70 - THE GAME AS PROPOSAL OF ACTION IN THE PROCESS OF YOUNGS AND ADULTS TEACHING - LEARNING

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INTRODUCTION

In the last years the Education of Youngs and Adults (EYA) has been increasing, because the population is interested in improving its school level.

According to data of the National Institute of Studies and Educational Researches Anísio Teixeira (INEP, 2004), EYA had a growth of 3.9% in the registrations in relation to the year of 2003.

"Being the education an everybody right" according to the Constitution of 1988, in its art. 208, pargraph 1st, it is more than fair that these people with more than 15 years old have the opportunity to return to their studies since they didn't have it in the school age.

These right of learning for a lifetime is more than never a need to read and to write, to question and to analyse, to practice abilities and individual and collective competences. An education proposal based in the Declaration of Hamburgo (CONFINTEA, 1997) says that it's necessary to recognize the wealth provided by the cultural diversity, as well as the need to respect the knowledge and the forms of learning of the different social groups.

Talking about EYA, It is necessary to know the conditions of its existence forward the society which makes them illiterate, its life condition and the atmosphere they are, therefore actually they already act as educated, just not in the school form. The people that look for EYA are the ones who work during the day and insist in the search of their knowledge at night, even being tired.

When knowing the reality of a municipal school that assists EYA, the people's effort in learning after a day of work was noticed.

This study had as main objective the insert of games in the process of teaching-learning of those youngs and adults, because besides their educational value, the game contributes in the formation of attitudes and it provides to the students the socialization, fun and a pleasant time while they learn.

This proposal had the interest of working the pedagogic contents through more pleasant classes where everybody participated, learned and forgot a little the tiresome day they had. Therefore, the game according to the words of HUIZINGA (2001), is diversion, is "fascinating", "captivating".

Although, it is known the game has fundamental importance not only in the physical, cognitive, affective, social and moral development as well as in the construction of the knowledge.

Besides the educational value, the game has been used as pedagogic resource in the teaching-learning process. Many educators motivate the practice of the game as form of improving the infantile development. It contributes to the social attitudes formation, mutual respect, cooperation, socialization and responsibility, among others.

The games are practical existences which facilitate the learning, even having the competitive character provide motivation, creativity and imagination.

When a teacher demands the student's attention, he provides a distance of the scientific foundations that explain when and how the brain is indeed attentive. Those demands should be substituted by ways of teaching that improve the interest and the student's motivation, that show coherence with the challenges the life imposes. This ways have to be explained through different techniques, games, plays and not only in exposing classes as if there were not other ways to stimulate the attention and the learning. (ANTUNES, 1999, p. 26)

Basing in those knowledge about the great importance of the game in the learning, it was tried to work the game in the teaching-learning process in the classes of youngs' Physical Education and adults. It has the objective of providing to the EYA students an action proposal that involved the facility of the teaching-learning process through the game, offering a more ludic and pleasant education, knowing that, besides they are out of group age, they work during the day and already come tired for the school. Also, it tries to provide the spontaneity, happiness, creativity and the pleasure of studying; give the oportunity of a larger socialization among the students, provide the construction of pedagogic materials used in the Physical Education classes, relate the Physical Education classes with the contents of class room and tell the activities proposals in this study.

METHODOLOGY

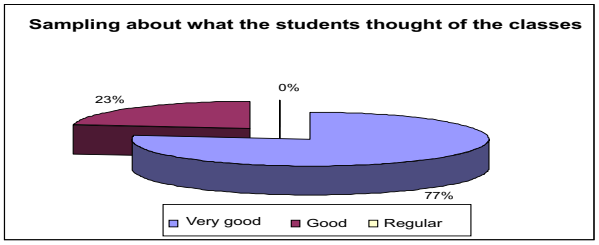
This study is characterized as an experimental research in which worked with the data manipulation in the attempt of establishing cause relationships and effect (THOMAS & NELSON, 2002). The population was composed by students of EYA (Education of Youngs and Adults) from the Municipal School Henrique Ghellere in the municipal district of São Miguel do Iguaçu-Paraná-Brazil. The sampling was composed by twenty two students divided in three groups (being eleven male and eleven female) from 15 to 30 years old.

Some instruments were used for that data collection as: classes plans, questionnaire with 6 checked questions elaborated by the researcher according to the objective of the work, books, magazines, sites on the theme, besides materials used in the classes as: balls, wallets, balloons, papers, picture, chalk, magazines, cardboards, sound and CD.

The students who participated of this study sampling, which had the duration of two months with one hour class, signed a voluntary participation term. Part of the material used in the practice of the classes was made, and the school porch was still used and the class room. After the end of project application the students answered a questionnaire served as base for the evaluation.

ANALYSIS OF THE RESULTS

When questioning the students about what they thought of the classes, the Graph 01 shows that 77% said it was very good and 22% said it was good. It is important to stand out that no negative character result was found.



