14 - THE EFFICIENCY OF THE LUDICIDADE AS METHODOLOGY OF THE PHYSICAL EDUCATION USED IN THE INFANTILE ENSINO - LEISURE SUPER LEAGUE PROJECT.

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Introduction.

During the discipline Motor Learning were addressed various issues of utmost importance to us, future professionals of Physical Education. These subjects showed us several aspects that should be encouraged in children, and with this provide a motor development, cognitive, social and affective. The second partial evaluation of this discipline was a practical experience which had as its objective to develop activities that would stimulate the perceptions and practices motor skills within a school environment. To perform this Assessment Practice was developed by the project League of leisure. The project was proposed by Professor Expert Gustavo Raposo, and is based on another project created by Professor Alexandre Romano in the city of Manaus.

From this work, it is quite apparent the importance of educational practices in the school environment, as well as to promote development in the social aspect of the child, also make relevant contribution in relation to the knowledge acquired by them, as affirmed by the following authors:

The Education, in general, is to offer conditions for access and for extension of citizenship through educational practices of systematization of knowledge socially accumulated by humanity. Such practices are formalised in the context of the school whose primary function is the construction of general knowledge that allow for learners taking cultural assets historically produced by society (SILVEIRA, NADER & Days, 2007)

Methodology:

On March 14, 2016, was conducted by academics of Physical Education at the University of Amazonas State, under the guidance of Professor Expert Gustavo Raposo Days the project Super League of leisure in the school hall of Basic Education Lazaro Barroso Days, involving all classes of turn afternoon, being them two classes of Year 1, a group of Year 2 and two classes of 3rd year, totaling five classes participants.

The project was to work with children the development of perceptions such as: Taste, hearing, visual, tactile, Spatial, Temporal, fragrant and Global, as well as the environmental awareness to fight Aedes aegypti, all through a playful activity composed by super-heroes and terrible villains, involving children in a fun make-believe.

The activity happening around a story created by us academics, which began with a request for assistance from the school to the League of leisure could capture the two villains who escaped from prison call imaginary Askaban, and went to the school to make mess and spreading trash for all places, the villains in what were termed as Mr. Albany and Dona Zica. However, the Super League of leisure needed help to accomplish this mission, and invited students from school to participate in the training of super-hero, for then they will be able to tackle those villains. In this way, we were divided into four groups, and each group was responsible for choosing your fantasy of super-hero, and develop two perceptions chosen by lot, through a circuit of activities, presented to the children with a ludic methodology known as the training of super-hero. Negrine (1994, p.19) stated that:

"The contributions of playful activities for integral development indicate that they contribute mightily in the overall development of the child and that all dimensions are inextricably linked: the intelligence, the affectivity, the drivability and sociability are inseparable, and the affection that constitutes the energy required for progression mental, moral, intellectual and driving force of the child".

Each group of scholars was responsible for its activities in accordance with the insights drawn, as well as the choice of the characters that they would dress. The whole class worked together in search of materials to fit the scenario dirty and disorganized caused by villains, in which were used materials such as: pet bottles, paper, cans, lids of bottles, pots, tires, among others. After that, he was ready the scenario, the activities of the circuits and the characterization of super-hero to be put into practice. The groups are distinguished by the costumes and were divided as follows:

The group "A", in which we integrate, chose the costumes of Super Mario and became responsible for performing activities of tactile perception and hearing, covering his eyes and stimulating the discovery toys only through the tap with your hands and the discovery of animal sounds that children hear through headphones. In addition, we used cardboard boxes, mats, cones, Amarelinhas and ropes, promoting the development of some motor skills, such as: crawling, to move away from the objects, jumps and balance.

The group "B" chose the costumes of the Minions, and was responsible for carrying out activities of fragrant perception and temporal, distributed in the circuit through points of stop for the children feel different aromas trying to discover them. The circuit of the Minions also had activities that encouraged the notion of time, using bottles, bambolês, toys and circles drawn on the floor with chalk, promoting the development of some motor skills, such as: jumps, improved attention.

The group "C" has opted for the costumes of Super-heroes independent, without making reference to any existing, only they are characterised with masks and hoods. This was responsible for carrying out activities of visual perception and spatial, seeking to identify the objects with the aid of vision and encourage the concept of the most varied types of spaces. Moreover, supplemented their activities of travel and precision using figures for children to build, with a target in the center, and play to hit the target with bambolês, bottles and cones. These activities have promoted the development of motor skills such as: locomotion, jumps, balance, identification of objects in various distances and the improvement of precision.

The group "D" chose the costumes of fairies, in which they used bambolês, chairs, objects simulating explosive mines and ropes, piecing together a challenging scenario for children desbravarem. The group had the responsibility to carry out activity of perception buds and global, trying to identify what was the food that was placed in his mouth only through the palate (blindfolded) and stimulate the most different types of perceptions. In addition, the activities promoted the development of some motor skills, such as: dodge, crawling, the most varied forms of locomotion.

