02 - TRADITIONAL GAMES AND PLAYS ON SCHOOL PHYSICAL EDUCATION CLASSES

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INTRODUCTION

One of the kid's most appreciated and outstanding activity is playing. They like to live activities that provide them to use the freedom of their movements: jumping, running, leap, shout, it means, activities that express liberty and fun. Kids easily find this possibility of motion in games and plays.

These games and plays are delightful providing fun and satisfaction when done, so they are ludic. “Ludic activities are those that provide pleasure through actions that mobilize people who join it” (Translated from: PEREIRA; BONFIN, p. 298, 2009).

Huizinga (2000) understands that the Ludic is a culture's component, not restricted only to humans, but all species. Huizinga (2000, p.5)”the game is a fact older than culture” (translation from Portuguese). Considering that before of humans other animals already were playing games.

> The game is a volunteer activity or occupation, done within determined limits of time and space, followingfreely consented rules, but absolutely mandatory, endowed with an end in itself, accompanied by a feeling of tension and joy and a sense of being different from "everyday life" (Huizinga, 2000, p. 24).

Caillois(1990, p. 29) following the same orientation of Huizing amplify the concept of game from 6 characteristics: open, bounded, uncertain, unproductive, regulated and fictitious.

Into the great “game” family there is the traditional game modality. To Kishimoto (2001) the traditional infant game is part of the popular culture and maintain the production or the achievements of humanity in a specific time of history. This culture, passed from generation to generation, mainly, through oral speech is constantly modified adding new anonymous creation from next generations. According to the author “because it is folkloric element, the traditional infant play assume an anonymous characteristic, traditionalism, oral transmission, conservation, change and universality.”(p. 38)

Currently the electronic toys, television, city's crescent urbanization and the lack of security in the streets brought big changes in the way kids play. It is rare to see kids playing in the same way that their parents or Grandparents used to play.

According to Cairoli (2010) the technological progress limited the infants play, kids spend more time in front of a television, playing games and surfing in the internet than playing traditional games like jumping rope, playing house or playing with a ball. So there is the need to recover these games.

The school now days has been constituted as an environment that transmits knowledge, social values and has a fundamental role transmitting culture. So the physical educations has as objective teach and transmit the knowledge related to the body culture at school, it has a fundamental role in the cultural development of traditional games and plays. The National curriculum standards suggest to “The infants games in a general way” be developed as a content at Physical education classes (BRASIL, 1997, p. 37). Given this, it was investigated the content of traditional games and plays on school physical educations classes of Mossoró-RN municipal's fundamental schools. The objective was verify how many teachers include this subject in their classes and identify the difficulties faced by docents to develop the subject.

METHODOLOGY

The research is descriptive with a qualitative approach. Initially, it was done a data collection with Mossoró Municipal Secretary of Education, a collection containing the schools that teachers teach Physical Education in Fundamental school and the quantity of teacher for each school.

The population was composed by twenty-eight teachers, but only one teacher from each school was interviewed. The selection criteria was based on seniority. The teacher with biggest seniority on basic education was invited to be interviewed, considering that this aspect involves a bigger experience from the docent and this would enrich in qualitative terms the investigation, so 12 teachers were interviewed, each docent was identified as a number from 1 to 12, in order to protect their personal information. All teacher received the consent form, also to opportunity to join it or not.

The data collection was done through a semi-structured interview with the teacher at their work place, in a reserved room selected by them. The answers were transcribed and analyzed using Bardin content analysis (1979). The analysis stages were: pre-analysis, exploration of data and results treatment and interpretation.

RESULTSAND DISCUSSION

The content traditional games and plays, and the difficulties of integration into pedagogical practice of teachers

The teachers interviewed recognize the importance of traditional games and plays at their classes, but it is notorious the difficulty to make it gain some space in classes' schedule.

Ten teachers have already tried to insert this subject in their classes. Two other made it clear that didn't tried it, and they mention their difficulties with it. One says that he doesn't insert in the class activities because the kids don't accept it, and the other teacher blames the Municipal schools, due to the fact that they haven't had a physic education teacher for the new kids for long time so the kids now don't have the abilities for it.

The difficulties with the content are expressed when the teacher 6 says:

“I try to use it, and within it I increase the complexity to include the sport. They make a tight bond with sports, for them a ball is essential. Though the ludic eu try to adapt the class to include the sport”.

