile psychology that if extends during century XIX in which, its beginning, attends the sprouting of pedagogical updates (on to the importance of playing and playing) directly influenced, not only for the ideas of Rosseau but, also, for Pestalozzi (1746-1827) and Froebel (1782-1852).

The experiences grow that introduce the game in the education with intention to facilitate related education to the diverse areas of the knowledge. Pestalozzi searched the necessary intuitions to the establishment of relations and the mental action of the children. I

s for intermediary of Froebel that the game was understood in such a way as object how much as action to play leaving of the estimated one of that, manipulating, mounting and disassembling objects of different forms and sizes, the children establish mathematical relations and slight knowledge of physics and metaphysics. To leave of these ideas, the boxes of construction (known until today) and elaborated a proposal had been created curricular which gave much importance to the toy and to the act to play.

The games, besides facilitating education and becoming the studies most attractive for the young, assume, also, the function of formated of respect attitudes, submission and admiration to the effective regimen in the France of century XIX. Mechanical games as, for example, the magnetic games, puzzeles (inhaled in history of La Fontaine and stories of Perrault), the games of cubes, alphabetical bazaar motivated by the expansion of the commerce and medias (with the objective to teach different languages at the same time).

The proliferation of games and the interest on the influences of these on the development and the learning of the child if establish in century XX from research and formularizations of theories on the development of the child and the importance of the games and tricks for this development.

Kishimoto (2003) evidences the fact of that one of responsible for the creation of games and the educative toys in the beginning of century XX, was Decroly (1871-1932). This elaborates a set of materials directed the education of mental deficient children. The types of the materials are varied, between these are the neutral considered ones (water, clay, etc.), the alternative materials (buttons, reels, etc - currently we could relates them ` sucatas ') and cartonados games in, whose functions are the development of the perception, the moviment and the reasoning.

Concomitantly, Montessori (1870-1952) considers a methodology of education based on the job of materials that had as objective to implement the sensorial Education for children with mental deficiency. As much the materials of Decroly, as the pedagogical ideas of Montessori had had ample acceptance in the world, also in Brazil.

For Kishimoto (2003), the researchers on the development and the learning of the children who if detach in century XX are Bruner, Vygotsky, Piaget, among others that they praise ideas on the construction of related infantile representations to the different contents of knowledge. These ideas, continue to base research related to the subject presented and curricular quarrels on the resumes and activities here, until our days (first decade of century XXI).

We perceive that, in common, these research and theories present the character to interdisciplinary and affirm the importance of playing for the development of the child, way that, this ` to play ' directly is influenced by the culture in which the citizen is inserted. Or either, the culture, for its historical continuity and special if affirms, also in the traditional tricks.

These tricks if present as one ` source ' of knowledge and infantile development. The modifications in the materials and the forms to play, demonstrate the interference of the culture in the playful behaviors. In accordance with Kishimoto (2003), from World War I (1914-1918), arises the growth of military games e, after this period, enters in scene the games and practical esportivas, with intention to value the sport not more and the militarism.

Another characteristic is the expansion of the toys that occurs in virtue of innumerable factors of commercial order, between them the special propagandas of ` dates ' as, for example, the Christmas. Educative toys are established lines of production of ` ' and the modifications of these are related with its presentation and security ` adapted ' the children.

The increasing importance of the games in the education is reflected in the decade of 60 of century XX with the sprouting of museums that allowed the manipulation of the quantity of toys for the visiting children. The process of valuation of the toy and the game in the formation of the children motivates the appearance of associations and organizations of studies and spreadings of these.

The valuation more effective of the game in the education arrives at Brazil, of evidenced form more, from the appearance of the brinquedotecas and its associations during the decade of 80 of the last century. Moreover, the growth of congresses on the subject and, consequently, the increase of studies and scientific productions, had had a basic paper in the spreading of the importance of the playful one for the child.

Kishimoto (2003) calls attention for the fact of that the specialization of ` educative toys ', directed to the education of specific contents, can expropriate of the games what it it is natural, or either, the indispensable pleasure, joy and gratuitousness, elements to the ludicidy.