For best driving activity, was worked a class first from school, and this class divided and distributed to four groups of academics, and then was performed a caster until everyone had gone through all the seasons of the circuit. Then, it was noted that it would be possible to increase the number of classes worked at a time, and from there they were worked two classes,

following the same process of distribution and carvery on circuits. We realize that all groups of children who were attending the activity were very excited with the built environment for us, performing the motor skills, such as: crawl, crawl, jump, Dodge, run, among others, as proposed in the steps of the circuit.

All activities were presented as a challenge to obtain power, and the children were always with joy and commitment to accomplish the tasks. It was possible to note how the children were involved, through their expressions, the dialog that had with each other and with us, adding even more detail of imagination with respect to that magical episode that there was. We observed that in all groups of super heroes, the environment was the same in both children and US academics, we were immersed in the universe of imagination. It was interesting to note that each exercise performed the children wanted to repeat and do better every time, without fail to have fun and take it as joke. We emphasize with this, which expressed Winnicott:

"The child acquires experience playing. The play is an important part of his life. The experiences of both external and internal can be fertile for the adult, but to the child that wealth lies mainly in jest and creativity". A psychoanalyst and English physician D. W. Winnicott (1979)

After developing the activities of perception and psychomotor with all classes, we started another step in designing Super League of leisure, this being with more emphasis on environmental education and awareness in the fight against the Aedes aegypti mosquito, transmitter of diseases such as dengue fever, Chikungunya fever and the Zica Virus. This step was initiated by the graduation of new super heroes who have gone through the training, and they are given a coat of Super League of leisure for all students who participated.

After graduation, we begin a study of awareness of children about the dangers of Aedes aegypti, and what they needed to do to destroy the possible foci of the mosquito. After that, all children accompanied by Super heroes have left the school to clean and put an end to all outbreaks of breeding sites of the mosquito that were placed intentionally by us.

This step presented difficulties because they met the five divisions that participated in the project, generating a large number of students to be controlled and directed, but with a lot of organization managed to perform satisfactorily, because even though with little experience, the form in which it was structured the activities contributed to the smooth progress of work. It is worth emphasizing also the importance of the role of the teacher and how much should be valued within society, because the teacher has a lot of influence on children, and such influence must be exposed in a positive way, always seeking to give the support they need as what he says Shigunov:

The teachers admitted that they are agents socializadores at school, arguing that, in addition to their teaching activities, play in school role of father, mother, psychologist, counselor, counselor, uncle, colleague, friend, inclusive of the student in their midst, transmitter of affection and counselor (SHIGUNOV, et al, 2002, p. 141).

The final part of the project was characterized by demand of villains in history, Mr. Albany and the Dona Zica, at that moment it was possible to observe that all children were apprehensive about the possibility of being face to face with the villains, others were busy, so it was a real view of expressions demonstrating once again the involvement of everyone with the playful activity. When the villains were found all children were very excited and followed the instructions to help capture them, and using the power of love through the hug won the battle against the evil.

At the end of all proposed activities observed that with a lot of creativity the groups assumed the role of super heroes and developed its activities brilliantly through circuits, working not only the perceptions that they were randomly selected, but also the motor coordination, the laterality, balance, agility, among other components of the drivability as well as aspects socioafetivos, all using the methodology situations.

Conclusion:

We can say that it was very gratifying to perform this activity with all those children, we realized how much the make-believe it is important for the development of them, and how it needs to be used by teachers and parents, because the happiness of them was outstanding, and the affection was to close every hug that we gain while we were there, I am sure that the goals that have been achieved surpassed all expectations.

In this way, besides promoting activities that stimulated the development of children, their skills, their perceptions and the most varied aspects of PSYCHOMOTRICITY, the activity is no longer a way of raising awareness for these children, who from then on have learned how to eliminate the breeding places of the mosquito and prevent the proliferation of Aedes aegypti in our society. Therefore, we as educators concerned with the integral formation of our students must lead them to develop a reflexive attitude about your actions and choices, surpassing the Physical Education and connecting to other disciplines. In this sense, many were the gains of everyone involved with our work, because the main proposal was working awareness of children out of school and thus be passed on to the parents and finally the community.

The design Super League of leisure was an amazing experience and rewarding not only for the content offered for children, but also by the methodology used. Live this experience has contributed much to our training, because through this opportunity might experience once more in practice what life is teaching. This activity proved once more that the playfulness is an excellent methodological tool for transmitting knowledge from different areas and should never be left aside.

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A EFICIÊNCIA DA LUDICIDADE NA EDUCAÇÃO FÍSICA ESCOLAR NO ENSINO INFANTIL - PROJETO SUPER LIGA DO LAZER.

