47 - The LUDIC OF REFLECTION IN PHYSICAL EDUCATION SCHOOL

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Abstract: The present study aimed to investigate and analyze the importance of play in elementary school to a public school of Ji-Parana - RO, basing itself on the consideration that the process of teaching and learning should be an enjoyable procedure for students and teachers. The rationale for this work was done through a descriptive, using the technique of using questionnaires, which were sent to students and teachers. The theme addresses the importance of play in children's physical education, since the jokes and games are excellent opportunities for mediation between pleasure and knowledge as the play makes the act of educating a conscious and intentional compromise, since arguably the activities playful constitute one of the most complete cars educational training and school development. It also examines critically the development of lessons, practice identifying the teacher if there is the time of applicability of playfulness in their pedagogical practice. However, it was found that the teacher, in teaching anxiety of the contents proposed, thinks there is no time for fun and games, because they lack the theoretical knowledge to base their practice in daily school life. This position requires deep changes in teaching attitudes. Regardless of the conditions that the school and the educational system to provide their teaching practice, it is the responsibility of every teacher to motivate their classes, making them attractive and pleasant, preparing the child for it to go up constituting a critical subject for their own actions and through in which he lives. For this reason, the deepening of the play is necessary for good reflection. This form should be introduced increasingly play in school life, giving opportunity for full and effective training of the individual to take place, giving you a solid foundation for their citizenship.

Keywords: Playful, Professor, Early Childhood Education, Development. Teaching and learning

INTRODUCTION

It is noticed that in some schools do not use the recreational activities as an efficient method of education that stimulate physical and motor skills of the students, but as a daily activity where children play on their own with no rules, limits and objectives. According to the account of the author Costa1 we realized today in schools, the lack of a pedagogical proposal that incorporates playful as a working shaft. This reality of playing in schools leads us to realize that there is no room for a good development of students. This result, although pointing in the direction of the teacher's actions, we should not give it to blame. Rather, it is to highlight the type of vocational training of the teacher who does not provide information or experiences about play and child development in a social, emotional, cultural, historical and creative.

The reality of most public schools in our country is the lack of local and appropriate sports equipment for physical education classes. However this cannot be seen by teachers as a major obstacle, you can perform dynamic classes with students easily, through play activities, which besides being fun will help them in their motor development. Bringing this reality for Ji-Paraná, covering a little more to the state school Osvaldo Piana, it is essential to the practice of recreational activities with these students, the need they have to better socialize, socialize in groups and acquire physical skills and motor that urgently need to be improved.

GAMES AND RECREATION IN EDUCATIONAL DO THE EDUCATOR PHYSICAL

According Freire2, what is missing in schools most often is not material, creativity is thus the full development of activity docente.Para Piaget3.De according to the National Curriculum Reference To Education Infantil4 "The games of make-believe , construction games and those who have rules as the traditional games, educational, body, etc., provide the expansion of children's knowledge through play activity. ". the development of the playful aspect facilitates learning, personal development , social and cultural, contributes to good mental health, preparing for a fertile inner state, facilitates the processes of socialization, communication, expression and construction of conhecimento5. Friedman6 emphasizes that, when working with the playful activity consciously, ie with knowledge of the scope of its action, the teacher should be aware of the delightful character that she has the child's life.

According to the NCPs of Física7 Education "Competitive play situation or not, are favorable learning environments, they allow the exercise of a wide range of motion, requesting the student's attention in an attempt to run it satisfactorily" for pleasure and personal satisfaction you get it directly seeking to meet physical, mental or social Awad5. According Piaget8 "the rules of games are playful activity of being socialized." As stated Kishimoto9 (1998), the importance of the game had already been highlighted by philosophers like Plato and Aristotle, and later Quintilian, Montaigne and Rousseau, who has defended at that time, the game's role in education. However, says the author who was at the beginning of the last century, from Froebel (1913), the creator of the garden-dainfância, the game became part of the kindergarten curriculum. Recreation in the classroom and recreational environments has two key ingredients: action and biological, psychological, sociological, emotional interaction (a) student with learning.

