15 - THE IMPORTANCE OF THE CHESS GAME IN SCHOOL ENVIRONMENT

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INTRODUCTION

The object of this research is the game of chess, with the issue the following question, Chess is being used in an educational way in Physical Education? Having introduced the general objective of the importance of play chess in Physical Education for Elementary I, and specific objectives present a brief history of the game of chess; Emphasize the benefits of chess in the school environment; Present a pedagogical possibility for teaching chess in elementary I. We decided as a methodological option quantitative research being conducted a field survey, where 10 teachers from the municipal Ponta Grossa were interviewed using a questionnaire containing six questions about chess and classes taught by teachers. The present study is justified by the fact that the education program more power to get a job as a physical education and monitor when I could work with chess students noticed that lack of knowledge was very large even in a primordial phase to obtain a broad knowledge that can provide them with many benefits for both the students and for the school itself. This surprise then went looking for why chess was not working with these children and then what I found was that the teacher did not have a proper knowledge and thus had a motivation in teaching classes, chess was there that came to my curiosity whether chess is often used in physical education classes and how teachers' knowledge.

In session 1 we discuss the advantages of the game of chess in the school environment being approached all the more important as they can use the game of chess as an educational tool in both physical education classes and in all disciplines details.In the second session discussed the pedagogical possibility for teaching chess in elementary I, where a proposal PIBID aim to exemplify a viable pedagogical and didactic way the school chess.

SECTION 1

1. The advantages of playing chess at school

Chess can provide many benefits to students in school, according to Silva (2002), chess has a great importance in childhood and adolescence and in many researches are stating that both in first world countries as inferior to other countries more. Children gain stimuli to mental development with the practice of the game of chess, besides being very enjoyable in playing activity that promotes the gain of concentration, logical reasoning and calculation. For pedagogy cognitive development cannot be denied on the practice of chess.He also reports that students can have a great organization and a high degree of creativity, but creativity that is recreational, because each one has a way of thinking and can perform many developing intellectual capabilities in children where they should think - run targeting a single goal . In addition, the game provides moral knowledge where students can win, but can also lose and thus bringing other positive aspects such as the formation of character and with the patience, modesty, prudence, self-control, self-confidence and the most important point that would decreasing the degree of aggressiveness. Silva (2002).Fadel and Mata (. 2014, p 23) point out that:Scholars Chess as Sá (2007), Silva (2002) and Rao (2002) suggest that teaching and practice of chess are included as a school subject, and argue that chess practice when used as an educational tool, can bring benefits socio-education, both for causing the exercise of sociability, such as working memory, self-confidence and a methodical and strategic organization of the study.It is important that the student is encouraged with not only physical activities, but with reflective activities where the student is challenged to solve certain problems in different ways. One of the methods cited to work this kind of reflection would be the games strategies (FADEL and MATA, 2014). According to Vygotsky (2001), is important for the teacher working with the student several directions as a whole. Besides seeking seek full attention in other disciplines and different content. With this student may realize the difficulties and may stimulate internal development on the student and the school so you can see clearly and reach the proposed objectives. Oliveira (2010) adds that chess has characteristics that can change the habit of the students in the room which would be much better coexistence among all.

characteristics of chess	Implications on the educational aspect and formation of character
is focused and motionless in the chair	the development of psychophysical self
providing a number of moves at a given time	evaluation of the structure of the problem and the available time
moves the pieces after exhaustive analysis of bids	developing the ability to think with breadth and depth
after finding a flight, look for another better	tenacity and commitment to continuous progress
starting from a position at first equal, direct to a brilliant conclusion (combination)	creativity and imagination
the result shows who had the best plan	about the speaker's opinion
Among the various possibilities, choose a single without outside help	stimulus to decision making autonomy
a movement should be logical consequence of the previous and submit the following	exercise of logical thinking, self consistency and fluidity of reasoning

SOURCE: http://www.efdeportes.com/efd142/xadrez-in-escola.htm

Seeing the table above the game of chess makes the child build their sociocognição and perception of things around her bringing her a worldview different points. In the case of building the child should develop- alone without assistance from anyone, only stimuli with the teacher, for only thus will have a broad knowledge itself.