The teacher 11 shows compromise with the development of the subject in his classes, despite the difficulties:

“I have tried.It is important to mention that it is not easy because they kids dont live it. They didn't had physical education before. There are teachers, even co-works, which have the habit of simply give a ball to the kids and let them free play

with it. There is a difficulty from our side, I negotiate with the kids, one class they have free recreation and on the next class I do it my way. I have tried, but until now it has not been the way I would like."

According to the teachers the difficulty to work with traditional games and plays is the fact that kids didn't had physical education on their childhood education with a specialized teacher, also the self-indulgence of teachers from previous classes to simply let the classes be a free recreation, without planning and guiding the kids in specific contents regard body culture, no innovation in the teaching practice and the practice of students in thinking about physical education as a free to playing with a ball class.

Another difficulty is the strong influence of sports culture particularly competitive games that are very widespread in school.The biggest part focus on teaching game as a secondary way to develop abilities for sport. Despite the teachers mention the traditional games used in their pedagogical practice, there isn't much variation of this subject, it shows that they don't diversify and search for innovate the teaching method regard the using games.

Rangel and Darido(2008, p.170) suggest a pedagogical proposal of the content game, as a game played (reproduction of games transmitted from generation to generation), where one of "the reasons must be the possibility of keep the traditional culture, reproduce the culture that has produced it […]". "The second reason that justify to reproduce it is the possibility of perpetuate its originality". The game transformed (transform the games already know by the students) and the created games (inventing new ways to play with new goals, rules, forms of organization, material and playing time).

It is understood that the School Physical Education should not be restricted only to provide students with the experience of that content, but that they create opportunities to experience and learn about the different contents of physical culture and for this pedagogical practice and the commitment of teachers is crucial.

According to Segundo Silva and Sampaio (2012), limit the physical education classes to only one content can result in severe loss for the kid's corporal experience, also for the development of physical culture movement and health education and leisure.Following this idea, it is believed that by providing the experience of different contents students therefore increase the knowledge and recognition of the different body practices so in the future it may be usedinsearch of a better quality of life.

The teacher is a mediator, facilitator and transmitter of knowledge accumulated by humanity. So if you see an omission not to transmit such content, relying on non-acceptance of students. The Physical Education needs to change the view of be only a complementary activity, seen only as a practical activity done without a proposal. The Physical Education unlike the other disciplines focus their teaching on procedural dimension (BARROSO; DARIDO, 2009).

Rinaldi, Lara e Oliveira (2009, p. 224) emphasize the importance that the game is in Physical Education for cultural education and valuing cultural diversity of children. To the authors:

> The work at school with games like cat and mouse, hopscotch, "Scarf Behind" "sieve" slaves of Job, "Skips Carrion," among other games, it is a way of valuing human cultural diversity, highlight your sign, music, history, rhythm, social, creative and expressive aspects.

CONCLUSION

The study presented shows that ten out of twelve teacher interviewed do insert or try to insert the traditional games and plays in their classes. But the docent have difficulties to teach the content, because the students are used to the sport and the classes as free recreation, typically when the teacher only handle them a ball and let them free. As seen, the teachers utilize traditional games and plays as a secondary way to achieve improvements in sports. It is clear that they don't make it seeking the redemption of the games played in the previous generations, not showing the kids the values that these games have in their life.

The teachers need to review their pedagogical practice regard utilize the content game. Every kid plays, either in his house or in the streets. At school the docents need to give a meaning to the game, show the kids that the game has a meaning, a history, it is a collection that comes from previous generations and it needs to be passed to next generations. This way, the classes would be meaningful for the kids and most probable would have a greater participation from them.

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ABSTRACT

One ofthe kid's most appreciated and outstanding activity is playing. They like to live activities that proportion them to use the freedom of their movements: jumping, running, leap, shout, it means, activities that express liberty and fun. Kids easily find this possibility of motion in games and plays. Investigating the content of tradition games and plays on school physical education classes of Mossoró's elementary school.The objective was to verify how many teachers include this subject in their classes and what are the difficulties faced to develop this subject. Data sample was done through a semi-structured interview.

The answers were transcribed and thenanalyzed using Bardin's content analysis (1979). The analysis stages were: pre-analysis, exploration of data and results treatment and interpretation. Results suggest that most of the teachers uses traditional games and plays, but they have difficulties in this matter. Also it is used in a limited way and it is meaningless for the student.

KEYWORDS: Traditional games, Plays, Physical Education.

