61 - CONTENT GAME, TOY AND PLAY IN TRAINING OF THE PHYSICAL EDUCATION TEACHER: REPORT OF AN EXPERIENCE

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doi:10.16887/86.a1.61

INTRODUCTION

The issue regarding the use of games, toys and games by physical education teachers in the course of their professional activities, have been studied within the area. These studies mostly have sought to base their analyzes on the importance of the triad - Play, toy and play features for children's development , either in the motor aspect , psychomotor , cognitive or social .

The studies developed by Caillois (1986); Ahmed (2000); Huizinga (1996) and Kishimoto (2012) seek to elucidate the influence that games, toys and games play in the process of developing the motor skills of the child and encourage curiosity, self-confidence , concentration and attention. In the opinion of these authors, the act of playing can help the child to be become an efficient and balanced adult.

The Walter Benjamin sociologist in his work entitled - "Reflections on the child, the toy and education" published in 2002, when examining the power that toys play in the education of the child process, presents two views - that with the help toys children can create, imagine, pretend, try new things and most importantly learn something different. However, it does not ignore the ideological character that toys have on the development of the child, which help to maintain or break a particular paradigm.

In this respect Rosa (2015) clarifies that games, toys and games help mark the origin of a people, and are representative of a particular historical moment, since they contribute to creating or maintaining certain values.

However, unfortunately we have found that the physical education teachers within the educational institutions use the games, toys and games with an end in itself. Ie use these recreational activities just as a hobby to fill his spare time, do not take into account the importance of these activities for the holistic development of children, failing to use them as a teaching tool that can stimulate the child's imagination, making she awakens their own questions and ideas. As well as use as a means to develop respect for others, a sense of justice, peace and solidarity. Once Rosa (2015) the play is part of a pleasant learning and not only pleasure, but an act of meaningful learning.

Therefore, the vocation of this study is to present the process of theming and questioning content "game, toy and game" in the training of physical education teachers and the search for decolonize the minds of academic training as a social representation of the use of such content in the class block, which has been taking place gradually in the course "Ethics, professional, human rights and citizenship" of the course of Physical Education of Amapá Higher Education Center - CEAP.

GAMES AND TOYS AND PLAY

Initially valid understand the terms referred to in the study, with a view, anchor the settings to Kishimoto (1994), Toy "is the support object of the game" can be considered structured, corresponding to the commercial toys, and unstructured and can simple objects such as sticks or stones acquire new meanings, turning into toys. The play "is a description of a structured conduct with implicit or explicit rules", this setting enables understand it in as the fun part of an idea, creativity, where there is a commitment to winning, seeks interaction and well-being, they may have established rules, but gives freedom to the child's action. And for games the author defines as "playful action involving a situation structured by the very type of material", so it is understood that any activity that has predefined rules, practiced in groups or individually provided there is a dispute, whether physical or intellectual her for the purpose of obtaining up points or a winner.

The text "time-memory in games, toys and games," discusses the origin of these, considering ethno-racias influences, social changes and technological advances, therefore, propose to analyze the trajectory and construction of the play.

In this perspective, the authors stress that the present-day conceptions of childhood is extremely different from centuries ago as it corresponded to a being unimportant, almost imperceptible. Currently the child in a secular process occupies a more prominent in society, and humanity gives him a new look, ceasing to be an adult projection, which aimed only to lead them to learning the customs and work very early, by living with adults. For Rojas (2007), "Childhood was a kind of anonymity" because the child's presence in the family and society was very brief and insignificant. Your needs as well as the stages of its development, were ignored, not getting due importance.

This design starts to turn after the industrial revolution, the eighteenth century, "including the importance of training their moral aspect and health, earning a major role in the family environment," say the Baptist; Roggero and Mafra (2015). This represented a major milestone for children and the child, especially with the advent of technology now focused on the manufacture of toys expanding its marketing.

