03 - THE GAME AND INTERPERSONAL RELATIONS IN SCHOOL

EMANUELA ELENA DE SOUSA LOPES[1];
GERIAN LOPES DO NASCIMENTO;
HYORRANA RAYANNE DE OLIVEIRA SANTOS[1];
ANA PAULA KNACKFUSS SILVEIRA[2]
1 - Universidade do Estado do Rio Grande do Norte - Mossoró/RN - BRASIL
2 - Hospital das Clínicas de Porto Alegre-Porto Alegre/RS
emanuelaelena93@gmail.com

doi: 10.16887/85.a2.3

INTRODUCTION

The game in its various aspects can play a driving role in the process of development and learning of children. This happens because the child in the beginning of development, live in a constantly changing environment and immense amount of objects that she does not know and does not dominate. It is in this context that the game gets a glimpse as an ideal learning tool, in that it proposes to stimulate student interest (ALVES; BIANCHIN, 2010).

Playing, the child can not only have fun, but also becomes a more active member in the environment they live in, acquiring and testing capabilities and creativity in an integral way both at school and in society (PAULA; FARIA, 2010).

The game is not just a "hobby" to distract students instead meets a basic requirement of the body and takes place of extraordinary importance in school education(TEZANI, 2006).

According Venditti e Iavorski, (2008), games and jokes are present at all stages of life of human beings, especially making its existence, the play adds an essential ingredient in the relationship between people, allowing creativity to flourish. Knowing the game is recognized as a means of providing the child with a pleasant, motivating, planned and enriched environment that enables learning various skills, also working performance inside and outside of the classroom.

The game played in classes from kindergarten may enable the construction of autonomy, dealing with feelings and challenges within this theme aims to analyze the game as a tool in interpersonal relationships of children of kindergarten, the teachers' perception of Colégio Diocesano Santa Luzia, in the town of Mossoro.

RESULTS AND DISCUSSION

With regard to social inclusion, the study participants indicated that:

"The game is very important for children's development, as it helps in many ways besides facilitating group work (...) as well as interaction with other children and their affection."

"The game has everything to do with development of the child as it rotates around the body, as well as games, role plays, the stories, etc. He contributes in every capacity, cooperativity, respect, affection, socialization ".

"The game certainly enables social inclusion, as well as socialization, in aspects: cognitive, motor and emotional child, as well as the interaction and cooperation."

"Certainly the game enables social inclusion, it helps in the socialization of children, in the aspect of playfulness, the collective, is an attractive way to have the students' attention. It also allows interaction, conflict resolution, so children approach and create a satisfying relationship ... ".

"The game provides a good relationship between people, it can help to develop their skills, their motors and social aspects, as well as understanding others."

According Alves e Bianchin (2010), the game earns a place as an ideal learning tool, in that it proposes to stimulate student interest. The game helps to build your new skills and symbolizes a pedagogical tool that leads the teacher to the condition of the driver, sponsor and evaluator of learning.

According Piccolo (2010), the games are transformed into a mechanism, facilitator and amplifier of social relations among children, setting not only ways of thinking but also ways to feel, see, smell, groping, walking, jumping, laughing, crying, kicking.

To Farias (2009), child's play, initially egocentric and spontaneous, is becoming increasingly a social activity, in which interpersonal relations are fundamental, which assist in the knowledge acquisition process. Through play the child exercises the ability to cope with distressing feelings and challenges, seeking ways to manage everyday situations. But besides this educational value, which is inherent to the game has been used as a teaching resource, and serve as a resource in the teaching-learning process.

According Hermida (2009), symbolic play can be considered one of the most significant and specific to be worked with children who are in preschool content.

The face to face interaction between private individuals plays a key role in building the human being, because it is through real interpersonal relationship with others in the group that will be arriving to internalize culturally established forms of psychological functioning (TEZANI,2006).