JUEX ET BLAGUES TRADITIONELS DANS COURS D'ÉDUCATION PHYSIQUE À L'ÉCOLE

RÉSUMÉ

Une des activités le plus cher et inoubliable pour les enfants. Ilsaiment à vivre desactivités quiof frentlaliberté de sesmouvements:salter, currir, crier, à savoir, lesactivitésqui se exprimerentoute liberté et de plaisir.L'enfanttrouvelapossibilité de se déplacer facile mentdansles jeux. Contenu de jeux tradition nelsdansles classes d'éducation physique à l'école primairedanslaville de Mossley-RN a étéétudiée. Cetteétude a évaluécombien d'enseignantsbcomprennent cesujetdansleurs classes et quellessontles difficultés rencontrées par eux pourdévelop percecontenu. Lesdonnéesontétérecueillies par lebiais d'unentretiensemi-structuré. Les réponses desentrevuesonté tétranscritese tanalysé esenutilisan tlatechnique de l'analyse de contenu de Bardin (1979).Étapes de l'analyse de contenusont les suivants: unepré-analyse, l'explorationet le traitement matériel et l'interprétation des résultats.Les résultatsont montréque la plupart des enseignantstravaillent avec les jeux de matièresetblagues traditionnels, maisont des difficultés à travailler. Ilestutilisé de manièrelimitée, et sans le vouloir pour les étudiants.

MOTS-CLÉS: JeuxTraditionaels, Blagues, Éducation Physique.

JUEGOS Y JUGUETES TRADICIONALES EN LAS CLASSES DE EDUCACIÓN FÍSICA

RESUMEN

Una de lasactividades más apreciables y memorables por losninõsesel jugar. A ellos lesgusta vivir experiencias conactividades que les proporcionem lalibertad de sus movimientos: saltar, correr, vocear, o sea, actividades que se expresen com libertad y divertimento. Los ninõs encuentran esaposibilidad de movimiento fácilmente enlosjuegos y joguetes.Fue investigado elcontenido de losjuegos y jugue testradiciona les enlasclases de Educación Física, enlaEnsenãnza Fundamental I enlaciudade de Mossoró-RN. Se pretende verificar cuántos profesores incluyenese tema ensusclases e cuálessonlas dificultades que enfrentan para desarrollaresecontenido. La recopilación de datosocurrió a través de una entrevista semiestructurada. Las respuestas obtenidas, a través de las entrevistas, fueron copiadas y analizadas a través de la técnica de análisis de contenido de Bardin (1979).Las etapas para el análisis de contenido fueron: una pre-análisis, exploración del material y tratamiento de los resultados e interpretación. Los resultados mostraron que la mayoría de los profesores trabaja con el contenido juegos y juguetes tradicionales, pero lienen dificultades en trabajar. Este es utilizado de manera limitada y sin significado para el alumno.

PALABRAS CLAVE: JuegosTradicionales, Juguetes, Educación Física.

JOGOS E BRINCADEIRAS TRADICIONAIS NAS AULAS DE EDUCAÇÃO FÍSICA ESCOLAR

RESUMO

Uma das atividades mais apreciadas e marcantes pelas crianças é o brincar. Elas gostam de vivenciar atividades que proporcionam a liberdade de seus movimentos: pular, correr, saltar, gritar, ou seja, atividades que se expressem com liberdade e divertimento. A criança encontra essa possibilidade de movimentação facilmente nos jogos e brincadeiras. Foi investigado o conteúdo de jogos e brincadeiras tradicionais nas aulas de Educação Física no Ensino Fundamental I na cidade de Mossoró-RN. Objetivou-se verificar quantos professores incluem esse tema em suas aulas e quais são as dificuldades enfrentadas por eles para desenvolver esse conteúdo. A coleta de dados ocorreu através de uma entrevista semiestruturada. As respostas obtidas, através das entrevistas, foram transcritas e analisadas através da técnica de análise de conteúdo de Bardin (1979). As etapas para a análise de conteúdo foram: uma pré-análise, exploração do material e tratamento dos resultados e interpretação. Os resultados mostraram que a maioria dos professores trabalha com o conteúdo jogos e brincadeiras tradicionais, mas tem dificuldades de trabalhar. Este é utilizado de forma limitada e sem significado para o aluno.

PALAVRAS-CHAVE: Jogos Tradicionais, Brincadeiras, Educação Física.