METHODOLOGICAL PROCEDURES

A descriptive survey was conducted, using the use of questionnaires, which were sent to students and teachers. The research was conducted with 60 students of both sexes of the State School of Basic Education Osvaldo Piana, aged between 8 and 9 years, with two groups of 3rd and 4th years of elementary school. The students' inclusion criteria in the project is to be enrolled in school and be enrolled in the 3rd and 4th year of elementary school. a comparative study where all students attending the 3rd and 4th year of elementary school in the State of Primary Education School Osvaldo Piana took part was carried out in practical classes were developed various activities with students, followed by questionnaires given to students and teachers, student performance was compared before and after intervention. The activities were developed for a month, five times a week in the evening adding a workload of 20 hours per class.

For the study we used two questionnaires with open and closed questions for the students, they did a survey of play, taste the same and difficulties. And two questionnaires for teachers, encouraging the playful and development of students. The

analysis of the data was stored in data sheet for further analysis. The data were analyzed qualitatively and has been shown graphically and in tables. The project was filed with the Ethics Committee, responsible for the research participant child signed the free and informed consent (IC), and the data collection was initiated only after approval of the CEP project.

PRESENTATION AND DISCUSSION OF RESULTS

Below is the presentation of the sample characterization data (with open and closed questions for students) separated by groups of 3 and 4 year aged 8 to 9 years, and the findings and discussions of these. students totaling 56 were analyzed.

Question 1: Do you like Play?

Table 1: Question Data Do you like to play? Reperesentados in absolute frequency

	3rd year	4rd year
Yes	31	25
No	-	1

Table 1 shows the results of the questionnaire applied to the students the question: Do you like to play? 31 children answered yes, it shows students' interest in playing. As Santos10 for the child, play is live. While some children play for fun, others play to master anxieties, to vent aggression. also some mature social skills through interaction, the use and testing of rules and roles sociais11. The Referential National Curriculum for Education states that "Play is one of the key activities for the development of identity and the child's autonomy, very early, can communicate through gestures, sounds and later have a certain role in the play makes she develops her imagination. Fantasy and imagination are fundamental elements for the child to learn more about the relationship between people "4. Based on the results and ideas of the authors mentioned above we can say that the taste for play is satisfactory, show that the play is a significant activity for children. Thus, by the apprehended reports that the games allow the social, cognitive and emotional development. When asked about the games you like, they responded with a list of games presented in the graph below.

Question 2: What games do you like?

Question 3: Your teacher plays or plays with you?

Question 4: You play with colleagues?

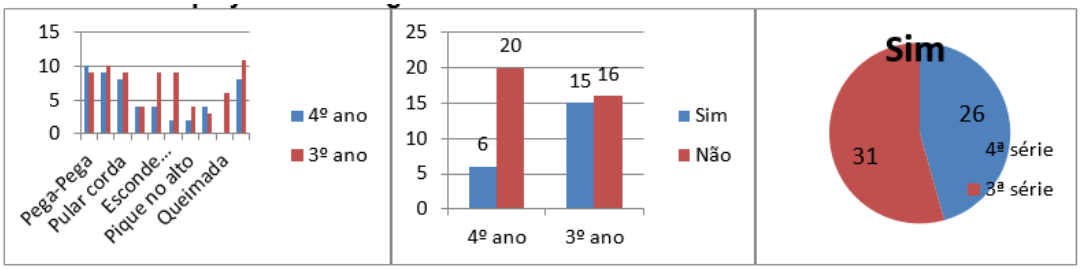

Figure 1: Graph representing the question: What games do you like?

Figure 2: Graph representative's question: Your teacher plays or plays with you?

Figure 3: Representative of the question graph: You play with colleagues?

It is considered that the catch-up play, futsal and jumping rope are the games that are more in common between the two groups, traditional games that require the use of the body. We also observed that the students of the 3rd year are more engaged and willing to play. According Brougér cited Pedrazzani, Jalantonio, Vedovatto 12. Kishimoto cited Pedrazzani, Jalantonio, Vedovatto 12, highlighting the possibilities of relationship between the playful and the acquisition of knowledge and can give this a significant aspect and prazeroso.13, note that the teacher the 3rd year play more with the students compared the teacher of the 4th year. Student of 3rd year attending the persquisa 48.4% respodenram so that the teacher plays with them, as 51.6% said no. In the 4th year students 29.1% answered yes and 76.9% said no. Students who answered YES are those who were followed up in games like jump rope where the teacher actively participated in the play by hitting the rope. Students who answered NO, are those who played to play football, volleyball, hide and seek and other games without help of teacher's awareness is important, even that may be incorporated with a new hábito14. The teacher also represents the educational process that goes beyond the contents, as stated HURTADO15. Based on the graph above we can measure the results of all students of both series like to play with their peers. Strully and Strully16 referring to the value of friendship, say: "develop friendships means to live and learn together means intentionality, community involvement and inclusion.".