Toys and games lead to aspects of social life, reflect the adult world daily tasks. Thus, we see the guidance for acts according to the values described by the company, and then the moral, so we can correlate the ethical issues in the education of children, since ethics is governed by the rules of morality, which seeks to assess the principles guided by moral. Heraldo Simões Ferreira, in his article "The formation of conscience in the child through fun and games," says that in games with rules, children begin to practice this ethic, because they need to recognize others in order to participate, must comply basics of coexistence for the good performance of the play activity. Another aspect that we can correlate the ethical principles of moral bias is discussed in the text under consideration by pointing out the issue of toys and games are divided by gender

Also leads us to reflect on the contemporary life of society, to mention the influence of technology on the child's day. "Young people and children are increasingly earlier, interacting with these technologies, leaving aside the physical interaction, preferring virtual" (BAPTIST; ROGGERO And MAFRA, 2015). That goes in for the inactivity of the problem and consequently the hypokinetic diseases, the long ceased to be a problem in adults or elderly, is the fact that the power, violence in public spaces and the transformations of the physical structures in contributing streets for that disorder, however, the role of physical education can help the problem, because the teacher is the main mediator for the awareness of students to the adoption of an active lifestyle.

The development that has the facilities of modern life, reflects various aspects of games, toys and games, to the Baptist; Roggero and Mafra, in addition to physical inactivity ratio already mentioned, permeates about individualism,

"penetrated individuals in their own guided universes in social networks through the internet which is accessed by mobile phones and tablets", which changes one's relationships and interactions real compared with children of old, as well as the playful advance to receive a new design because the possibilities and different cognitive stimuli of current toys.

However, toys games and play have always been part of children's culture, and even with the changes in society or taking on new concepts, these are pillars of the infant universe, therefore, will always be present. Education in its breadth, specifically physical education comprising this aspect has sought to emphasize the rescue of traditional games and pranks, so that it works the cognitive, psychosocial, engine. The teacher, using them applying them a new look making use of the range of possibilities to be worked on, such as: stimulating own child's imagination, making ideas and questions are aroused, work the collective activities to not have individualism, as well as provide the opportunity for learning tolerance, respect for others, justice, solidarity, acceptance and recognition of the value of differences. Above all, recognize that "we can not believe that today's children will play like they used to because there are no more social structure even psychological to make it happen. They operate in a completely different time [...] "(BAPTIST; ROGGERO And MAFRA, 2015). These reflections contribute to the work of the Teacher of Physical Education, since this should be alert for learning consistent with our reality, and guided by the need for teachers.

GAMES AND TOYS AND PLAY AND ITS RELATION TO THE DEVELOPMENT OF MORAL VALUES AND SOCIAL

In today's society the act of playing comprises an essential element for child development , is related to biological, cognitive or psychosocial , is an important space in the family and educational context . The National Curriculum Reference for Early Childhood Education , says it is essential to provide diverse experiences for learning through play,

Childhood determines a development phase , and in this respect , toys games and play take on new meanings because it is cultural events , social and historical , present in the lives of individuals especially in the infant universe. This bias , constitutes them a tangible way to inseminate the conduct and values of society, and to enter within the body culture movement , Physical Education offers the possibility of a broad and consistent view on the construction and development process of moral and social values , as the mediator worry about giving meaning and objectivity in the use of games, toys and games , so that it slides not only in the play by play or play by play, but favoring intentionality is sought and what you want to instill in the teaching and practice of these.

DESIGN METHODOLOGY

Such research is characterized as a qualitative study to work with the subjective perception of the students about the process of training developed during the course "Professional ethics, human rights and citizenship" of the course of Physical Education of Amapá Higher Education Center - CEAP . We clarify that the choice of qualitative research is justified because we believe that this methodological aspect allows us to understand the problem of this study without creating artificial situations that distort reality and cause misinterpretations, as well as share with the thought Flick (2009). This author argues that qualitative research aims to answer particular questions, concerned with a level of reality that can not be described. So lets consider the feelings attributed by scholars from the lived experiences on the pedagogical process forward to working content.

