137 - USE OF PLAY AS A SOURCE OF PLEASURE AND LEARNING

ÁLVARO LUIS PESSOA DE FARIAS
CASSIO HARTMANN
GILDASIO JOSÉ DOS SANTOS
DIVANALMI FERREIRA MAIA
UNIVERSIDADE ESTADUAL DA PARAÍBA–UEPB–CAMPINA GRANDE – PARAÍBA – BRASIL
Prof.alvaro.def@ccbs.uepb.edu.br

INTRODUCTION

The use of games in school settings is something that permeates an entire generation . From the earliest times the games are used as a form of pleasure , however, in recent times the look in relation to games has changed , understanding it as a source of pleasure, but also as a way to develop physical skills , motor, cognitive , affective .

We also aim with this work is to analyze how teachers have used the play in class , once we see how the child learns best and playing some content used in the classroom can be taught through play and games . Through imagination and research, by the educator , will be perfectly possible to achieve your goals didactic teaching using playful activities. There is a plethora of games that can be used by teachers may promote their practice , spontaneous make -believe , building games and those who own rules , traditional games , textbooks , etc. body , All these favor the expansion of knowledge children through play activity .

Given this universe of possibilities , there is no reason not to use the games in pedagogical practice . Thus , this research becomes still a chance for reflection for both teachers in action for us as student-teachers about their academic training through awareness of the relevance of the use of the games / toys educational way to better practice , thus favoring the development of children so pleasurable and effective.

In this context , play activities promote freedom , where children can express themselves in many different ways to express creativity in how the child plays and engagement that occurs through interaction with other children . Therefore , it is necessary that teachers understand that the child can not spend most of their time sitting just listening , you need to move it , move in activities that promote communication, to the search , discovery and others.

Thus , the teacher's role is to enable the child emotional and challenging environment that promotes their well-being , providing a good psychomotor development because such development requires a mediation that will be made by the teacher through the constant stimulation . Therefore it is essential to reflect on the need for educators take full advantage of the educational potential of games making the educational process spontaneous and enjoyable.

The General Objective was to understand how teachers have used the play in the classroom as a means of development and learning with students from the initial series .The toy has a great relationship with child development , especially in preschool .

REFERENCE

the toy becomes a medium that enables the internal and external changes in child development . Through play the child reaches a functional definition of concepts or objects , and words go on to become part of something concrete. The largest acquisitions of a child are realized in toy purchases in the future become her basic level of real action and morality. The term " toy " employed by Vigotysky a broad sense refers mainly to the activity to play. Play is a form of social behavior , which highlights the work activity and the daily rhythm of life , reconstructing them to understand them , according to its own logic , circumscribed and organized in time and space.

For Vigotysky (1978) , play also contributes to the development of written language, in that symbolizing the game open space for symbolization graphics. Playing for the child is to obey the conscious and unconscious impulses that lead to physical and mental activities of great significance . The act of playing should be seen as a possible link between the subjective aspects and elements of external reality , enabling a creative experience with knowledge. In the educational point of view the toy has a prominent role in the scheme of children's activities as an agent effective in developing social , emotional and psychological , accompanying and fostering the growth of the child. The games give children the opportunity to express their feelings they can be aggressive even though, from the moment that the child exhibits this kind of feeling it simultaneously learn to control your feelings , something that is extremely important in adult life .

Through play the child expresses his way of representing reality : when he plays creates imaginary situations in which behaves as if acting in the adult world . Many of the representations of young children may seem naive , but during the preschool years that follow they become increasingly organized hands on knowledge of structural systems . While playing , his knowledge of the world expands , since she can pretend and put yourself in the adult , this is seen clearly in play between children playing adult imagined actions , and as it grows sustained by mental images that are already formed , the child uses the game to create symbolic meanings to objects and spaces . Thus some objects may assign to another function : A broomstick can have the function of a horse , a leaf of a tree having money function , finally can use various materials that may represent another reality .

According Vigotysky (1998) the games may have a fundamental role in the development of the child , following the idea that learning occurs by interactions . So , at school , play can be a vehicle for social development , emotional and intellectual development of students . Thus , the teacher of the early stages can and should allow the joke. However, more important than this is to define the goals you want to achieve , for this moment is significant . " Teach play" in order to mediate actions in the zone of proximal development , which is the difference between development and the child's current level when it reaches solves problems with aid , which leads to the result that children can do more than can by themselves , fostering the growth of students . Thus , the activity of playing can help pass concrete actions with objects for actions with other meanings , enabling move toward abstract thought . Thus the play not only with concrete objects , but with imaginary help in developing , using and stimulating the senses , sensory function , motor function and emotional . The game has a huge social function , develops the intellectual and creates opportunities for the child to develop and experience situations and emotional conflicts felt in day-to - day. Playing , the child's imagination comes into consciousness , which arises from the action, which represents the situations have been experienced in some way by it in its socio-cultural environment , ie , its representation in the toy is much closer to a memory

something that has already happened than pure imagination. A child at play demonstrates their interests , wishes, desires . Too bad most of the time it is not perceived by the adults around her.