Table 1: Questions made to teachers

Questions
1-Do you find important the playful to the development of the student?
2-Do you use fun and games as educational strategies and improving motor coordination?
3-The games encourage students to playful?
4-The school encourages playful with resources and materials?

In the questionnaire carried out with teachers, referring to Table 1, all answered yes to the questions. The opinion of teachers shows that they know the importance of the play in the education of their students and seeking the best way to create activities that provide children the pleasure to play and learn at the same time. According Ronca17. "The playful allows the child to explore the body's relationship to space, causes displacement of possibilities and speeds, or create mental conditions to get out of scrapes, and she will then assimilating and spending so much, such a move makes seek and live fundamentally different activities, not only in the development process of his personality and his character as well as over the construction of their cognitive organism. " To VIGOTSKY18. "Children form mental structures by the use of tools and signs. The game, creating situations imagine arises from the tension of the individual and society. The playful releases the child from the constraints of reality. "The authors claim that the playful gives children a better interaction with your body and this is reflected in their mental structures, so the need for school these activities should be encouraged so that students learn from each other to form their own identity.

Questions presented to students and teachers after the intervention period.
Question 1: Do you like the play?
Question 2: Did you have any difficulty?

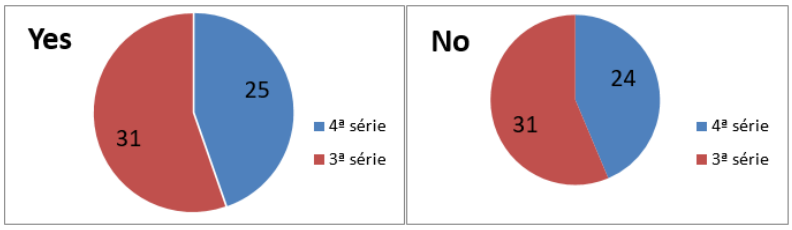

Figure 4: Representative question Graphic: Do you like the play?
Figure 5: Graph representing the question: Do you have any difficulties?

The graph above shows the results after the activities where all students of 3rd and 4th year said they liked the activities developed. Analyzing the students in general, we can see the fascination that they had before the activities, because it is a playful activity, devoid of obligation, and present features as the competition and the challenge, of course, are stimulating factors especially when we are dealing with children. The child establishes a harmonic tuning between his two worlds, then where learning happens, the development and growth infantil19. To Morais20, from the time the child begins to experience difficulties to accompany a diagnosis is needed to identify the causes of not learning because the child with learning difficulties have a negative self-esteem that results from constant school failure. As Winnicott21. Aspects such as degree of difficulty, student interest, challenging character, number of participants, space and materials, which are indispensable resources for a good course of aula22.

Question 3: I always have this joke?
Question 4: You participated in all games?

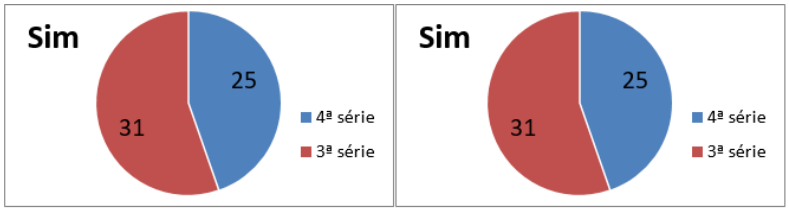

Figure 6: Representative of the question graph: I would always have this joke?
Figure 7: Representative of the question graph: You participated in all games?