To use to advantage "the potential of the game as resource for the infantile development, we will not be able to oppose its nature, that requires the search of the pleasure, the joy, the free exploration and the not-constaint" (KISHIMOTO, 2003, p.44).

We understand that, when assuming the pedagogical function, the game is characterized as a procedure of intervention in the education process and learning of this form, depends on an organization.

For Macedo el al (2000), the pedagogical intervention by means of games must be transformed into material of education and research, for the professor, and learning and construction of knowledge, for the pupil. For this, the objectives of the work with games need to go beyond the learning the proper game, or either, [...] is not only used as same ends in itself [...] "(p.18).

CONCLUSION

Ferreira (1990) points four reasons that justify the use of the games as pedagogical resource. First, the game can be considered one ` natural impulse ' of the child and, in this point of view, it corresponds to the playful necessities of the human being. The second reason is tied in the attitude of the game characterized for the pleasure and spontaneous activity (responsible for the intrinsic interest, mainly, of the children).

The mobilization of mental and motor projects that stimulate the thought and the moviment functions, is considered one third point and, finally, the game makes possible the integration and the development of the some dimensions of the behavior. Another justification that we believe to be important, is decurrent of the four reasons previously presented.

The education of contents by means of games makes possible the learning of these contents in more significant way and stimulant for the child. In relation to the games in the Physical Education, Mello (1989) emphasizes that this area, frequently, conceives the games from a competitive vision and therefore, the terms game and competition is, many times, used with the same felt. But, the infantile game must be considered of different form of the definition competition therefore, this all has as objective the maximum income and overcoming of the other the cost.

As they describe to Soares et al (1992), the game takes care of the necessities of the children, over all, the necessity of the action. So that the professor understands the development of the child, this must know which the motivations and incentives that place them in action. Key-Words: Education; History; Games.

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THE GAMES AND THE EDUCATION

ABSTRACT

The present work is characterized as a theoretical inquiry and a descriptive analysis on games in the education for way the thought of different theoreticians, Huizinga, Kishimoto, Friedmann among others that they approach this content under different approaches, between which: social, antropologycal, pedagogical and psychological the approach. The games are objects of studies in different worried areas of knowing in investigating, analyzing, or either, to reflect on its varied conceptions and aspects. Of this form, one meets, easily, research and writings related the games from philosophical, antropologycal, psychological, psicanalitycal, biological, educational analyses, among others. For this reason, innumerable concepts of games exist depending on ` lens ' and the objectives of that they define it. For in such a way, we will describe some statements on games established us in that more they are come close to our thought on what it is such activity. We remember that definitions and concepts definitive and are not limited therefore, depend on the context where if it carries through the reading of the reality to be analyzed. The games are objects of studies in different worried areas of knowing in investigating, analyzing, or either, to reflect on its varied conceptions and aspects. Of this form, research and writings meet, easily, related the games from philosophical, antropologycal, psychological, psicanalytical, biological, educational analyses, among others. For this reason, innumerable concepts of games exist depending on ` lens ' and the objectives of that they define it. KEY-WORDS: Education; History; Games.

LES JEUX ET L'ÉDUCATION

RESUMÈ

Le travail actuel est caractérisé comme enquête théorique et analyse descriptive sur des jeux dans l'éducation pour la manière la pensée de différents théoriciens, Huizinga, Kishimoto, Friedmann entre d'autres qu'ils approchent ce contenu sous différentes approches, entre lesquelles : social, antropologycal, pédagogique et psychologique l'approche. Les jeux sont des objets des études dans différents secteurs inquiétés de savoir en étudiant, en analysant, ou l'un ou l'autre, pour réfléchir sur ses conceptions et aspects divers. De cette forme, on rencontre, facilement, la recherche et les écritures ont relié les jeux des analyses philosophiques, antropologycal, psychologiques, psicanalitycal, biologiques, éducatives, entre d'autres. Pour cette raison, les concepts innombrables des jeux existent selon l'objectif 'et les objectifs de cela ils le définissent. Pour dans une telle manière, nous décrirons quelques rapports sur des jeux nous avons établis du fait plus elles sont venus près de notre pensée sur ce que c'est une telle activité. Nous nous rappelons que des définitions et des concepts définitifs et ne sommes pas limités, dépendons donc du contexte où s'il réalise la lecture de la réalité à analyser. Les jeux sont des objets des études dans différents secteurs inquiétés de savoir en étudiant, en analysant, ou l'un ou l'autre, pour réfléchir sur ses conceptions et aspects divers. De cette forme, la recherche et les écritures se réunissent, facilement, ont relié les jeux des analyses philosophiques, antropologycal, psychologiques, psicanalytical, biologiques, éducatives, entre d'autres. Pour cette raison, les concepts innombrables des jeux existent selon l'objectif de ` 'et les objectifs de cela ils le définissent. MOTS-CLÉS: Éducation ; Histoire ; Jeux.