According Vigotysky (1998), by the toy, the child learns to perform a cognitive sphere that depends on internal motivation . In the pre - school, there is a differentiation between the fields of meaning and vision and through fun activities and games , children form concepts , learn to classify , to order , select ideas and become able to establish logical relations , uses knowledge and perceptions consistent with its growth and development . Thus, the activity developed with children using the toy comes to be to mediate cognitive development process , which can be considered as a stimulus in the early learning process relating the meanings child brings the toy . And could be used in an activity in which children , alone or in groups , seeking to understand the world and human actions in which they operate daily . So the play is constituted as a fundamental aspect to reach the holistic development of children .

The participation of an adult in the act of play makes the child feel that is included in the world , because children are generally banned this experience because they think there are beings who think , feel , discover , etc. . So this share becomes very valuable and can lead the child to make discoveries and to have new learning experiences . The importance of playing with involvement of an adult due to the recognition that the child to use his whole body in the act of playing , should be encouraged to do more , know more and so live better , since your universe is up in play.

METHODOLOGY

This survey was conducted from an exploratory research with quantitative and qualitative approach , using also the literature to explain some concepts about the use of toys in child development.The study took place with 9 teachers of early childhood education Educational Evangelical Children 's Corner .Can participate in the research educators who are qualified to teach children in the age group 02-06 years, and excluded those who for some reason did not deliver the questionnaire in the period determined by the researcher .The procedure for data collection was done through an interview with kindergarten teachers with questionnaires in order to discuss how teachers have been using playfulness as a teaching resource . The questionnaire was made during the morning and afternoon , and available throughout the day so that respondents can answer the questions with ease , having to return the questions at the end of each period .Were carefully analyzed , highlighting the positive percentage of teachers who use the play in performance in the classroom . The data were analyzed using a computer program .

This project will be submitted to the Ethics Committee in Research of UEPB . All the volunteers foão previously informed about the objectives of the study and signed a consent form agreeing to participate in the research .

RESULT

As something indispensable in everyday life of children the games can not be forgotten or set aside by educators , especially in early childhood education . From very small children maintain a direct contact with the toys , this contact that remains at an early age . Therefore it is necessary that the school environment for children to have contact with a variety of toys , and have the freedom to create , invent , discover , without the need for that interruption of the adult , in this case the teacher . According to Brazil (1998) in the act of playing , signs, gestures , objects and spaces are valid and mean what else they appear. In play children recreate and rethink the events that gave rise to them , knowing they are playing . You could say that the play is one of several languages of the child. Through toy / play the child expressed orally , develops its symbolic language , shows his emotions , sharing their anguish experienced in their day - to-day , recreate , imagine , and so on. On joining the school the child is faced with a different social environment , with unfamiliar people , and it is through the use of toys that the teacher may have a first contact with the child , making that environment a priori unpleasant in a welcoming environment , where children can express themselves , play , and socialize with other children .According to Brazil (1998) , is the adult , the figure of the teacher, therefore, that the institution child , helps to structure the field of play in children's lives . Consequently he is organizing its structural basis , through the provision of certain objects , costumes , toys and games , the delimitation and arrangement of space and time to play . Through play , whether imitation of reality or do -believe , children feel individuals capable of transforming reality that is lived .From the search results , we can see that educators are not analyzed using the play as a way of learning , while recognizing play as something fundamental in children's lives . This statement is given through the questionnaire responses submitted , according to them , the playfulness is seen only as a form of pleasure or to fill some space where there are activities . But few have demonstrated full knowledge and appreciation of games / toys for the appropriation of knowledge, intellectual, social and emotional , as the child develops their skills interacting with objects and people in the place where one lives