RESUMO

A ludicidade é ferramenta importantíssima de ensino, através dela podem-se desenvolver os mais variados assuntos e disciplinas, e deve estar presente na metodologia de todo professor. É necessário que a ludicidade esteja presente no dia a dia das escolas, para que os conteúdos sejam transmitidos de maneira divertida sem perder a eficiência na absorção das informações. O brincar é cada vez mais importante no desenvolvimento amplo das crianças, principalmente durante o Ensino Infantil onde o professor de Educação Física pode utilizar como ferramenta de ensino-aprendizagem. Para retratar tal importância relataremos a experiência vivida durante a Disciplina Aprendizagem Motora, enquanto acadêmicos do 4º período

do curso de Licenciatura de Educação Física da Universidade do Estado do Amazonas no Município de Manacapuru, Estado do Amazonas, Brasil. A experiência partiu da oportunidade de levar a uma escola da rede municipal de ensino do município de Manacapuru o projeto SuperLiga do Lazer, no qual envolveu crianças de 5 turmas diferentes, com atividades de desenvolvimento dos aspectos motores e cognitivos através de uma abordagem totalmente pautada no universo lúdico dos super heróis.

Palavras-chave: Ludicidade; Educação Infantil; Aprendizagem Motora.

THE EFFICIENCY OF THE LUDICIDADE AS METHODOLOGY OF THE PHYSICAL EDUCATION USED IN THE INFANTILE ENSINO - LEISURE SUPER LEAGUE PROJECT.

ABSTRACT

The ludicidade is very important tool of education, Through it you can develop the most varied subjects and disciplines, and should be present in the methodology of every teacher. It is necessary that the ludicidade is present on the day to day schools, so that the content to be streamed from fun way without losing the efficiency in the absorption of information. The play is increasingly important in the development of children, especially during the child education where the teacher of physical education can use as a tool for teaching and learning. To portray such importance relataremos the lived experience during the Discipline Motor Learning, while academics from the 4th period of the course of Bachelor of Physical Education from the University of Amazonas State in the city of Manacapuru, Amazonas State, Brazil. The experience came from the opportunity to lead to a school of the municipal school network of the city of Cedar Creek the project planner of leisure, which involved children from 5 different classes, with activities to develop the motor aspects and cognition through an approach entirely based in the universe of fun super heroes.

Keywords: Ludicidade; Early Childhood Education; motor learning.

L'EFFICACITÉ D'ENJOUEMENT SUR L'ÉDUCATION PHYSIQUE SCOLAIRE DANS L'ÉDUCATION DES ENFANTS - PROJET LOISIRS SUPER LEAGUE.

RÉSUMÉ

L'aspect ludique est outil d'enseignement très important, à travers elle peut développer les sujets plus variés et les disciplines et doit être présent dans la méthodologie de chaque enseignant. L'aspect ludique est présent dans la vie quotidienne des écoles, pour lesquels le contenu est transmis dans fun façon sans perdre l'efficacité dans l'absorption de l'information. Le jeu est de plus en plus important dans le grand développement de l'enfant, surtout au cours de l'école des enfants où le professeur d'éducation physique peut être utilisé comme outil d'apprentissage et enseignement. Pour dépeindre une importance telle, nous rapportons l'expérience au cours de l'apprentissage de discipline, tandis que des savants de la 4e période du cours d'éducation physique diplômé de l'Université de l'état d'Amazonas, dans la commune de Manacapuru, état d'Amazonas, Brésil moteur. L'expérience a laissé l'occasion de diriger l'école municipale d'enseignement du projet, SuperLiga loisirs ville de Manacapuru, qui concernaient des enfants de 5 classes différentes, avec le développement des moteurs et des aspects cognitifs Grâce à une approche entièrement guidé dans l'univers ludique des super héros.

Palavras-chave: Ludicidade; Éducation Infantile; Apprentissage Moteur.

LA EFICACIA DE LO LÚDICO EN LA EDUCACIÓN FÍSICA EN EDUCACIÓN INFANTIL - PROYECTO OCIO SUPER LIGA.

RESUMEN

La alegría es la herramienta de enseñanza muy importante, a través de puede desarrollar los más variados temas y disciplinas y debe estar presente en la metodología de cada maestro. La alegría está presente en la vida cotidiana de las escuelas, para que los contenidos se transmiten en diversión forma sin perder la eficiencia en la absorción de la información. El juego es cada vez más importante en el gran desarrollo de los niños, especialmente en escuela de los niños donde el profesor de educación física puede ser utilizado como una herramienta de aprendizaje y enseñanza. Para describir tal importancia Divulgamos la experiencia durante motor aprender disciplina, mientras que los eruditos del período 4 del curso de educación física egresado de la Universidad del estado de Amazonas en el municipio de Manacapuru, estado de Amazonas, Brasil. La experiencia dejó la oportunidad de llevar la escuela municipal de educación del proyecto de SuperLiga de ocio ciudad de Manacapuru, que involucró a niños de 5 clases diferentes, con el desarrollo de motores y aspectos cognitivos a través de un enfoque totalmente guiado lúdico universo de súper héroes.

Palabra-llave: Ludicidade; Educación infantil; El aprender de motor.