According Watchtower (2008) so we can identify the benefits of chess, so the student knows and identifies with the chess game that could bring him a sense of space and dimension. Then the student knows the parts and their movements where concentration should have to make decisions on what would be the best place for your favor will move them in a correct and valuable way.

SECTION 2

Pedagogical possibilities for teaching chess in elementary I

Chess may have to be applied several ways, but it depends on the age group in which the teacher is teaching his classes, ie, only one method can not meet the needs of students to learn in a clear and enjoyable manner. The Law of Guidelines and Bases (LDB - 1996) shows that physical education is mandatory also in basic education and the pedagogical approach of the school must be integrated. And so it is competing with the other materials to show that it is also very important to have in the curriculum along with basic science education teaching. Emphasizes that the Physical Education works with five structural pillars, namely: games, sports, dances, fights and gymnastics. And it is he who would form a national body with movement culture that besides learning it and doing it can also modify it in accordance with the best quality of life, and with it the Physical Education often uses the games because he can bring something more complete where the student may be interested in classes taught by much. Feitosa et all (2012).The game should be manifested in the child so freely to relieve the inner tension of the same, saying that children can act without fear and have a good behavior causing the game to be tapped in four doing that are: physical, mental, emotional and social. But this should be done not with the intention of only transmitting pleasure and enjoyment to the student doing - being reconstructive just outdated stuff but he build new things going well is essential to be very important for children's development. (FEITOSA et all (2012) apud MARQUES and KRUG, 2009).Then we can quote a pedagogical possibility of learning chess in elementary I, which was used and developed through the Institutional Program of Initiation Scholarship to Teaching, by Eltiene Soares Feitosa (PIBID) (2012).According FEITOSA et all (2012) for learning chess is not enough to work the game itself, it should stimulate students in a progressive manner in which these students are picked up and assigned to do such activities that are related to chess as:

- Activities motor development
- Activities literalities
- Activities manipulation
- Activities of mental development
- Fine Motor Activities
- gross motor activities

What the author above this reporting is that we should not follow the Shortest side, as well as the student has learning disabilities that was interrupted by a series of processes that should be built elevational form rather than short and quick way. In his project Feitosa et all (2012) reports that used several different ways to encourage students to like and even dominating their body parts to have a good learning thus bringing a significant improvement in every school environment, not only in the discipline of physical education.Feitosa et all (2012) also says that all proposed activities students were fundamental and that at the end of your project was given the call human chess where students were already enhanced to perform such movements with themselves and there was this game that gave note to the whole evolution of each, because the students will correct each other thus showing the concentration that was gained over the activities applied to them bringing with it much satisfaction to the teacher who always led them with persistence and patience.We see that chess can indeed make a difference in the learning of these children, we just have to make us aware that chess should be worked like any other matter, because the student should be stimulated in different ways is possible and is due to be worked body and soul, not just the body or just the engine development. For the Curriculum (PHYSICAL EDUCATION-PCN'S - 1998) Parameters of National Physical Education brings shaped structuring the basis of all the content that the physical education teacher to work with students who are table:

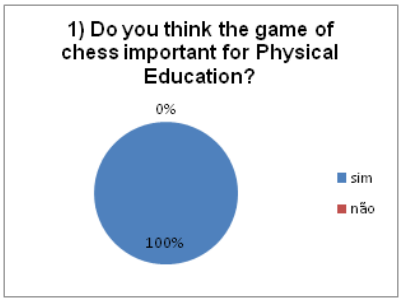
- 25% of rhythmic and expressive activities
- 25% of sports, games, wrestling and gymnastics
- 50% of knowledge about the body

That would be a fundamental divide in schools and that we could form a citizen with a very good knowledge, but that is what is not being done correctly these divisions by teachers where classes are now up to 90% just sports, so we must revise the way we distribute our classes.

