112 - GAMES FROM POPULAR CULTURE IN THE PHYSICAL EDUCATION CLASSES AT SCHOOL

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INTRODUCTION

The Popular culture distinguishes the way of life of a population, through their dances, games, toys, games, typical food, religion, among others; it can be seen from two conceptions. The first, take care of every aspect of a social reality, which means, it refers to everything that characterizes the social existence of a people. The second refers, more specifically to knowledge, ideas and beliefs that exist in this social environment (SANTOS, 1994).

According to Brandão (1982) the folklore is public, anonymous, collectivized, traditional and persistent, functional to their culture and can be modified. It differs also to be communicated orally from one person to another, from one generation to the next by imitation, without a kind of formal organization of teaching-learning situations (FRIEDMANN, 1996). In addition, it is considered that the children's folklore is the manifestation of the natural wealth of the child: their physical potential, motor, sensory, intellectual, emotional and social.

In this context, we can observe that the game is one of the most effective tools to this development, because, according to a group of authors (2002), the game is something invented by the human that in its intentionality and curiosity results in a creative process to modify, imaginatively, the reality and the present, satisfying, in particular, the need for "action" of the child.

Huizinga (1980) considers the game an activity or a voluntary occupation, exercised within certain and determined limits of time and space, according to rules freely consented, but definitely mandatory, that has an end in itself, followed by a feeling of tension, joy and an awareness of being different from the daily life.

Talking about the traditional games, Friedmann (1996) says they are related to the cultural production of a given population, accumulated through a long period of time, being built spontaneously by the children, varying rules from one culture to another. Awad (2006) increases the discussion saying the popular children's games are usually developed in the streets, in yards, vacant lots, in schoolyards and practiced, most often by children of low-income classes.

For Kishimoto (1992), the popular games are not innate, but a social achievement that is transmitted from the more experienced to the less experienced, however, this reation is cut when the child enters school. In this context, the child goes through a homogenizing process, in which cannot have contact with older children, more experienced. This situation is prejudicial, because this kid is wasting the opportunity of developing skills in new games.

Thus, the traditional game is part of the recreational and cultural heritage of the kids, and it express values, customs, possibilities of thought and teachings, and its value is priceless and becomes, for each individual, a fundamental part of his life story (FRIEDMANN, 1996).

From these statements, the school seems to be the most appropriate place for cultural and physical expansion, because it is in this environment that the child experiences the social context in which it's insert, understands why it's important to be a part of the development of a more constructive society, becomes able to criticize and to point out right from wrong (within your value system) (FRIEDMANN, 1996), and also to incite the development of motor, cognitive, affective and social skills (MOREIRA, 2006).

Therefore, Friedmann (1996) shows one way to rescue the popular games, indicating the appreciation of the material that has been in the community, the neighborhood and at school, generating meetings of grandparents, parents and children, to share their childhood games, as well as building toys they used in their leisure time.

However, we can see, nowadays, multiple factors that promote the removal of children, young people and adults of the traditions of their ancestors, among them the new concept of modern life, in which the activities that are highlighted become more important than the manifestations of the other times. In addition, the little appreciation of Folklore by the competent authorities and educators working in schools, are not encouraging the production of folklore in different contexts and times inside the school environment (MOREIRA, 2006). The decrease in physical spaces, due to the growth of cities, the lack of security, the reduction of time to play occasioned by the new family and social structure (FRIEDMANN, 1996), the stimulus to consumerism through advertising and the large volume industrialized toys (Marcelino, 2002), can be highlighted as well.

According to a group of authors (1992), it is not necessary to have a stand against the experience and knowledge that is part of the contemporary world, because this is necessary when we consider that the goal of education is to provide the comprehension of the reality. Nevertheless, the experience and the understanding of popular games play a central role in the construction of cultural identity of a given population, as well they are a chance to confront the standards of 'sportivization' of Physical Education, because it's something perpetuated (FARIA JUNIOR, 1996).

So, this study aimed to identify the importance that teachers who teach the physical education classes attribute to games of the popular culture from in early grades of elementary school in the city of Cascavel - PR.

To be more specific, we intended to analyze, in schools, the conceptions that physical education teachers have about games of the popular culture; verify the strategies used by physical education teachers to rescue the games of the popular culture in the early years of elementary school; identify the key games of popular culture applied to the students of the early years in the physical education classes at the school.

MATERIALS AND METHODS

This study was done based on the regulations about researches that involves human subjects, contained in Resolution 196/96 of the National Health Council, following the rules of the ethics committee in research of the Assisi Gurgacz College, from the city of Cascavel - PR and was characterized as an analytical descriptive research. The sample consisted of 09 teachers, 06 from municipal schools and 03 from private schools, all teachers of physical education for the initial grades of elementary school in the city of Cascavel - PR.