With regard to affectivity, intervieweds report that:

"The game helps children learn to cooperate with each other to facilitate some of the everyday challenges as setbacks, fights during games and can identify strengths in various aspects of child development."

"During the games we can observe some common situations as some children quiet, others that do not want to engage with other students and to address certain situations, I call the whole class and decide what we will do for that child to interact, ie, we decisions as a group that facilitates conflict resolution... Games with the children respect the boundaries of others (...) the whole process of banter and games develops with the child especially with playfulness, all this also depends on the language teacher to speak and express themselves with the children. "

"The game helps the child in various situations where teamwork, as well as interaction with other children and their affection, in which children learn to cooperate with each other to facilitate some challenges encountered in everyday life as it is necessary, defeats, fights and wins. "

"The game makes a child more solidary work a lot with the proposal that the school is moving axis, the axis of the song, it makes children more aware to help others (...) there is still some who can not lose, and the teacher should teach that there is no one better or worse than anyone else, and early work these situations the child grown up every day with a little awareness about the defeat and victory. "

When children play near several cultures, some games have some rules and with the help of a teacher, so it is possible to find some disputes, but with the help of the educator the situation can be reversed, because the game is fun, and the interaction happens almost every time. "

According Alencastro (2009), affection is very much present in the learning process, especially when it comes to early childhood education. She is a facilitator of this process and the teacher a mediator. In this phase, the construction of the boundary is very important for the formation of a citizen with rights and individual consciousness that also has duties.

According to Paula and Faria (2010), affectivity plays a crucial role in people's lives and forms a link in the Student-Teacher relationship. Although different in nature, affection and cognition are inseparable, dissociated in all symbolic and sensorimotor actions.

According to Farias (2009), through the emotional bond that, in the early years, the child will have access to the symbolic world and thus conquering significant advances in the cognitive framework.

According to Silva, Pessolato and Turatti (2011), affectivity follows the individual from conception and physiologically based infant mental stages that follow.

As for the social contribution of the game during class educators who speak:

"When children play, approaching various cultures, it is during the games can be seen as some common situations, inhibited children, quiet, others who do not want to get involved, and to solve certain situations, some teachers tend to involve the whole class to take decisions together. "

"The game is very important for any child, because children with him converse, argue, play, cry, everything is part of the socialization of children. These moments give fundamental to the socio-emotional development of children. "

"The proposed school is socio-interacionitista, ie, the child's development work through the body, through games, games ... All the teachers work the shaft movement in the classroom, it helps us all development works child (...) I go over the room I teach in the play area, on the field, court, park, and I still find myself suffocated, because I like a lot of space, but I think the wonderful space here. "

"The game transforms the child helps his sensitivity, interaction, respect, socialize, have some critical decisions, or learn to live with the social world we live in."

"The game helps both socially and emotionally."

The school is much more than just a physical space that the child should get used since it is here that students acquire various skills, numerous situations satisfactory or not, which will help develop their personality through social interaction in activities in the classroom, banter in the park and / or in appropriate environments, which are essential to facilitate interpersonal relationships, early emotional ties, social, cognitive development and respect for the rules (SILVA, 2010).

According to Farias (2009), the social character of the life of human beings is a process, a building of which every individual participates in relationship with others. Relations between people are mediated by the institutions where they live, the classes and categories they belong to and the interests and powers they hold.

For Kishimoto (2001), one can not think of development of the child without entering the body. Early childhood education has forgotten that the body is the first toy.

The game and the teacher's role in the socialization process of children:

"The teacher should show the child, namely, handle victory (without humiliating who wins) and defeat (encouraging that next time she will try to improve)."

"It is the right of the teacher to teach and educate its entrants in the small initial series realizations especially in relation to the next and the game makes it easier for that to happen."

To Paula and Faria (2010), the educator is undoubtedly the master piece that truly educating process and should be viewed as an essential and fundamental element. The larger and richer is your life story and professional, the greater the possibilities of performing an effective democratic practice that educates positively.

