84 - IDENTIFICATION OF THE PRACTICES OF LEISURE CHILDREN APODIENSES

CLAUDIA SUELLY ALVES DA SILVA MORAIS
EVERTON EDUARDO TEIXEIRA DE MORAIS
JASSUÉLIO LEITE DE MORAIS

doi: 10.16887/85.a2.84

INTRODUCTION

The World Association for Leisure and Recreation (World Leisure and Recreation Association - WLRA), the International Charter on Education for Leisure, believes that leisure promotes health and the general welfare, ie, is a resource for improving the quality of life, encompassing a state of physical, mental and social well-being. Stresses that leisure should include freedom of choice, creativity, satisfaction, and increase enjoyment of pleasure and happiness.

In the view of Marcellino (1995), the concept leisure reveals some difficulties because of lack of unanimity about their meaning, either at common sense level or at the level of scholars and practitioners working in this area.

The act of playing is a practice done by all children, regardless of socio-cultural context in which it is inserted. Introduced early in their daily lives, it becomes a very rich tool for their learning. Thus it is crucial that parents and educators value the play not only as a pass time, but as an aid in different types of learning.

Throughout history researchers and scholars have been busy studying about the importance of play. Bringing this significant contributions form proving its importance in children's development, particularly in the school context. In such institutions, the fun and games used as educational resource. Besides being a fun way to show arouses the child's curiosity and contribute to the development of children's skills, involving aspects: cognitive, social, motor, language, affective, among others, in addition to enabling the child to experience a meaningful and enjoyable learning contact with the various forms of play.

The pleasure is dependent on education, cultural patterns, the opportunities the community offers, as well as the socioeconomic conditions of the family. Thus, leisure reflects the cultural values of the family, and that is the status (PEREIRA, 1993).

Seeking a definition of joking, playing inside and outside school, free and directed play, traditional games and make-believe. We will also discuss some contributions of play in child development in part, with regard to social interaction and language, cognitive, emotional and physical-motor skills.

In this study we aim to investigate what leisure practices used by children Apodi. In order to assist them in the use of more favorable practices to their human development.

Childhood is a rich time for social learning, is a dynamic period characterized by many beginnings of learning, but very few complete learning in the development of attitudes and social interactions.

Modern society, according to some authors, requires new types of learning, based on anticipation and participation. Anticipation towards teaching people how to solve problems, develop plans and evaluate future consequences. Participation refers to the development of individual skills to make the initiatives which requires cooperation, dialogue, communication, reciprocity and empathy. Education should play a role in his spare time.

Dumazedier (1988) described leisure as an integral part of education, as "their hidden phase". It is the learning that results of the motivations, personal experiences and their representations. Leisure time appear associated with a context of life (habitat) and are influenced. This medium can be used as a source of learning or as negative force weakening and limiting growth in particular leading to marginalization and destruction.

Self voluntary formation occurs inside and outside the school, turning spare time into learning time permanent with more or less success according to the initial school level and the "cultural capital" of the social environment.

OBJECTIVES

Thus aiming at the development of the child, analyze the practices of leisure of children in the city of Apodi - RN and its influences on infant development, seeking new knowledge on this subject. And for that, will be the next question. What are the current practices of leisure of children and how it can affect your integro development?

METHODOLOGY

The research took place in the city of Apodi - RN, had the population of all students 6, 7 and 8 year-olds enrolled in public, private and philanthropic urban schools in that city. The sample consisted of 96 students, the research took place during the first half of 2014.

To collect a questionnaire composed of 10 questions with multiple choices and can choose more than one alternative was used. Questionnaires were distributed and collected together with the clarifications and consent, in the months of April and June 2014, and the data stored in an Excel spreadsheet for analysis.

FINAL REMARKS AND SUGGESTIONS

To this extent, it is necessary that physical activity constitutes a positive experience which awakens fond memories. The school and, especially, the discipline of Physical Education should foster the taste, desire and competence in performing sports activities. And for that to happen it seems important that the conduct of physical and sporting activities the child is able to achieve in everyday practical oriented teaching principles aimed at inclusion, success and autonomy.

It is essential to enhance the cultural role of physical activity with the child, diversify offerings conditions suitable for sports use of free time, especially for social groups with greater difficulties of accessibility; as well as putting the child at the center and in the direct ratio of its own activities, which supposes to be considered not only as consumers but also as manager and promoter of its own activities in which it participates.

We believe that should be a concern of Municipalities introduce themselves, and within the limit of its possibilities in the situation of willingness to support, stimulate and congregate wills, ways and means of improving the conditions for the provision of leisure practice within schools (playgrounds), cooperating with the institutional body responsible for making as well as in outdoor leisure spaces (playgrounds).

It is relevant that the Municipalities intervened in the planning and systematization of the urban spaces in the defense of environmental balance in qualifying spaces for recreation and leisure, giving urban living ways and means of quality and overall wellness.

BIBLIOGRAPHIC REFERENCES

Antunes, et al MARIA RUBIA. (2003). The importance and the preference of recreational activities for the development of children in preschool. Ludens.Vol 17, No 2 Lisbon. Department of Sport Sciences / School of Human Kinetics.