According to the chart above, all students of the 3rd and 4th year answered yes, given the lack of activities in the school as teachers for lack of interest or ideas simply let the students develop activities on their own. Lino Macedo20 for children play and play are ways to learn and develop. No matter what they do not know it. This form of participation, from interactions with peers and adults through the process defined by Corsaro21 as interpretative reproduction, allows children to assert themselves and also to differentiate the social world, in a process of construction of their identities, closely related to the production of the peer culture. Such processes are therefore at the same time and individual coletivos23. An environment where the prevailing playfulness, beauty, good humor, gives the child a harmonious climate where trust and hit attempts to intensifiquem.24

Table 2: Questions made to teachers

Questions
1. What did you think of the development of the students after the games?
2- The games had the expected results?
3- There was the interaction of all the activities?
4 There was an improvement in behavior and student learning?
5. You want to adopt this method in your classes?
6- The students showed improvement in their motor coordination?
7- If YES in Question 6, which improvements were observed.

All teachers answered yes to all questions. In Question 1, only one teacher was objective in his reply saying: "It was satisfying to see students' motivation on the activities and the freedom and spontaneity of movement. Thus allowing various benefits such as disinhibition to share classes, aggression discharge "Regarding question 7, the teachers reported that they were observed improvements in behavior and concentration in class, the movements, including the affection with colleagues, interaction and participation. The Physical Education teachers believe that interdisciplinarity can be benefi ca predominantly. Even responding favorably, two of them questioned the short time available for teachers from two areas in school to plan together, and also the difficulty of reconciliation, because of the small relationship of envolvidos.24

FINAL CONSIDERATIONS

Based on the results obtained from the questionnaire, it can be concluded through research conducted on "The importance of play activities in physical school education" allowed to understand that the playfulness is significant for children to know, understand and build their knowledge. The playful gave them a healthy and harmonious development, to play them increased independence, develop motor skills, decreased their aggression, they exercised the imagination, increased integration, thus promoting the healthy development, mental growth and social adaptation.

It is seeking new ways to teach through playful that we can quality education and that really can meet the interests and needs of the child. Note that a playful attitude and not only the activities of sum: and, above all, a way of being, living, thinking and looking at the school as well as to relate to the students. You need to know to enter the world of the child, in your dream, in your game and, from there, play with it. The more playful space proporcionarmos, more joyful, spontaneous, creative, autonomous and effective children become.

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The LUDIC OF REFLECTION IN PHYSICAL EDUCATION SCHOOL

Abstract: The present study aimed to investigate and analyze the importance of play in elementary school to a public school of Ji-Parana - RO, basing itself on the consideration that the process of teaching and learning should be an enjoyable procedure for students and teachers. The rationale for this work was done through a descriptive, using the technique of using questionnaires, which were sent to students and teachers. The theme addresses the importance of play in children's physical education, since the jokes and games are excellent opportunities for mediation between pleasure and knowledge as the play makes the act of educating a conscious and intentional compromise, since arguably the activities playful constitute one of the most complete cars educational training and school development. It also examines critically the development of lessons, practice identifying the teacher if there is the time of applicability of playfulness in their pedagogical practice. However, it was found that the teacher, in teaching anxiety of the contents proposed, thinks there is no time for fun and games, because they lack the theoretical knowledge to base their practice in daily school life. This position requires deep changes in teaching attitudes. Regardless of the conditions that the school and the educational system to provide their teaching practice, it is the responsibility of every teacher to motivate their classes, making them attractive and pleasant, preparing the child for it to go up constituting a critical subject for their own actions and through in which he lives. For this reason, the deepening of the play is necessary for good reflection. This form should be introduced increasingly play in school life, giving opportunity for full and effective training of the individual to take place, giving you a solid foundation for their citizenship.