According to Carvalho and Serrão (2011) the educator, while personal and interpersonal development agent must take into account the requirements and the importance of their teaching, conducting adequate planning for the development of the teaching and learning of children.

According to Farias (2009), the teacher comes to represent a favorable or unfavorable bond with a certain type of knowledge. Interpersonal exchanges are frequent and permeate any learning procedure.

CONCLUSIONS

The game enables social inclusion, it contributes to all capabilities and skill of the child, thereby facilitating collective work, helps the child live with playfulness, affection and socialization satisfactory or not situations, thereby contributing to the healthy development of the child.

The whole process fun and games with the child develops mostly with playfulness, for it to happen, it all depends on the teacher's language, how to speak and express themselves with the same.

To resolve certain situations, the game can give the possibility to make the child a being responsible, critical, and since these small points are working in the child, it will grow less frustrated and uninhibited adult.

Therefore, we conclude the game, in the opinion of the teachers investigated, is an important and necessary in interpersonal relationships of children of kindergarten tool because it contributes to the development of the child in the ways engines, intellectual, social, psychological, triggering values in the formation of his character, thus facilitating group work, the cooperativity, affection and social interaction of children.

REFERENCES

ALENCASTRO, C.E. Relationships with affectivity in early childhood education. Porto Alegre: UFRGS, 2009.

ALVES, L; BIANCHIN, M.A. The game as a learning resource. Revista psicopedagogia, v. 27, n. 83, p. 282-287, 2010.

CARVALHO, C; SERRÃO, M. What early childhood educators say about the game. Revista Ibero-americana de Educação, v. 5, n. 55, 2011.

FARIAS, C.H.B. Interpersonal relationships: a study of conflict and its implications on school practices of teachers in the early years. IX Congresso Nacional de Educação-EDUCERE. III Encontro Sul Brasileiro de Psicopedagogia. 26 a 29 de outubro 2009.

HERMIDA, J.F. Symbolic play in early childhood. Revista Brasileira de Docência, Ensino e Pesquisa em Educação Física, V. 1, n. 1, p.176-192, 2009.

JUNIOR VENDITTI, R.; IAVORSKI, J. A ludicidade no desenvolvimento e aprendizado da criança na escola: reflexões sobre a Educação Física, jogo e inteligências múltiplas. Revista Digital, n° 119, 2008.

KISHIMOTO, T. M. The LDB and institutions of early childhood education: challenges and perspectives. Revista Paulista de Educação Física, supl.4, p.7-14, 2001.

PAULA, R.S; FARIA M. A. Afetividade Na Aprendizagem. Revista Eletrônica Saberes da Educação, v. 1, n 1, 2010

PICCOLO, G, M. The game by a cultural-historical perspective. Revista. Bras. Ciência Esporte, v. 31, n. 2, p. 187-202, 2010.

SILVA, J.I. Analysis of interpersonal relationships in the classroom of physical education. Revista da Graduação, v. 3, n 1, 2010.

SILVA, M.M; PESSOLATO, A.G. T; TURATTI, M.S. The importance of affection in the child's education. Revista da Universidade Vale do Rio Verde, v. 9, n. 2, p. 129-142, 2011.

TEZANI, T.C.R. The game and the processes of learning and development: cognitive and affective aspects. Educação em revista, v.7, n.1, p.1-16, 2006.

Rua Luiz Ludugero, 82, Abolição II.
ZIP CODE: 59.612-150 - MOSSORÓ/RN.

THE GAME AND INTERPERSONAL RELATIONS IN SCHOOL

ABSTRACT

The game has an important educational role in the child's life as a citizen who will be developing, knowing the world , interacting and building from social exchanges that will establish . The present study with descriptive characteristic of a case study aimed to analyze the game as a tool in interpersonal relationships of children in the Children's perception of teachers teaching the Diocesan College Santa Luzia , in the Mossoró City -RN . Type of structured interview was used as a tool for data collection. The results indicate that the game , in the opinion of teachers investigated , can be used in the interpersonal relationships of children of kindergarten , because it is an important and necessary tool for child development in the aspects , motor , intellectual , social , psychological , values triggering the formation of his character , thus facilitating group work , the cooperativity , affectivity and social interaction of children.