Play is important for any child, because in the same joke develop their full potential , both in fine and gross motor skills , the affective , cognitive and social . It is also noticeable concern of teachers with only meeting content since no value in the school routine use of jokes , report that the only time that children can play in the park is . Some questions were specific to obtain this information .In daily planning teachers do not include games or moments of pleasure , believe the child to play with only expresses curiosity or aggression . Considering the vision of Vygotsky are many expressions of children at play, among them are : curiosity , imagination , creativity , aggressiveness among other feelings . Some teachers emphasized the play related only to games , not appreciating the imagination of children. Others see no need to use the toy to develop any kind of activity, it is educational or not .Since one of the aims of this work is to awaken the educator 's desire to use the toy for a purpose beneficial with regard to learning , but also so that it recognizes the many features of playing . It remains for the teacher to have a critical eye in this respect , is always observing the time when children are playing , and what the games represent a real situation experienced by them that often risky to small .Analyzing the responses of teachers in the questionnaire , we proved what was said in the theoretical . In fact , the teachers do not use the play as a pedagogical way . If dealing with the educational process , specifically in the case of school-age children , the games are characterized , in the view of many educators as an activity opposed to work, something related to the loss of time .In this regard it is noted that the denial of space and time for leisure activities , creative and spontaneous has been a constant practice that harms children's development . However , it is worth emphasizing the primacy of play in school life , especially in early childhood education , which is the triggering element of child development and the construction of identity and autonomy , and sociability , and make her happy. Faced with the reality analyzed , we advocate a curriculum that focuses not only on the cognitive dimension of the child , but that includes play as an activity par excellence , the central axis of your resume , believing that through play , children communicate better with the world , intertwining experiences and knowledge . For such a change , it is necessary that the teachers are not content- but his methodology in seeking different ways to teach the content required , using the game to help this process . This proposal assumes a professional prepared , ie , it is necessary to playful training of those involved in the education of children, especially early childhood professionals , as opposed to the theoretical limitation that meet many of the educators . Another proposal is in school to have a playroom , a place where children can have contact with a variety of toys , where they build

their learning through playful , but also act as a stimulating environment for children's creativity . This would be a place where children could play, draw, create , reinvent , play , live , have fun , or would be a place where children can sate a lot of their needs . With regard to the school environment , realizes the great difficulty of the teachers with regard to the limitation of space , but also the use of the toy that happens precariously by the lack of recreational resources that the school offers . The toy is the essence of childhood and its main activity, but not all the institutions develop practices that make this assumption as the guiding organizing their routines . While there is that teachers have a concern in using the playful , realize that there is a lack of preparedness for the knowledge institution of basic needs of young children , and especially in relation to the play, ignorance of their role as primary language and form of interaction with the world , where the game is a space for socializing , building that develops every child's senses . The act of playing is not just for the development of school children educationally , but so you can gain experience in preparation of livings in the construction of the reality of being. The game involves the child much more than a simple act of play, because through this it is communicating with the world and also is expressing .Why schools , mostly should take ownership of knowledge about the importance of play and toy , allowing space and time to play, so that schools do not become just spaces for early years education .In a number of such proposals the child begins to be considered not only in the many aspects of development, but as a citizen who has guaranteed the right to a pedagogical practice filled with different contents , which are evident in various situations and activities , providing opportunities for her to meaningful experiences to their development and their time to be children . For no one can steal the child's right to play .

FINAL THOUGHTS

The related work originated from bibliographic studies related to the use of toys / games in child development and research in the field , from the view of some theorists , among them Vigostyky which advocates the use of toys in child development process . This paper aims to contribute with kindergarten teachers and early years of elementary school in their school practices , favoring the use of the toy as a pedagogical practice , acting as an aid in teaching the curriculum components We focus through " the use of play as a source of pleasure and learning," realize that playing is a privileged resource on child development. It is through play that children begin to establish personal relationships , creative and interact with peers , providing an education for life , not just focusing on cognitive development , but mostly emotional . According to Brazil (1998) , in play , children experience concretely the drafting and negotiation of rules of coexistence , as well as the elaboration of a system of representation of different feelings , emotions and human constructions .In early childhood education is very natural that parents or guardians unaware of the importance of play in the daily lives of children in relation to skills development, however , in school or daycare is of paramount importance that we seek to associate the daily practice of meaningful learning with play, embodying the formation of the child so that it is active , able to assimilate knowledge and transform it .We focus through " the use of play as a source of pleasure and learning," realize that playing is a privileged resource on child development. It is through play that children begin to establish personal relationships , creative and interact with peers , providing an education for life , not just focusing on cognitive development , but mostly emotional . According to Brazil (1998) , in play , children experience concretely the drafting and negotiation of rules of coexistence , as well as the elaboration of a system of representation of different feelings , emotions and human constructions .In early childhood education is very natural that parents or guardians unaware of the importance of play in the daily lives of children in relation to skills development, however , in school or daycare is of paramount importance that we seek to associate the daily practice of meaningful learning with play, embodying the formation of the child so that it is active , able to assimilate knowledge and transform it .Working with the playfulness intended to show how it is essential that the child in preschool , passing through several stages of development, each with its own characteristics , has the playful pleasure, evolution, giving you the possibility and opportunity action with freedom and spontaneity in the proposed activities benefiting their personal , cultural and social .