Preceding the data collection stage, we established contact with the school management and the educational sector to the presentation of the objectives and the research methodology, as well as the authorization of the college to the questionnaire

be applied to the teachers. After that contact, was delivered to the interviewed the free and informed consent form, which, when signed, authorizes their participation in the study.

When this part was finish, began the data collection, scheduling, previously with the teachers, the appropriate day to the questionnaire be applied, individually and in a private room in the dependencies of the respective educational institutions, without limitation of time to the answers.

The information about the importance that teachers attributed to the popular culture games with the early grades of elementary school were obtained through a questionnaire with five questions, with 3 opened questions and 2 closed questions.

The statistical information of the data was done through descriptive procedures, with maximum percentages and minimum values of the responses.

RESULTS

At this point, we intend to present the results and the discussions about the research, to attempt to offer subsidies for a reflection about the importance that the teachers, who teaches the discipline of physical education on the elementary school from 1st to 5th year attributed to the Games of the popular culture.

We initially presented the profile of the subjects interviewed, identifying sex and educational background. According to the data, 100% of respondents from public and private schools are female, of these, 77.8% are graduated in physical education, 11.1% are graduated in pedagogy and 11.1% have only magisterium. As we can see, 22.2% have no academic training relevant to the discipline analyzed in the study.

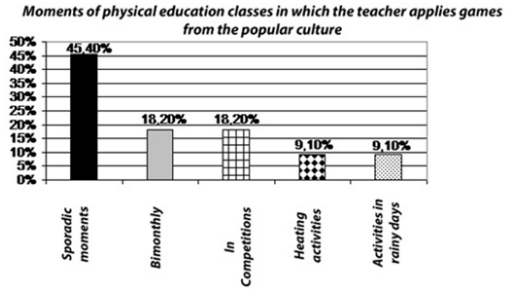
We seek, together with the interviewed, understand their vision about the games of the popular culture. According to the answers, 22.2% presented confused responses while 77.8% understood what popular games are, however, of these, only 22.2% are able to define more clearly their understanding. This information is highlighted below:

> “Are games passed from generation to generation that over the time, have been forgotten and were left off. They are games that represent the culture of a specific place "(Interviewed 4).
> “Traditional games that are passed from generation to generation and that are often forgotten by the professionals. The games are always a part of the folklore of a region; they tell the history and the routine of a people and should be rescued” "(Interviewed 5).

It was observed by the answers, that the interviewed appointed their conclusions and also emphasized the importance of rescuing the culture of the roots in popular games, because it's a way to not forget about the cultural tradition of some people.

In the sequence, we questioned if teachers who teach physical education in elementary schools apply games from the popular culture in their classes. According to the answers, 100% of respondents said they used the popular games in their classes. However, according to the chart I, 45.4% applied the popular games in sporadic moments of the classes, 18.2% apply it bimonthly, 18.2% apply it in school competitions, 9.1% in heating activities and 9,1%, on rainy days.

CHART I - Moments of physical education classes in which the teacher applies games from the popular culture.

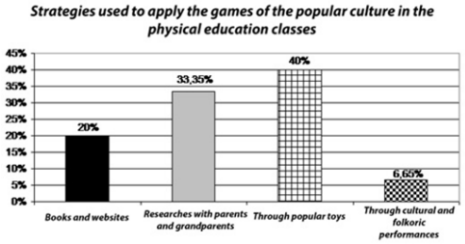


Source: Produced by researchers.

These statistics reinforce the study made by Santos and Kocian (2006) in Rio Claro - SP, in which the researchers observed that the Popular Culture games and children's games were not present in the annual planning of Physical Education, but these games were done when the students were not attending the classes.

In order to answer one of the objectives of this study, we sought to know the strategies used to implement the games of popular culture.

CHART II - Strategies used to apply the games of the popular culture in the physical education classes

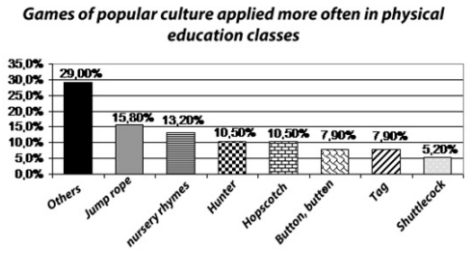


Source: Produced by researchers.

We can see through the graphic II that 40% of the educators apply games of popular culture through the use of popular toys. Also with a significant percentage, 33.35% of teachers make students search about the games of popular culture with relatives and less frequently, 6.65% apply through cultural and folkloric performances.

In a study done by Calegari and Prodocimo (2006), it was shown that toys as pawns, elastic, shuttlecocks, marbles that normally are not used in physical education classes, encouraged the students to participate in class with more euphoria, also stimulating the development of creativity.