KEYWORDS : interpersonal relations , play, child

LE JEU ET LES RELATIONS INTERPERSONNELLES À L'ÉCOLE

RÉSUMÉ

Le jeu a un rôle éducatif important dans la vie de l'enfant en tant que citoyen qui va développer, connaître le monde, d'interagir et de construire des échanges sociaux qui établiront. La présente étude avec une caractéristique descriptive d'une étude de cas visant à analyser le jeu comme un outil dans les relations interpersonnelles des enfants dans la perception qu'ont les enfants de professeurs qui enseignent le Collège diocésain Santa Luzia, dans la ville de Mossoró -RN. Type d'entrevue structurée a été utilisée comme un outil de collecte de données. Les résultats indiquent que le jeu, de l'avis des enseignants de l'enquête, peut être utilisé dans les relations interpersonnelles des enfants de la maternelle, parce que c'est un outil important et nécessaire pour le développement de l'enfant dans la aspects, moteur, intellectuel, social , psychologique , valeurs déclenchant la formation de son caractère, facilitant ainsi le travail de groupe, la coopérativité, l'affectivité et l'interaction sociale des enfants .

MOTS-CLÉS : les relations interpersonnelles , le jeu, l'enfant .

JUEGO Y RELACIONES INTERPERSONALES EN LA ESCUELA

RESUMEN

El juego tiene un papel educativo importante en la vida del niño como ciudadano que se desarrolla, conocer el mundo, interactuar y construir a partir de los intercambios sociales que establezcan. El presente estudio con característica descriptiva de un estudio de caso tuvo como objetivo analizar el juego como una herramienta en las relaciones interpersonales de los niños en la percepción de los Niños de maestros trabajando el Colegio Diocesano de Santa Luzia, en la localidad de Mossoró - RN. Tipo de entrevista estructurada se utilizó como herramienta de recolección de datos. Los resultados indican que el juego, en la opinión de los docentes investigados, se puede utilizar en las relaciones interpersonales de los niños de jardín de infantes, ya que es una herramienta importante y necesaria para el desarrollo del niño en el aspectos, motor, intelectual, social, psicológica, valores que desencadenan la formación de su carácter, lo que facilita el trabajo en grupo, la cooperatividad, la afectividad y la interacción social de los niños.

PALABRAS CLAVE: las relaciones interpersonales, el juego, los niños.

O JOGO E AS RELAÇÕES INTERPESSOAIS NA ESCOLA

RESUMO

O jogo tem um importante papel educativo na vida da criança enquanto cidadão que vai se desenvolvendo, conhecendo o mundo, interagindo e se construindo a partir dos intercâmbios sociais que vai estabelecendo. A presente pesquisa com característica descritiva do tipo estudo de caso objetivou analisar o jogo enquanto ferramenta nas relações interpessoais das crianças, na percepção dos professores do ensino Infantil do Colégio Diocesano Santa Luzia, na cidade de Mossoró-RN. Foi utilizada como instrumento de coleta de dados, uma entrevista do tipo estruturada. Os resultados obtidos apontam que o jogo, na opinião dos professores investigados, pode ser utilizado nas relações interpessoais das crianças do ensino infantil, pois ele é uma ferramenta importante e necessária para o desenvolvimento da criança nos aspectos, motores, intelectuais, social, psicológico, desencadeando valores na formação de seu caráter, assim facilitando o trabalho em grupo, a cooperatividade, afetividade e o convívio social das crianças.

PALAVRAS-CHAVE: Relações interpessoais, jogo, criança.