REFERENCE

FREIRE, João Batista. Educação de Corpo Inteiro: teoria e prática da educação física. 2 ed. São Paulo/SP: Scipione 1989.

GONÇALVES, Fátima. Psicomotricidade e educação física: a utilização das linguagens do movimento como suporte na formação psicomotora de crianças da Educação Infantil e Fundamental I. São Paulo –SP: ltda.

MALUF, Angela Cristina Munhoz. Brincar: prazer e aprendizado. 7 ed. Petrópolis, RJ: Vozes, 2009.

MELO, Glória Maria Leitão de Souza. BRANDÃO, Soraya Maria Barros de Almeida e MOTA, Marinalva da Silva (orgs.). Ser criança: repensando o lugar da criança na Educação Infantil. Campina Grande: EDUEPB, 2009. 142 p.: il.

NISTA, Piccolo e VILMA, Lení. Corpo e movimento na educação infantil. 1 ed. São Paulo: Cortez, 2012.

VIGOTSKY, Lev Semyonovich. A formação social da mente: o desenvolvimento dos processos psicológicos superiores. Org; Michael Cole.(et al). Tradução; José Copola Neto, Luis Silveira Menna Barreto, Solange Castro afeche. 5ª Ed. São Paulo: Martins Fontes, 1994. Âmbito do conhecimento: desenvolvimento infantil.

Rua Aprígio Nepomuceno, 33, jardim Paulistano, Campina Grande-PB,
CEP: 58415-310, fone: (83) 8723-3913.

KNOWLEDGEOFPHYSICAL EDUCATIONTEACHERSCHOOLONEDUCATIONALAPPROACHESTHEAREA

ABSTRACT

Currently the Physical Education has been the scene of numerous discussions and reflections by academic and professional community in this area, particularly on the pedagogical practice of teachers in school. Therefore this study aimed to identify which Pedagogical Approach Physical Education are known and used by teachers for teaching this subject at school. The sample consisted of thirty-two physical education teachers who work in public schools located in Campina Grande, PB. We used to collect information a questionnaire with objective and subjective. The data were interpreted by content analysis. The results show that 28 (twenty eight) teachers claim to know the Pedagogical Approaches of Physical Education and 06 (six) know them. We identified that among the Physical Education Pedagogical approaches that teachers use in their daily practice, the most cited were: Constructivist, surpassing the Critic, PCNs, Psychomotricity, Developmental, Physical Education Plural, Open Classes, Critical emancipatory, Health, Humanist, Games Cooperative. Some issues were raised with this study, the first is that it is necessary that a study to compare the knowledge about the approaches used by teachers with the practical reality of classes in school. The second issue that is pointed on the definition of one or more approaches to support the practice of the teacher in the school. A third issue is related to our study which showed that teachers know the approaches, but in the study group 18% do not know and therefore do not use the approaches in their practices.

KEYWORDS: Physical Education, Pedagogical Approaches, Knowledge and Pedagogical Practice.

CONNAISSANCE DE L'ECOLE DE FORMATION DES ENSEIGNANTS POUR L'ÉDUCATION PHYSIQUE SUR LES APPROCHES DE LA ZONE

RÉSUMÉ

Actuellement, l'éducation physique a été le théâtre de nombreuses discussions et réflexions de la communauté académique et professionnelle dans ce domaine, en particulier sur la pratique pédagogique des enseignants à l'école. Par conséquent, cette étude visait à identifier l'éducation physique Approche pédagogique sont connus et utilisés par les enseignants pour l'enseignement de cette matière à l'école. L'échantillon était composé de 32 professeurs d'éducation physique qui travaillent dans les écoles publiques situées à Campina Grande, PB. Nous avons utilisé pour collecter des informations d'un questionnaire à l'objectif et subjectif. Les données ont été interprétées par l'analyse de contenu. Les résultats montrent que 28 (28) enseignants affirment connaître les approches pédagogiques de l'éducation physique et 06 (six) les connaître. Nous avons déterminé que parmi les approches d'éducation physique pédagogiques que les enseignants utilisent dans leur pratique quotidienne, les plus cités sont: constructivistes, dépassant le porte-parole, les PCN, psychomoteur, développement, pluriel éducation physique, classes ouvertes, critique émancipatrice, de la santé, humaniste, Jeux Coopérative. Certaines questions ont été soulevées à cette étude, la première est qu'il est nécessaire qu'une étude visant à comparer les connaissances sur les méthodes utilisées par les enseignants avec la réalité pratique des classes à l'école. La deuxième question qui est pointé sur la définition d'un ou plusieurs approches pour soutenir la pratique de l'enseignant dans l'école. Un troisième problème est lié à notre étude qui a montré que les enseignants connaissent les approches, mais dans le groupe d'étude de 18% ne savent pas et donc ne pas utiliser les approches dans leurs pratiques.