CHART III - Popular Culture Games applied more often in physical education classes



Source: Produced by researchers.

According to the chart number III, the games of popular culture applied more often by teachers in physical education classes are: hide and seek, elastic, jump taboo, bet's, walk-in-can, bilboquet, hot potato, tic-tac-to, “ovo choco”, walk on stilts and domino, called in the chart as Others (29%), followed by jumping rope with 15.8% and the lowest percentage with 5.2% the shuttlecock.

When the teachers were asked about the importance that should be attributed to the the Games of the popular culture, 100% of them said it is extremely important, however, 33.3% could not clearly define why these games should be executed in physical education classes and 66.7% had other reasons that would lead to implementation of those games in their classes. We highlight some answers:

> "... Our children do not play on the streets anymore, they do not create their games, are very lazy, only with electronic games and we are teachers who have the duty to rescue this and to encourage them to lead these games for their daily routine at home, neighborhood, community, using the computer and tv for less time "(Interviewed 7).
> "The popular games are part of the culture of a region, they tell the history and folklore of a people" (Interviewed 5).

CONCLUSION

This study aimed to identify the importance that teachers of physical education classes assigned to the games of popular culture among the early grades of elementary school.

According to the obtained data, it was found that teachers who teach t physical education classes, 77.8% have graduation, while 22.2% have another graduation. 77.8% understand what games of popular culture are, however, only 22.2% have a clear definition about their understanding.

100% of interviewed said they try to rescue games of popular culture in their classes, but we saw that it happens just sporadically. When it comes to the strategies used for the application, it happened mainly through the use of popular toys. When referring to the most applied games, it was verified that are varied as: jumping rope, nursery rhymes, hunter, hopscotch, button-button, tag, shuttlecock, among others.

These data along with the presented theory, allow us to say that, due to urban violence, the lack of public spaces for leisure, high flow of cars and people on the streets, they corroborate the physical education classes as a privileged space and safe for contact with the games of popular culture. It allows the children to have a greater access to varied kinds of culture, art, dance, music, toys, games, and finally, the history of a people.

However, to this right be guaranteed, it's necessary an annual planning done by the physical education teachers. We also believe in the importance of the specific graduation on the area to the desired success be achieved in physical education classes.

We hope that this study may support others studies about the games of the popular culture and its importance to the human cultural development.

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GAMES FROM POPULAR CULTURE IN THE PHYSICAL EDUCATION CLASSES AT SCHOOL

ABSTRACT

Popular culture characterizes the way of living of a population through regional foods, religion, dances, toys and

games. However, factors such as urban growth, lack of security and public spaces for leisure, contributed to a decreasing number of children playing games of the popular culture. From the conception that these games can lead to a physical and cultural development, we see the school as a tool to rescue them in the children's environment. So, this study aimed to identify the importance that teachers who teach the physical education classes attribute to games played on the popular culture, targeting the early years of elementary school in the city of Cascavel - PR. The sample consisted of nine teachers who taught the physical education classes in the early years of public and private schools. It is a descriptive research, instrumented by a questionnaire containing five questions. The collected data were analyzed using descriptive statistics with maximum and minimum percentages of the responses. From the data obtained, we could observe that most teachers graduated in Physical Education know what the games of popular culture are. However, when asked about the rescue of these games in their classes, the teachers revealed they use the popular toys sporadically as a strategy for the implementation of the analyzed games. In this context, these activities should be a part of the annual planning of the content covered for physical education teachers, because then the kids would have a full access to ludic moments that would prioritize the popular culture games. Besides, we think the specific academic formation on the area would help the achievement of the aimed success on the physical education classes.

KEYWORDS: Popular culture. Popular culture games. Physical education.

JEUX DE CULTURE POPULAIRE DANS LE CLASSE D'ÉDUCATION PHYSIQUE

RÉSUMÉ

La culture populaire caractérise le mode de vie d'une population à travers les aliments ethniques, la religion, danses, jouets et jeux. Cependant, des facteurs de croissance urbaine, le manque de sécurité et les espaces publics de loisirs, contribuent à écarter des enfants de jeux de la culture populaire. De la conception que ces jeux aident dans le développement du corps et culturel, nous voyons l'école comme un moyen de les sauver ces jeux dans l'ambience infantile. Aussi, Cette étude visait à identifier l'importance que les professeurs enseignent le cours d'éducation physique attribuent aux jeux de culture populaire avec les premières années à l'école primaire dans la ville de Cascavel – PR. L'échantillon était composé de neuf professeurs qui ont enseigné les cours d'éducation physique dans les premières années dans les écoles publiques et privées. Il est un recherche descriptif, instrumenté par un questionnaire contenant cinq questions. Les données trouve ont été analysées en utilisant des statistiques descriptives avec des pourcentages maximum et minimum des réponses. D'après les données obtenues, il a observé que la plupart des enseignants ont leur diplôme en éducation physique et comprend ce que sont les jeux de la culture populaire. Cependant, lorsqu'on les interroge sur le rachat des jeux de la culture populaire dans leurs classes, ils ont révéler que ils utilisent de façon sporadique les jouets populaires comme une stratégie pour la mise en œuvre des jeux. Par conséquent, pour l'enfant ait accès à des moments de loisirs qui favorise les jeux de la culture populaire dans le milieu scolaire, ces jeux devraient faire partie de la planning annuelle du contenu aborde par les enseignants.En plus, Ils croitent aussi de l'importance de la formation universitaire spécifique pour obtenir le succès souhaite dans les classes d'éducation physique.