BEARD, C. et al. Child and youth organization of free time.Madrid: Lisbon: Livros Horizonte. (1999).

BRUNO CARVALHO et al. Leisure of children living in closed condominium and living in other types of residences. Work psychology to the University of Brasilia - DF, 2000.

DRIVER, S. E, Tocher, FR The Child and Toys. Lisbon: Editorial Stamps. (1974).

DUMAZEDIER, CF cultural revolution of free time Lisboa: Livros Horizonte. (1988).

MARCELLINO, CR The influence of social factors. Notebook social analysis, Campinas - SP, 1995.

MOTA, DV Identification of leisure practices: a study with children of the 1st cycle of basic education of Chaves. University of Minho, August 2005

PEREIRA, B.O .; NETO, C. Childhood and leisure practices. Notebook social analysis, Braga, 1997.

PEREIRA. B. O. The leisure and human development.JournalofPsychology, Braga, 1993.

IDENTIFICATION OF THE PRACTICES OF LEISURE CHILDREN APODIENSES

ABSTRACT

Leisure is important for all individuals, but for children is a fundamental activity for development, social integration and creation of a horizontal attachment, or attachment with children of the same age, which will be able to grasp concepts like cooperation, competition and privacy. The aim of this study was to identify the practices of children's leisure Apodi to examine whether leisure is influencing children in their development. Descriptive - for such analysis, a field survey was conducted quantitative trait. A questionnaire with 10 multiple choice questions, 96 students participated in the survey aged 6, 7 and 8 years studying 1st and 2nd year of elementary school I was applied, the results showed that children's leisure practices though are made below what is needed for the development of children.

IDENTIFICATION DES PRATIQUES DE LOISIRS ENFANTS APODIENSES

RÉSUMÉ

Loisirsest important pour tous les individus, mais pour les enfantsestuneactivitéfondamentale pour le développement, l'intégrationsociale et la création d'un attachement horizontal, ouune pièce jointe avec des enfants du mêmeâge, qui sera en mesure de comprendre des concepts commecoopération, la compétition et la vie privée. Le but de cetteétudeétaitd'identifier les pratiques de loisirs des enfantsApodid'examinersi les loisirsinfluesur les enfants dansleur développement.Descriptif - pour unetelleanalyse, uneenquête de terrain aétémenéecaractèrequantitatif. Un questionnaire de 10 questions à choix multiples, 96 étudiantsontparticipé à l'enquêteâgés de 6, 7 et 8 annéesd'études 1ère et 2ème année de l'écoleélémentaire I a étéappliquée, les résultatsontmontréque les pratiques de loisirs des enfantssontbien fait ci-dessousce qui estnécessaire pour le développement des enfants.

MOTS-CLÉS: loisirs, enfants, enseignementprimaire I.

IDENTIFICACIÓN DE LAS PRÁCTICAS DE OCIO INFANTIL APODIENSES

RESUMEN

El ocioes importante para todas las personas, pero para losniños es una actividad fundamental para eldesarrollo, laintegración social y lacreación de unarchivo adjunto horizontal, o unarchivo adjunto conlosniños de lamismaedad, que será capaz de entender conceptos como lacooperación, lacompetencia y laprivacidad. El objetivo de este estudiofue identificar laspráctica de ocio de losniños Apodi examinar si elocio está influyendoenlosniñosensudesarrollo. Descriptivo - para este tipo de análisis, unestudio de campo se llevó a cabo de rasgos cuantitativos. Uncuestionariocon 10 preguntas de opciónmúltiple, 96 estudiantesparticiparonenlaencuesta de 6, 7 y 8 años que estudianprimero y segundo año de laescuela primaria que se aplicó, los resultados mostraron que laspráctica de ocio de losniños, aunque se hacen por debajo de lo que se necesita para eldesarrollo de losniños.

PALABRAS CLAVE: ocio, niños, Educación Primaria I.

IDENTIFICAÇÃO DAS PRATICAS DE LAZER DAS CRIANÇAS APODIENSES

RESUMO

O lazer é importante para todos os indivíduos, porém para as crianças é uma atividade fundamental para o desenvolvimento, integração social e criação de um apego horizontal, ou seja, o apego com crianças da mesma idade, o qual a fará capaz de assimilar conceitos como cooperação, competição e intimidade. O objetivo deste estudo foi identificar as praticas de lazer das crianças de Apodi – RN, para analisar se o lazer das crianças está influenciando no seu desenvolvimento. Para tal analise, foi realizada uma pesquisa de campo de característica quantitativo – descritiva. Foi aplicado um questionário com 10 perguntas de múltiplas escolhas, participaram da pesquisa 96 alunos com idade de 6, 7 e 8 anos cursando 1º e 2º ano do ensino fundamental I, os resultados obtidos mostraram que as praticas de lazer das crianças apesar de realizadas, ficam aquém do necessário para o desenvolvimento das crianças.

PALAVRAS-CHAVE: lazer, crianças, Ensino Fundamental I.