As data collection technique we used the individual semi-structured interview. In Gil perspective (2013) individual semi-structured interview allows you to view verbal reports of the subjects, and through them get information from their experiences, and gives the researcher an opportunity for greater care in communicating the issues to offer information. From the perspective of qualitative research the researchers themselves constitute the main data collection instrument.

In this way, the data that we present and analyze below, are due to vivencias occurred in the discipline "Professional ethics, human rights and citizenship" of the training course for physical education teachers of Amapá Higher Education Center - CEAP, specifically with 20 students of 5EDFN class, which went through a process of theming and questioning content "Games, toys and games," in order to decolonize the minds of academic training as a social representation of the use of such content in the class block.

PRESENTATION AND ANALYSIS OF experiences

> Experience is what goes on, what happens to us, it touches us. Not what is happening not what happens, it touches. Every day they go by many things, but at the same time, nothing happens to us. Dir would be that whatever is happening is organized so that nothing happens. Walter Benjamin, in his famous text, have watched the experience of poverty that characterizes our world. They never passed so many, but the experience is more rare.
> (BOUDIA, 2001).

The fragment which initiated the communication of experiences is a stretch Larrosa conference, which represents very well the dynamics of contemporary society. Since the dynamics of modern life which requires the extra time, often in our lives take place and happen so many things, but few things really goes on, it happens to us and touches us. Morin (2010), when discussing the production of knowledge within society that was experiencing the transition from the twentieth to the twenty-first century, brought us the reflection that will we live in an information society or knowledge? In the author's perspective, most of the time these two terms are confused despite having very different meanings. For him, we live in a time and that the information is within reach of a finger, since, in the information society information is almost always everywhere, however, in most cases, are empty of meaning because they are superficial. Since knowledge is the result of the deepening of this information, that the accelerated dynamics of modern life ceases to be built, since, within the company there are numerous ways to access information and little time to produce knowledge. As stated Neira (2011), never had so much information at the same time we have never had so many people informed and reporting. But the coming production experience a themed knowledge, questioned and meaningful is increasingly being left out.

He was thinking about this organization of modern social life that students and teachers of the Amapá Higher Education Center - CEAP, specifically the 5EDFN physical education class, discipline "Professional ethics, human rights and citizenship," aimed to discuss the production of knowledge at university , guided by the reflection that in the course of teacher training knowledge production has given way to widespread use of information.

As a starting point we made use of the content "Games, toys and games," since in the course of professional practice, many physical education teachers end up making use of such content to develop their classes. However, the very scientific literature of the area, there are times points out the lack of pedagogical approach in the development of these activities. Unfortunately the roll games, the toy and the game is still customary in physical education classes, which make it impossible to

reflect on the game played, the used toy and experienced joke.

Rose (2015) is emphatically states that the social dynamics determines the construction of recreational, enforces the rules of the games and determine who should and who should not play. However, the lack of critical reflection on the construction of the game, toy and joke turns out to preclude its use in context in the room or lecture court. Making it more a form of recreation than one route to building knowledge.

During the course we think the use of games, toys and games in addition to his playful use by a historical we can see how this triad is not absent from political sense, much less is neutral in ideological issues. We come to understand how the games with their watering, toys with their ideologies and the most unrealistic jokes help maintain determining paradigm. Since, the colors, the shapes, the rules, the movements embedded in them determine their uses and disuses and help establish ways of being and living. As scores well Duckur (2004), when the physical education teacher acts without this understanding, ultimately contributes to the maintenance of the status quo, as it does not take the child to think of experiences beyond what apparently can conceive.