MOTS-CLÉS: éducation physique, les approches pédagogiques, les connaissances et la pratique pédagogique.

CONOCIMIENTO DE LA ESCUELA DE EDUCACIÓN FÍSICA PROFESOR DE EDUCACIÓN SE ACERCA A LA ZONA

RESUMEN

Actualmente, la Educación Física ha sido escenario de numerosos debates y reflexiones de la comunidad académica y profesional en este campo, sobre todo en la práctica pedagógica de los docentes en la escuela. Por tanto, este estudio tuvo como objetivo identificar qué Educación Física Enfoque Pedagógico son conocidos y utilizados por los docentes para la enseñanza de esta materia en la escuela. La muestra estuvo constituida por treinta y dos profesores de educación física que trabajan en escuelas públicas ubicadas en Campina Grande, PB. Se utilizó para recopilar la información de un cuestionario con el objetivo y subjetivo. Los datos se interpretaron por análisis de contenido. Los resultados muestran que 28 (veintiocho) profesores dicen conocer los planteamientos pedagógicos de la Educación Física y 06 (seis) los conocemos. Se identificó que entre los enfoques pedagógicos de educación física que los profesores utilizan en su práctica diaria, los más citados fueron: constructivistas, superando la Crítica, PCN, psicomotor, Plural Desarrollo, Educación Física, clases abiertas, crítico Salud emancipación, Humanista, Juegos Cooperativa. Algunas cuestiones se plantearon con este estudio, el primero es que es necesario que un estudio para comparar el conocimiento sobre los métodos utilizados por los docentes con la realidad práctica de las clases en la escuela. La segunda cuestión que se señala en la definición de uno o más enfoques para apoyar la práctica del maestro en la escuela. La tercera cuestión está relacionada con nuestro estudio que mostró que los profesores conozcan los enfoques, pero en el grupo de estudio el 18% no sabe y por lo tanto no utilizar los enfoques en sus prácticas.

PALABRAS-CLAVE: Educación Física, enfoques pedagógicos, los conocimientos y la práctica pedagógica.

CONHECIMENTO DOS PROFESSORES DE EDUCAÇÃO FÍSICA ESCOLARSOBRE AS ABORDAGENS PEDAGÓGICAS DA ÁREA

RESUMO

Atualmente a Educação Física Escolar vem sendo palco de inúmeras discussões e reflexões pela comunidade acadêmica e profissional desta área, em especial sobre a prática pedagógica dos professores na escola. Sendo assim esse estudo teve o objetivo identificar qual Abordagem Pedagógica da Educação Física são conhecidas e utilizadas pelos professores, para o ensino desta disciplina na escola. A amostra foi composta por trinta e dois professores de Educação Física que atuam nas escolas municipais localizadas em Campina Grande, PB. Utilizou-se para a coleta de informações um questionário com perguntas objetivas e subjetivas. Os dados foram interpretados através da analise de conteúdo. Os resultados encontrados demonstram que 28 (vinte e oito) professores afirmam conhecer as Abordagens Pedagógicas da Educação Física e 06 (seis) as desconhecem. Identificamos que dentre as Abordagens Pedagógicas da Educação Física que os professores utilizam na sua prática diária, as mais citadas foram: Construtivista, a Crítico Superadora, PCNs, Psicomotricista, Desenvolvimentista, Educação Física Plural, Aulas Abertas, Crítico emancipatória, Saúde, Humanista, Jogos Cooperativos. Algumas questões foram levantadas com este estudo, a primeira é que se faz necessário um estudo que possa comparar o conhecimento a cerca das Abordagens utilizadas pelos professores com a realidade prática das aulas na escola. A segunda questão que apontamos é sobre a definição de uma ou várias abordagens para fundamentar a prática do professor na escola. Uma terceira questão está relacionada ao nosso estudo que demonstrou que os professores conhecem as abordagens, mas, no grupo estudado 18% desconhecem e consequentemente não utilizam as Abordagens em suas práticas.

PALAVRAS-CHAVE: Educação Física escolar, Abordagens Pedagógicas, Nível de conhecimento e Prática pedagógica.