MOTS-CLÉS: Culture Populaire. Jeux de la culture populaire. L'éducation physique.

JUEGOS DE LA CULTURA POPULAR EM LAS CLASES DE EDUCACIÓN FÍSICA ESCOLAR

RESUMEN

La cultura popular caracteriza el modo de vida de una población, a través de los alimentos étnicos, de la religión, bailes, juegos y juguetes. Sin embargo, factores como el crecimiento urbano, la falta de seguridad y los espacios públicos para el ocio, contribuyen a la separación de los niños de los juegos de la cultura popular. Desde la concepción de que estos juegos ayudan en el cuerpo y el desarrollo cultural, vemos a la escuela como un medio para rescatarlos en el entorno de los niños. Así, este estudio tuvo como objetivo identificar la importancia de que los profesores que imparten las clases de educación física atribuyen a los juegos de la cultura popular de los primeros grados de la escuela primaria en la ciudad de Cascavel - PR. La muestra estuvo formada por nueve profesores, que imparten las clases de educación física en los primeros grados de las escuelas públicas y privadas. Tratase de estudio descriptivo, instrumentado mediante un cuestionario con cinco preguntas. Los datos recogidos fueron analizados mediante estadística descriptiva con porcentajes máximos y mínimos de las respuestas. De los datos obtenidos, se observó que la mayoría de los maestros son graduados en Educación Física y entiende lo que son los juegos de la cultura popular. Sin embargo, cuando se le preguntó sobre el rescate de los juegos de la cultura popular en sus clases, revelan esporádicamente utilizar los juguetes populares como una estrategia para la implementación de juegos. Por lo tanto, para que el niño tenga acceso a los momentos de ocio que favorece a los juegos de la cultura popular en el ambiente escolar, estos juegos deberían ser parte de la planificación anual del contenido mediado por los profesores. También créese en la importancia del área académica específica para obtener el éxito deseado en las clases de educación física.

PALABRAS CLAVE: Cultura Popular; Juegos de Cultura Popular; Educación Física.

JOGOS DA CULTURA POPULAR NAS AULAS DE EDUCAÇÃO FÍSICA ESCOLAR

RESUMO

A cultura popular caracteriza o modo de vida de uma determinada população por meio de comidas típicas, de religião, de danças, de jogos, de brinquedos e de brincadeiras. Contudo, fatores como o crescimento urbano, a falta de segurança e os espaços públicos de lazer, contribuem para o afastamento das crianças dos jogos da cultura popular. A partir da concepção de que esses jogos contribuam no desenvolvimento corporal e cultural, vemos a escola como um meio para resgatá-los no ambiente infantil. Dessa forma, este estudo teve por objetivo identificar a importância que os professores que ministram as aulas de Educação Física atribuem aos jogos da cultura popular junto às séries iniciais do Ensino Fundamental do município de Cascavel - PR. A amostra foi composta por 9 professores que ministravam as aulas de Educação Física nas séries iniciais da rede pública e particular de ensino. Trata-se de uma pesquisa descritiva, instrumentada por um questionário contendo 5 questões. Os dados coletados foram analisados por meio de estatística descritiva com percentuais máximos e mínimos das respostas obtidas. A partir dos dados obtidos, foi possível identificar que a maioria dos professores é formada em Educação Física e compreende o que são os jogos da cultura popular. No entanto, quando questionados sobre o resgate dos jogos da cultura popular em suas aulas, revelam utilizar esporadicamente os brinquedos populares como estratégia para a aplicação dos jogos. Diante disso, para que a criança tenha acesso a momentos lúdicos que privilegie os jogos da cultura popular no ambiente escolar, esses jogos devem fazer parte do planejamento anual dos conteúdos abordados pelos professores. Além disso, acredita-se na importância da formação acadêmica específica da área para a obtenção do sucesso almejado nas aulas de Educação Física.

PALAVRAS-CHAVE: Cultura Popular. Jogos da cultura Popular. Educação Física.