When questioned about what they liked most, the following answers were obtained: 50% liked the socialization that there were among the colleagues, 27.3% liked to learn through the games and 22.7% liked the accomplished activities. It is noticed that the same game which has a competitive character also provides motivation and when a work in group has that characterization, everybody comes out winning for the living experience.



In relation to the other questions, all of them obtained a 100% positive result in the answers. About question 03, if the students noticed difference in relation to the learning after those classes, everyone affirmed to be easier to learn through the games. That confirms what ANTUNES (1998) says, because the games enrich the student's personality and symbolize a pedagogic instrument that leads the teacher to the condition of conductive estimulador. So then, games take place as an ideal tool for the learning.

Regarding question 04 that asked if they felt more stimulated in relation to other disciplines after the Physical Education classes, all of them answered yes, because the game stimulate the critic and the socialization becomes more creative. It is a methodological resource capable to provide the spontaneous learning (OLIVEIRA, 1983).

In relation to question 05 that asked if it is easier to learn through the games and the question 6, if they would like to have Physical Education classes regularly, the answers were 100% positive. According to HUIZINGA (2001), the game is a free activity and its primordial characteristic is the diversion, is fascinating and captivanting. Due to this, it would be important the Physical Education professional's performance in the EYA students' teaching-learning process. So that those professionals had to look for resources in the classes, for the students to learn in a more pleasant way, propitiating a spontaneous learning that will facilitate their development.

FINAL CONSIDERATIONS

Starting from the objective of the research that was to provide to the EYA students an action proposal that meant to facilitate the teaching-learning process through the game, it can be observed and concluded that the games have fundamental importance inside the learning.

One of this study concerns was about the practice of the games through Physical Education classes in the EYA groups, which it would be the adopted methodology, the objectives and how it should happen.

A subject that the research searched to emphasize was the socialization provided by the games. In the beginning certain insecurity was demonstrated on the part of the students, but along the classes they were being socialized, improving the participation, what facilitated the understanding of the contents. Because through a leasant learning, each student discovered his potentialities, strengthening his personality, forgetting the tiresome day of work and enriching his knowledge.

About the subject of the EYA students possibility to alphabetize, the study showed that the learning through the games is possible, because confirming what says PRADO (1991, p. 44) the ludic is a need of the human being in any age, facilitating the learning, the personal, social and cultural development, collaborating in the socialização processes, communication, expression and construction of the knowledge.

During the experimental research it was tried to emphasize in the games the pedagogic contents suggested by the teachers of the groups, so that these favored the students' learning. That was possible because of the good relationship and experience exchange among the teachers and the researcher, what facilitated by the end of each class to make a feedback in relation to the Basic Education students and how was the course of the worked contents learning.

It was also verified that the students even not having Physical Education classes they would like a lot to have them regularly, what would help the regent teacher so much through a interdiscipline work with a teacher skilled in Physical Education, knowing that many teachers don't have knowledge about the importance of the game for education.

Consequently, it can be said that the game is a resource of which the teacher can make use to help his students in the learning process, turning them participant, thinking and happy.

It is observed that no school of the municipal district of São Miguel do Iguaçu that assists EYA, has a professional of the Physical Education area that works with those students. Meetings and lectures among representatives of the involved schools are suggestions, and also with Education Municipal Secretary and Physical Education professionals about the importance of this work through the Physical Education classes in the teaching-learning process and in the students' development.

Therefore, in time that all the professionals committed with the education understand the fundamental importance and the potential capacity that the game has to contribute in every moment of human being formation and development, this will find larger space and can be understood as part of the education.

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THE GAME AS PROPOSAL OF ACTION IN THE PROCESS OF YOUNGS AND ADULTS TEACHING - LEARNING

ABSTRACT

The present study had as purpose to provide to the Education of Youngs and Adults (EYA) students an action proposal that means to facilitate the process of teaching-learning through Physical Education classes evidencing the game. For this, the study was developed in a Municipal School that assisted EYA, where the Physical Education classes were elaborated and worked according to the schedule program of EYA. Twenty two students, male and female, participated in this study, being represented by three groups from 15 to 30 years old, from the Municipal School Henrique Ghellere in Municipal district of São Miguel do Iguaçu-Pr. The study took two months to be completed, with one hour class a week, and who participated in the research signed a voluntary participation term. A questionnaire was also applied by the end of the research for the study evaluation. The study tried to emphasize the pedagogic contents through the games so that these favored and they aided in the students' learning in entertaining and pleasant classes. It is concluded that the Physical Education through the games can aid in the teaching-learning process in the Education of Youngs and Adults, accomplishing a work group with the teacher that alphabetizes, with recreational ludics activities seeking the learning.

KEY WORDS: *EYA, Games, Learning*.

