07 - POWER OF GAMES AND PLAYS LIKE THE POSSIBILITY EDUCATIONAL IN PHYSICAL EDUCATION

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ABSTRACT
The Early Childhood Education is considered the primary step towards the acquisition of knowledge and has the function to fully form the child, so it is essential to the social function of physical education teacher at that stage. In this regard, the paper aims to bring some reflections on the power of games and play as a pedagogical possibility for the development of physical education. So a systematic review about the contribution of games and play in early childhood education Physics was held. The consensus discussion unveiled by the existing theoretical contribution is that the games and the games are an integral part of children's culture and use them as a pedagogical possibility can be a powerful tool for teaching and learning.
Keywords: Physical Education; Child Education; School; Childhood; Games and Play.

INTRODUCTION

It is essential to know that the activity of play is inherent in man, it appears in the first months and lasts until the last days of life, part of the development process. According to Piaget (1945, cited in RIBEIRO, 2005, p. 74), "the word game is used to refer to a set of behaviors that arise in the child's evolutionary process and meet the different needs of the stages of its development."

It is understood that its use as an educational tool assists in the development process, since, playing the child goes through different sensations and experiences, also reaching the social and emotional spheres, allowing the child to relate to their peers, meet and conquer your space, thus contributing to develop. Although the words "games" and "games" are often used interchangeably, the same conceptually have specific characteristics that distinguish them (AROEIRA, 1996; RIBEIRO, 2005).

In schools, physical education teachers have used the games and play as a pedagogical possibility to help students develop their skills, potential, given the sociocultural context in which they are inserted. In addition, the National Curriculum Parameters (PCNs) suggest that these actions are organized and coordinated with a focus on learning, adapting its actions to the individual characteristics of students to develop their skills and abilities (BRAZIL, 1997; 1998).

Thus arises the need to develop a systematic review about the contributions that the fun and games can provide the child's development beyond the motor issue, considering the emotional and social dimensions. Thus, there are some questions, namely how the fun and games are an educational opportunity for the teaching of physical education? And how games and play influence on the human development process to be inserted in the educational art? In this regard, the paper aims to bring some reflections on the power of games and play as a pedagogical possibility for the development of physical education.

Some notes on the Games and Play in pedagogical perspective

For Kishimoto (1993; 2002: 56) "set game is not easy work," as he says the word game, constitute numerous denominations: political games, adults, children, chess, riddles, ie they receive the same name, but each of them has its specificity. Although they are designed with different and designed for different audiences intentions, it is noticeable that the game offers and poses challenges to which it is inserted.

In the context of early childhood education, according to Freire (2002, p. 65):

[...] The game facilitates the development of motor skills, because it has a body language that is no stranger to the child and its development has no monotony characteristics unlike the exercises by some authors that are not appropriate to the culture of the universe children (FREIRE, 2002, p. 65).

As regards, the game translates as something belonging to the childlike nature is through it that children understand themselves. It is through the act of playing the senses are developed, the exposure of ideas, feelings and sensations sharing, exercise creativity and knowledge of the world around them (PRADO, 1999, HUIZINGA, 2007).

Reinforcing this idea, according to Piaget (2003, cited in CASTELO BRANCO, 2013) the educational character of the play is taken as a training activity that implies the full development of the subject, but also in personality formation and character of each. So you can see that the jokes and games, employees in a playful way, become a chance of cognitive development in which the child experiences, expose, invent, learn and assign skills. So, besides being a pleasurable activity are encouraged experiences as whet curiosity, self-confidence, autonomy and stimulating the development of language.

A significant reference in this theme is Huizinga (2007, p. 65), and he said, "the game is older than culture, is closely linked to mankind since ancient times." It is one of the early concepts and rooted in the human reality, pierces the limits of physical or biological activity with a significant role, i.e. a specific type of activity, with a social assignment.

In this context, the author Pinto (2004, cited in CASTELO BRANCO, 2013, p. 37) points out that the playful experiences are actions with senses and meanings attributed by its practitioners. It expresses the playfulness is favorably of each individual feel, think, decide, act and live, preserving the logic with the reasons for them.

The main indicator of play among children, is the role they assume while playing. By adopting other roles in the play, children act against the reality of not literally, transferring and replacing their daily actions by the actions and characteristics of the assumed role, using substitute objects (BRAZIL, 1998, p. 27).

It characterized in this way that games and play are part of the process of teaching and learning, becoming a teaching tool, providing the child possibilities of living with different feelings and new experiences.

The role of the teacher of Physical Education

In the context of today, the reflection on the pedagogical practices is a basic initiative so that the school can become an enabling environment for learning. From this perspective, we try to analyze on the contribution of play and games in the development of children's learning, since this activity has become a significant educational opportunity. And through this content, learning takes place in a fun and meaningful way to providing educating the pleasure in learning.

In addition to a consistent initial training, we need to consider a continuous and systematic educational investment for the teacher to develop as an education professional. The content and methodology for this training need to be revised so that there is possibility of improving teaching. Training can not be treated as an accumulation of courses and techniques, but as a reflective and critical process on educational practice. Investing in professional development of teachers is also intervene in their real working conditions (BRAZIL, 1997, p. 45).

It should be emphasized that the educator may not apply to activity without educational purposes, it is necessary to understand the needs and more immediate difficulties, and use play activities precisely in the search for possibilities of learning and understanding not only content, but values also a theoretical basis is needed (PINTO et al., 1997; FULGHUM, 2004).