The images we present below are emblematic of the experience reported here:



IMAGES: 1 , 2 and 3: Professional ethics classes , human rights and citizenship - "Games , toys and games "
SOURCE: Academic researchers

The result of this problem-solving educational process is materialized in the weighting of the students :

> During the class , I could see how games , toys and games need to be problematized in school , it is through them that the child builds his perception of the real world and socially constructed values (ACADEMIC - 1) . During the presentation of the work, can make one back in time, while thinking how society produces ways of thinking, which comes to us in a flash. Each toy has an ideology and each game is manufactures behavior and way of being (ACADEMIC -9) . The class of games, toys and games it was a slap in the face, was a wake teacher! Everything is ideologically manufactured , so I will never forget !!!! (ACADEMIC - 16). The lesson reaffirmed what he perceived, social, moral values are constructed in different ways (ACADEMIC - 20) .

The testimony of academics is representative of the importance of the experiences in the process of teacher training, because these experiences will constitute a bridge to the awakening of a new consciousness , a new person who is able to see and understand the reality , expressing the reality , express themselves, discover and take responsibility to be an element of change in reality. Because for Nidelcoff (1987) and Freire (2011) an educational process with this magnitude is based on a view of man as historical being that is on time and will locating lucidly , in time and in circumstances in which we live , to get to be truly able to create and transform reality in communion with his neighbor. Since education does not change the world, change people , people change the world (FREIRE , 2014) .

SOME CONSIDERATIONS

In view of the arguments presented in this study, we conclude that the ethics of relations also attended the playful construction of the trajectory , the retratarmos relations of games, toys and games that projected adult life therefore obey ethical rules governed by moral , and even with technological advances and changes in design of childhood and child , it is still possible to notice this relationship .

However , toys games and play because it is movement and body culture, have direct implications for physical education , reducing the possibilities for us to improve the practice of teaching to make use of rescue games and traditional games , while respecting the reality of the environment which we operate , the need for teachers involved and the desired objectivity.

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CONTENT GAME, TOY AND PLAY IN TRAINING OF THE PHYSICAL EDUCATION TEACHER: REPORT OF AN EXPERIENCE

ABSTRACT

This study aims to present the process of theming and questioning content "game, toy and game" in the training of physical education teachers and the search for decolonize the minds of academic training as a social representation of the use of such content on the court class, which has been taking place gradually in the course "Ethics, professional, human rights and citizenship" of the course of Physical Education of Amapá Higher Education Center - CEAP. To this end, we appropriate the theoretical and methodological procedures of qualitative research type experience report. As data collection technique we used the individual semi-structured interview. Found that the problem-solving educational process is a bridge to the awakening of a new consciousness, a new person who is able to see and understand reality, express the fact, express themselves, discover and take responsibility to be an element of change actually. We conclude that the toys games and play because it is movement and body culture, have direct implications for physical education, reducing the possibilities for us to improve the practice of teaching to make use of the rescue of traditional games and activities, while respecting the reality of the environment which we operate, the need for teachers involved and the desired objectivity.

KEYWORDS: Games, toys and games - Physical Education - Teacher Education.

CONTENU DE JEU, DE JOUETS ET JOUER DANS LA FORMATION DE LA PHYSIQUE PROFESSEUR D'ÉDUCATION: RAPPORT D'UNE EXPÉRIENCE

RÉSUMÉ

Cette étude vise à présenter le processus de thématisation et le questionnement contenu "de jeu, jouet et jeu" dans la formation des professeurs d'éducation physique et de la recherche de décoloniser les esprits de formation académique comme une représentation sociale de l'utilisation d'un tel contenu sur la classe du tribunal , qui a été fait progressivement au cours «Éthique, la citoyenneté, les droits professionnels et« du cours d'éducation physique de l'enseignement supérieur Amapá Center - PAEC. À cette fin, nous nous approprions les procédures théoriques et méthodologiques de l'expérience qualitative rapport de type de recherche. La technique de collecte de données, nous avons utilisé l'entrevue semi-structurée individuelle. Trouvé Que le processus éducatif de résolution de problèmes est un pont à l'éveil d'une nouvelle conscience, une nouvelle personne qui est capable de voir et de comprendre la réalité, exprimer le fait, Eux-mêmes Express, Discover et prendre la responsabilité d'être un élément de changement fait. Nous concluons Que les jeux de jouets et de jouer parce qu'il est le mouvement et la culture du corps, avoir des implications directes pour l'éducation physique, en réduisant les possibilités pour nous d'améliorer la pratique de l'enseignement de faire usage de la rescousse des jeux et des activités traditionnelles, tout en respectant la réalité Lequel de l'environnement nous opérons, la nécessité pour les enseignants concernés et l'objectivité désiré.