LE JEU COMME PROPOSITION D'ACTION DANS LE PROCESSUS D'APPRENDRE ÉRUDITION DE JEUNESSES EST ADULTE

LE RÉSUMÉ

La présente étude avait pour but pour fournir aux étudiants de l'Éducation de Jeunesses et Adultes (EJA) une proposition de l'action qui cherche pour faciliter le processus d'apprendre l'érudition à travers éducation physique classe manifester le jeu. Pour si beaucoup, l'étude a été développée à une École Municipale qui a aidé EJA où les classes de l'éducation physiques ont été élaborées et ont travaillé avec le programme scolaire d'EJA en accord. Ils ont participé à cette étude 22 étudiants de les deux sexes de trois groupes, en appartenant la tranche d'âge parmi 15 à 30 années, du Henrique Ghellere Scolaire Municipal du district Municipal de São Miguel de l'Iguaçu - Pr. L'étude avait la durée de deux mois, avec classe d'une heure une semaine, et tout qui ont participé à la recherche ont signé un terme de participation volontaire, un questionnaire a aussi été appliqué à la fin de la recherche pour à l'évaluation de l'étude. L'étude a essayé d'accentuer le contenu pédagogique à travers les jeux afin que ceux-ci ont favorisé et ils ont aidé dans l'érudition des étudiants dans les classes divertissantes et les descontraídas. Il est conclu avec cette étude que l'éducation physique à travers les jeux peut aider dans le processus de l'enseignement - érudition dans l'Éducation de Jeunesses et Adultes, en accomplissant un travail uni avec l'alfabetizador du professeur, avec les activités le lúdicas destiné aux loisirs revenu à l'érudition.

LES MOT CLEFS: EJA, JEUX, APPRENDRE

EI JUEGO COMO PROPUESTA DE ACCIÓN EN EL PROCESO DE ENSEÑANZA APRENDIZAJE DE JÓVENES Y ADULTOS

RESUMEN

El presente estudio tuvo por finalidad proporcionar a los alumnos la Educación de Jóvenes y Adultos (EJA) una propuesta de acción que pretende facilitar el proceso de enseñanza aprendizaje a través de clases de Educación Física evidenciando el juego. Por lo tanto, el estudio fue desenvuelto en una Escuela Municipal que atendía a EJA, donde las clases de Educación Física eran elaboradas y trabajadas de acuerdo con el programa curricular de EJA. Participaron de este estudio 22 alumnos de ambos sexos de tres clase, pertenecientes faja ataría entre 15 a 30 años, de la Escuela Municipal Enrique Guellere del Municipio de San Miguel del Iguazú- PR. El estudio tuvo la duración de dos meses, con una hora de clase por semana, siendo que todos los participantes de la pesquisa firmaron una jurisdicción de participación voluntaria, también se aplicó un cuestionario, al término de la pesquisa para la evaluación del estudio. El estudio buscó enfatizar los contenidos pedagógicos a través de los juegos para que estos favorezcan y auxilien en el aprendizaje de los alumnos en clases divertidas. Se incluye en este estudio que la Educación Física a través de los juegos puede auxiliar en el proceso de enseño-aprendizaje en la Educación de Jóvenes y Adultos, realizando un trabajo conjunto con el profesor alfabetizado, con actividades lúdicas recreativas enfatizando el aprendizaje.

PALABRAS- LLAVES: EJA, Juegos, Aprendizaje.

O JOGO COMO PROPOSTA DE AÇÃO NO PROCESSO DE ENSINO APRENDIZAGEM DE JOVENS E ADULTOS

RESUMO

O presente estudo teve por finalidade proporcionar aos alunos da Educação de Jovens e Adultos (EJA) uma proposta de ação que visa facilitar o processo de ensino aprendizagem através de aulas de Educação Física evidenciando o jogo. Para tanto, o estudo foi desenvolvido numa Escola Municipal que atendia a EJA, onde as aulas de Educação Física eram elaboradas e trabalhadas de acordo com o programa curricular da EJA. Participaram deste estudo 22 alunos de ambos os sexos de três turmas, pertencentes a faixa etária entre 15 à 30 anos, da Escola Municipal Henrique Ghellere do Município de São Miguel do Iguaçu-Pr. O estudo teve a duração de dois meses, com uma hora aula por semana, sendo que todos que participaram da pesquisa assinaram um termo de participação voluntária, também aplicou-se um questionário ao término da pesquisa para à avaliação do estudo. O estudo procurou enfatizar os conteúdos pedagógicos através dos jogos para que estes favorecessem e auxiliassem na aprendizagem dos alunos em aulas divertidas e descontraídas. Conclui-se com este estudo que a Educação Física através dos jogos pode auxiliar no processo de ensino-aprendizagem na Educação de Jovens e Adultos, realizando um trabalho conjunto com o professor alfabetizador, com atividades lúdicas recreativas voltadas para a aprendizagem.

PALAVRAS-CHAVES: *EJA, Jogos, Aprendizagem*.