The Physical Education professional responsibility to be aware of all contexts and situations that come from meeting with the public to which it is intended to work. According to a study of this theme (AYOUB, 2005, p. 85) "reflect on Physical Education in Early Childhood Education is challenging, especially when we think of possible tensions in the presence of a physical education teacher entered the teaching of zero to six years."

It is here, to emphasize the importance of integrated work with the classroom teacher in the class, therefore, should be articulated ideas, information and knowledge with this professional, escape from the school in kindergarten with a piecemeal approach and rather look at this student so full (GARDNER, 1995; GARCIA, 2001).

It is known that in many schools the space available for practice of games and activities do not present the necessary adaptations (AROEIRA, 1996; DAYRELL, 1996; GOLDSCHIMIED, 2006), however NCPs (1997) point out that this situation does not exclude the possibility of using the spaces already available. Therefore, the teacher can make adjustments in terms of physical space: use the patio, extending ropes between trees outdoor; use the school space itself or near the same.

Therefore, teaching through games and play can be a way for the development of innovative, relaxed and dynamic classes. In this sense, adopting this measure can compete on equal terms with many of the features that the student has access out of school, awakening or stimulating their desire to attend assiduously class and encouraging their involvement in the teaching-learning process, as learn and have fun simultaneously.

FINAL CONSIDERATIONS

Throughout this manuscript, we sought to raise issues relevant to the use of games and play in early childhood education. At first there were the following questions: How do the games and play are an educational opportunity for the teaching of physical education? And how games and play influence on the human development process to be inserted in the educational art?

During the presentation of the references used can be seen from a pedagogical point of view, that the games help the students to form concepts, relate ideas, enhance social skills and build their own knowledge, confirming that these are the main functions of games and activities as facilitators instruments child's learning development.

But it was observed that even in the face of so many obstacles teachers use this learning teaching tool and envision important educational advances in their students.

We obtained a range of responses regarding the benefits that sports and games provide the child's development which we can highlight the mental, social, psychomotor, are essential as a means to develop memory, language, attention, perception, creativity and ability to develop better learning.

Given the research and theoretical background used, it can be considered that sports and games are powerful possibilities for the physical education teacher in the children's education because the teacher can introduce the contents of different and quite actively. Finally, develop the individual as a whole, contributing to child training.

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POUVOIR DE JEUX ET JOUE COMME LA POSSIBILITÉ POUR L'EDUCATION DANS L'ÉDUCATION PHYSIQUE
RÉSUMÉ

L'éducation préscolaire est considérée comme la première étape vers l'acquisition de connaissances et a la fonction pour former entièrement l'enfant, il est donc essentiel à la fonction sociale de professeur d'éducation physique à ce stade. À cet égard, le document vise à apporter quelques réflexions sur le pouvoir de jeux et de jouer comme une possibilité pédagogique pour le développement de l'éducation physique. Donc, un examen systématique de la contribution des jeux et jouer dans l'éducation de la petite enfance physique a eu lieu. La discussion de consensus dévoilé par la contribution théorique existante est que les jeux et les jeux font partie intégrante de la culture des enfants et de les utiliser comme une possibilité pédagogique peut être un outil puissant pour l'enseignement et l'apprentissage.

Mots-clés: Èducation Physique; Éducation Préscolaire; l'école; Enfance; Jeux et Jouer.

POTENCIA DE JUEGOS Y OBRAS DE TEATRO COMO LA POSIBILIDAD EDUCATIVA EN EDUCACIÓN FÍSICA
RESUMEN

La Educación Infantil se considera el primer paso hacia la adquisición de conocimientos y tiene la función de formar plenamente al niño, por lo que es esencial para la función social del profesor de educación física en esa etapa. En este sentido, el documento pretende aportar algunas reflexiones sobre el poder de los juegos y jugar como una posibilidad pedagógica para el desarrollo de la educación física. Así se llevó a cabo una revisión sistemática acerca de la contribución de los juegos y el juego en Física educación infantil. El debate de consenso presentado por el aporte teórico existente es que los juegos y los juegos son una parte integral de la cultura de los niños y los utilizan como una posibilidad pedagógica puede ser una poderosa herramienta para la enseñanza y el aprendizaje.

Palabras clave: la educación física; Educación Infantil; la escuela; la infancia; Juegos y jugar.

A POTÊNCIA DOS JOGOS E BRINCADEIRAS COMO POSSIBILIDADE PEDAGÓGICA NA EDUCAÇÃO FÍSICA
RESUMO

A Educação Infantil é considerada a etapa primordial para a aquisição de saberes e possui a função de formar integralmente a criança, sendo assim, é indispensável a função social do professor de Educação Física nessa fase. Nesse sentido, o artigo buscou trazer algumas reflexões acerca da potência dos jogos e brincadeiras como possibilidade pedagógica para o desenvolvimento da Educação Física. Então, foi realizada uma revisão sistemática acerca da contribuição dos jogos e das brincadeiras na Educação Física de primeira infância. A discussão consensual desvelada pela contribuição teórica existente é de que os jogos e as brincadeiras são parte integrante da cultura infantil e utilizá-los como possibilidade pedagógica pode constituir um potente instrumento de ensino e aprendizagem.

Palavras-chave: Educação Física; Educação Infantil; Escola; Infância; Jogos e Brincadeiras.