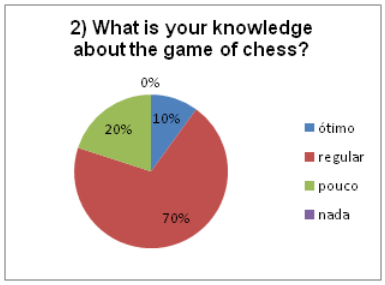
METHODOLOGY

This study began in January 2014, was analyzed and used books, articles and dissertations for so reference it, stressing that it is still a field survey. This research is exploratory, the target audience of this research were the Physical Education teachers working in public schools in the city of Ponta Grossa. The criteria for selection of schools was random. A questionnaire to 10 Physical Education teachers who work in the 5th year of municipal schools-tip was made. The questionnaire contains 6 questions and 4 of them multiple choice, and 2 descriptive, seeking to know which teachers have chess in their educational planning, develop content in their classes, and have a basic knowledge of chess. All questions were transformed into graphic so we can best present the data obtained. In Ponta Grossa have approximately 86 municipal schools that this research was conducted with approximately 12% of those who thus possessed a physical education professional acting.

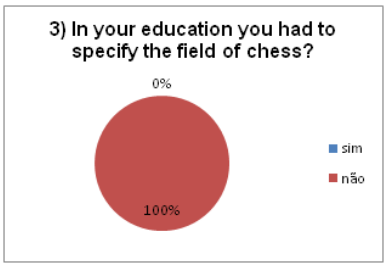
PRESENTATION OF DATA



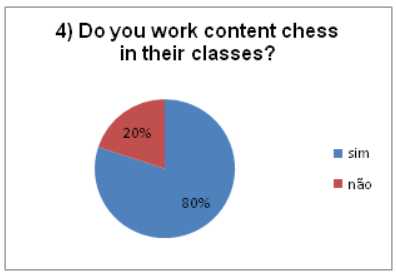
This first question all respondents who think the important game in physical education.



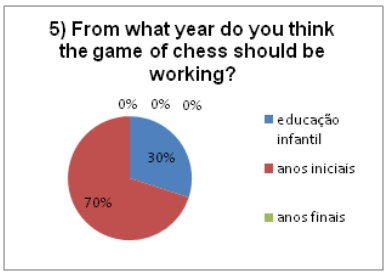
When we speak of knowledge on the subject said that only one of them knew well about the game, the other to know, but of course not so clearly.



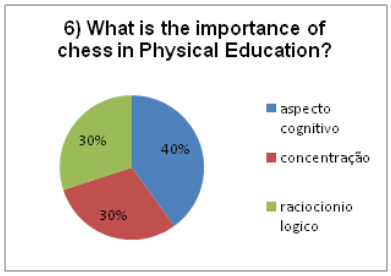
We note in this question that none of the teachers interviewed had a specific area of the discipline that makes it very difficult chess.



Here we note that even they know the importance of the chess game is not working in their classes.



Most teachers think that the best time to be worked chess is in the initial years, 30% reported that it is possible to work in early childhood education.



Each respondent teacher put something different and all were correct in this case because all that has been reported are positive aspects of chess.

CONSIDERATIONS FINAL

We found that the course of our research, we consider that to leave the most popular chess in the schools of the elementary school physical education professional should experience these moments within Higher Education Institutions (HEIs) with this professional may have new concepts about a game that is playful and cognitive difference to those who practice it. When we were doing research in schools in direct conversation with some teachers was the constant complaint about the lack of a specific discipline in schools performing because all respondents did not possess specific knowledge in their undergraduate thereby making those who have run after disposal this knowledge which unfortunately are few interested. We note that the Chess

in the school environment can improve interaction within the classroom, so this clearly in their characteristics which implies students to follow certain directions within a game of chess and thus constant in class back also the teaching of values and respect of self with others, it will make much difference in the attitudes of each at any time. The game itself can bring many features students so that even he realizes, ie, students must play for pleasure to see that in the end the strategy used was good or not and try to improve every game, but for this the student should be able to practice and that it can use this benefit. We suggest further research on the subject, if possible with all the schools of Ponta Grossa to better measure is the practice of school chess is neglected or not.