LOS JUEGOS Y LA EDUCACIÓN

RESUMEN

El actual trabajo se caracteriza como una investigación teórica y análisis descriptivo en juegos en la educación para la manera el pensamiento de diversos teóricos, Huizinga, Kishimoto, Friedmann entre otros que acercan a este contenido bajo diversos acercamientos, entre los cuales: social, antropologycal, pedagógico y psicologico el acercamiento. Los juegos son objetos de estudios en diversas áreas preocupadas de saber en investigar, analizar, o cualquiera, para reflejar en sus conceptos y aspectos variados. De esta forma, una resuelve, fácilmente, la investigación y las escrituras relacionaron los juegos de análisis filosóficos, antropologycal, psicologicos, psicanalitycal, biológicos, educativos, entre otras. Por esta razón, los conceptos innumerables de juegos existen dependiendo de la lente del ` ' y los objetivos de eso la definen. Para en tal manera, describiremos algunas declaraciones sobre juegos nos establecimos en que más ellos están venidas cerca de nuestro pensamiento en cuál es tal actividad. Recordamos que las definiciones y los conceptos definitivos y no somos limitados por lo tanto, dependemos del contexto en donde si lleva a través de la lectura de la realidad que se analizará. Los juegos son objetos de estudios en diversas áreas preocupadas de saber en investigar, analizar, o cualquiera, para reflejar en sus conceptos y aspectos variados. De esta forma, la investigación y las escrituras satisfacen, relacionaron fácilmente los juegos de análisis filosóficos, antropologycal, psicologicos, psicanalytical, biológicos, educativos, entre otros. Por esta razón, los conceptos innumerables de juegos existen dependiendo de la lente del ` ' y los objetivos de eso la definen. PALABRAS-CLAVES: Educación; Historia; Juegos.

OS JOGOS E A EDUCAÇÃO

RESUMO

O presente trabalho caracteriza-se como uma investigação teórica e uma análise descritiva sobre jogos na educação por meio o pensamento de diferentes teóricos, Huizinga, Kishimoto, Friedmann entre outros que abordam este conteúdo sob diferentes enfoques, entre os quais: o enfoque social, antropológico, pedagógico e psicológico. Os jogos são objetos de estudos em diferentes áreas do saber preocupadas em investigar, analisar, ou seja, refletir sobre suas variadas concepções e aspectos. Dessa forma, encontra-se, facilmente, pesquisas e escritos relacionados a jogos a partir de análises filosóficas, antropológicas, psicológicas, psicanalíticas, biológicas, educacionais, entre outros. Por esse motivo, existem inúmeros conceitos de jogos dependendo da 'lente' e dos objetivos daqueles que o definem. Para tanto, descreveremos alguns enunciados sobre jogos baseado-nos naqueles que mais se aproximam de nosso pensamento sobre o que é tal atividade. Lembramos que definições e conceitos não são definitivos e limitados pois, dependem do contexto em que se realiza a leitura da realidade a ser analisada. Os jogos são objetos de estudos em diferentes áreas do saber preocupadas em investigar, analisar, ou seja, refletir sobre suas variadas concepções e aspectos. Dessa forma, encontram-se, facilmente, pesquisas e escritos relacionados a jogos a partir de análises filosóficas, antropológicas, psicológicas, psicanalíticas, biológicas, educacionais, entre outros. Por esse motivo, existem inúmeros conceitos de jogos dependendo da 'lente' e dos objetivos daqueles que o definem.

PALAVRAS-CHAVE: Educação; História; Jogos.