Keywords: Playful, Professor, Early Childhood Education, Development. Teaching and learning

Le LUDIC DE RÉFLEXION À L'ÉCOLE D'ÉDUCATION PHYSIQUE

Résumé: Cette étude visait à comparer les opinions des étudiants et des enseignants avant et après l'intervention ludique dans l'enseignement élémentaire dans une école publique. Le thème porte sur l'importance de l'espièglerie dans Physical Education enfants, puisque les jeux et les jeux sont d'excellentes opportunités pour la médiation entre le plaisir et la connaissance. Le ludique est l'acte d'éduquer un engagement conscient et délibéré, comme sans doute les activités de jeu constituent l'un des véhicules les plus complets de formation éducative et de développement de l'école. Il analyse également Il est critique le développement des classes, en identifiant la pratique de l'enseignant s'il y a le temps d'application de la pièce dans leur pratique. Cependant, il a été constaté que l'enseignant, l'anxiété enseigner le contenu proposé, pensent qu'il n'y a pas de temps pour le plaisir et les jeux, car ils manquent de connaissances théoriques pour soutenir leur pratique dans la vie quotidienne de l'école. Cette posture nécessite de profonds changements dans les attitudes éducatives. Quelles que soient les conditions que l'école et le système éducatif fournissent à leur pratique de l'enseignement, il est de la responsabilité de chaque enseignant pour motiver leurs classes, ce qui les rend attrayant et agréable, préparer l'enfant à ce rendez-vous constituant un sujet critique

de ses propres actions et environnement dans lequel vous vivez. Pour cette raison, l'approfondissement de la ludique est nécessaire pour une bonne réflexion.

Mots clés: Playfulness, éducation préscolaire, l'enseignement et l'apprentissage.

EI LUDIC DE REFLEXIÓN EN LA ESCUELA DE EDUCACIÓN FÍSICA

Resumen: Este estudio tuvo como objetivo comparar las opiniones de los estudiantes y profesores antes y después de la intervención lúdica en la educación primaria en una escuela pública. El tema se refiere a la importancia de la recreación para niños de Educación Física, ya que los juegos y los juegos son excelentes oportunidades para la mediación entre el placer y el conocimiento. La lúdica es el acto de educar a un compromiso consciente y deliberada, como podría decirse que las actividades de juego constituyen uno de los vehículos más completos de formación educacional y de desarrollo escolar. También analiza Es críticamente el desarrollo de las clases, la identificación de la práctica del maestro si no es el momento de la aplicabilidad de la obra en su práctica. Sin embargo, se encontró que el maestro, la ansiedad enseñar el contenido propuesto, piensan que no hay tiempo para la diversión y los juegos, ya que carecen de los conocimientos teóricos para apoyar su práctica en la vida cotidiana de la escuela. Esta postura requiere cambios profundos en las actitudes educativas. Independientemente de las condiciones que la escuela y el sistema educativo proporcionan a su práctica docente, es responsabilidad de cada profesor para motivar a sus clases, que las hace atractivas y agradables, la preparación del niño para ir esto constituye un tema crítico de sus propias acciones y entorno en el que vive. Por esta razón, la profundización de la lúdica es necesaria para una buena reflexión.

Palabras clave: alegría, Educación Infantil, Enseñanza y aprendizaje

O REFLEXO DO LÚDICO NA EDUCAÇÃO FISICA ESCOLAR

Resumo: A presente pesquisa teve como objetivo comparar a opinião dos alunos e professores antes e após a intervenção lúdica, no ensino fundamental de uma escola publica. O tema aborda a importância do lúdico na Educação Física infantil, uma vez que as brincadeiras e os jogos são excelentes oportunidades de mediação entre o prazer e o conhecimento. O lúdico faz do ato de educar um compromisso consciente e intencional, visto que, indiscutivelmente as atividades lúdicas constituem-se num dos mais completos veículos educacionais na formação e desenvolvimento escolar. Analisa-se também de forma crítica o desenvolvimento das aulas, identificando na prática do professor se há o momento de aplicabilidade do lúdico em sua prática pedagógica. Todavia, verificou-se que o professor, na ansiedade de ensinar os conteúdos propostos, pensa que não há tempo para brincadeiras e jogos, pois lhes falta o conhecimento teórico para embasar sua prática no cotidiano escolar. Essa postura exige profundas mudanças nas atitudes pedagógicas. Independentemente das condições que a escola e o sistema educacional proporcionam à sua prática docente, é da responsabilidade de cada professor motivar suas aulas, tornando-as atrativas e prazerosas, preparando a criança para que esta vá se constituindo um sujeito crítico de suas próprias ações e meio em que vive. Por essa razão, o aprofundamento sobre o lúdico se faz necessário para uma boa reflexão.

Palavras- chave: Lúdico, Educação infantil, Ensino-aprendizagem