MOTS-CLÉS: jeux, jouets et jeux - Éducation physique - formation des enseignants.

JUEGO DE CONTENIDO, JUGUETE Y JUGAR EN LA FORMACIÓN DEL PROFESOR DE EDUCACIÓN FÍSICA: RELATO DE UNA EXPERIENCIA

RESUMEN

Este estudio tiene como objetivo presentar el proceso de tematización y cuestionando el contenido "del juego, juguete y juego" en la formación de profesores de educación física y la búsqueda de descolonizar las mentes de formación académica como una representación social del uso de dicho contenido en la clase de tenis , que ha tenido lugar poco a poco en el curso "Ética, profesionales, derechos humanos y ciudadanía" de la asignatura de Educación Física de Amapá Enseñanza - CEAP. Con este fin, nos apropiamos de los procedimientos teóricos y metodológicos del relato de experiencia cualitativa tipo de investigación. La técnica de recolección de datos se utilizó la entrevista semiestructurada individuo. Encontrado Que el proceso educativo de resolución de problemas es un puente hacia el despertar de una nueva conciencia, una nueva persona que es capaz de ver y entender la realidad, expresar el hecho, ellos mismos Express, Discover y tomar la responsabilidad de ser un elemento de cambio de realidad. Concluimos Que los juegos juguetes y jugar porque es el movimiento y la cultura del cuerpo, tiene implicaciones directas para la educación física, lo que reduce las posibilidades para nosotros para mejorar la práctica de la enseñanza para hacer uso de el rescate de juegos y actividades tradicionales, respetando la realidad ¿Cuál de el medio ambiente en que operamos, la necesidad de que los profesores implicados y la objetividad deseada.

PALABRAS CLAVE: Juegos, Juguetes y Juegos - Educación Física - Educación del Profesorado.

O CONTEÚDO JOGO, BRINQUEDO E BRINCADEIRA NA FORMAÇÃO DO PROFESSOR DE EDUCAÇÃO FÍSICA: RELATO DE UMA EXPERIÊNCIA

O referido estudo tem como objetivo apresentar o processo de tematização e problematização do conteúdo “jogo, brinquedo e brincadeira” na formação de professores de Educação Física e a busca pelo descolonizar as mentes dos acadêmicos em formação quanto a representação social da utilização desses conteúdos na quadra de aula, que paulatinamente vem ocorrendo na disciplina “Ética, profissional, direitos humanos e cidadania” do curso de Educação Física do Centro de Ensino Superior do Amapá – CEAP. Para tanto, nos apropriamos dos procedimentos teóricos e metodológicos da pesquisa qualitativa do tipo relato de experiência. Como técnica de coleta de dados fizemos uso da entrevista semiestruturada individual. Encontramos que o processo educativo problematizador é uma ponte para o despertar de uma nova consciência, de um novo sujeito que seja capaz de ver e compreender a realidade, expressar a realidade, expressar-se, descobrir e assumir a responsabilidade de ser um elemento de mudança na realidade. Concluímos que os jogos brinquedos e brincadeiras por se tratar de movimento e cultura corporal, possuem implicações diretas com a Educação Física, atenuando as possibilidades para aprimorarmos a prática da docência ao se valer do resgate de jogos e brincadeiras tradicionais, sem deixar de se respeitar a realidade do meio a qual estamos inseridos, a necessidade dos docentes envolvidos e a objetividade almejada.

PALAVRAS-CHAVE: Jogos, brinquedos e brincadeiras - Educação Física – Formação de Professores.