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THE IMPORTANCE OF THE CHESS GAME IN SCHOOL ENVIRONMENT

ABSTRACT

The objective of this research is to present the importance of play chess in Physical Education for Elementary I having specific objectives present a brief history of the game of chess; emphasize the benefits of chess in the school environment and present a pedagogical possibility for teaching chess in elementary I. The methodology used was to field research exploratory, where a questionnaire was used to obtain the information. The study sought to understand whether chess is being used in an educational way in Physical Education classes and found that this missing property on this specific knowledge on the part of teachers to teach that content within the Physical Education classes.

KEYWORDS: Physical Education, Chess, primary I.

L'IMPORTANCE DU JEU D'ECHECS EN MILIEU SCOLAIRE

RÉSUMÉ

L'objectif de cette recherche est de présenter l'importance du jeu d'échecs en éducation physique pour I primaire ayant des objectifs spécifiques présentent un bref historique du jeu d'échecs; mettre l'accent sur les avantages du jeu d'échecs en milieu scolaire et présenter une possibilité pédagogique pour l'enseignement des échecs à l'école primaire I. La méthodologie utilisée était de champ exploratoire de la recherche, où un questionnaire a été utilisé pour obtenir les informations. L'étude visait à comprendre si les échecs est utilisé de manière pédagogique dans les classes d'éducation physique et a constaté que cette propriété manquante sur cette connaissance spécifique de la part des enseignants pour enseigner ce contenu dans les cours d'éducation physique.

MOTS-CLÉS: éducation physique, Echecs, primaire I.

LA IMPORTANCIA DEL JUEGO DE AJEDREZ EN ENTORNO ESCOLAR

RESUMEN

El objetivo de esta investigación es presentar la importancia del juego de ajedrez en Educación Física para Primaria I tener objetivos específicos presentan una breve historia del juego de ajedrez; enfatizar los beneficios de ajedrez en el entorno escolar y presentar una posibilidad pedagógica para la enseñanza de ajedrez en primaria I. La metodología utilizada fue de campo exploratorio de investigación, donde se utilizó un cuestionario para obtener la información. El estudio trata de comprender si el ajedrez se está utilizando de una manera didáctica en las clases de Educación Física y encontró que este inmueble que faltan en este conocimiento específico por parte de los profesores para enseñar ese contenido dentro de las clases de Educación Física.

PALABRAS CLAVE: Educación Física, Ajedrez, I. primaria

A IMPORTÂNCIA DO JOGO XADREZ NO AMBIENTE ESCOLAR

RESUMO

O objetivo geral desta pesquisa é apresentar a importância do jogo xadrez nas aulas de Educação Física para o fundamental I tendo como objetivos específicos apresentar um breve histórico do jogo de xadrez; ressaltar as vantagens do jogo de xadrez no ambiente escolar e apresentar uma possibilidade pedagógica para o ensino de xadrez no fundamental I. A metodologia utilizada foi à pesquisa de campo de caráter exploratório, onde foi utilizado um questionário para obter as informações. O trabalho buscou compreender se o xadrez esta sendo utilizado de maneira pedagógica nas aulas de Educação Física escolar e constatamos que esta faltando propriedade sobre este conhecimento específico por parte dos professores para ministrar esse conteúdo dentro das aulas de Educação Física.

PALAVRAS-CHAVE: Educação Física, Xadrez, ensino fundamental I.