97 - LUDIC AND AFFECTIVITY IN THE LEARNING PROCESS

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Introduction

As we study issues related to affection and learning we refer to intelligence or cognitive ability of the individual, and countless times we face in doubt about the learning capacity of the human being against a particular object of knowledge. Epistemological concepts related to learning are many and among these range from Piaget's theory of intelligence to the psychoanalytic theory of Freud.

The playfulness in the assumptions of psychoanalytic theory sees the play as a possibility of symbolization and elaboration of infantile conflicts.

Thus, the playful design does not rely on a simple passing of time without supports for the game, but in the sense that play, the game and toy and affection are fundamental components in the learning process, seeing these as promoters meaningful learning. Thus, the aim of this study will be to understand the key aspects that are relevant to the child's learning, highlighting the playful and affectivity in education, taking into account psychoanalytic assumptions, as well as draw the major role that the school plays in function teaching and learning.

The specific objectives include: - Lift the references of classic and contemporary authors concerning the subject which will allow the research; - Select references raised in the area of education, specifically with regard to Playfulness, Affection, education and psychoanalysis, relating the words: teaching practice, play, affection and learning.

The child and its development

We will take into consideration a summary of the theories of Piaget and Freud, to try to explain and understand the child, which take into account the experiences as stimuli to maturity, development and learning. Knowing the existence of many other theories of many other thinkers who reflect and reflect on the child, such as: Pesttalozzi, Montessori, Decroly, Freinet, Vygotsky, Baktin, Benjamin and even Rousseau, in which he defended the childhood specificity and the child as carrier of its own and that this should be developed stimulated also from other more recent.

Jean Piaget devoted to the area of Psychology, Epistemology and Education, known mainly for organizing cognitive development in a series of stages. Jean Piaget believes that the child develops his reasoning lógicoformal amid a gradual succession of stages or moments of maturation of the relationship with the environment. In this way the child socializes the information with the world and assimilate. Such information is incorporated and made into new information, which he considers accommodation of state.

We understand then that in the assimilation process, the child not only gets stimuli as well as decodes the reworks. Accommodation is understood as a stage which predisposes the subject, for new stages of assimilation.

Thus, Piaget's theory seeks answers to explain how knowledge is produced by man from observing the process and intellectual and emotional maturity of the child.

Thus, in the view of the author, child development, according to Piaget happens naturally and procedural way. We can also say that learning should be appropriate to the rhythm of each child, as well as add to the learning elements that can enable the approach and the space that the child can interact and express themselves. Let us remember that the child is a taxable person before the adult world that surrounds it, participate in it according to their level of abstraction and within its means.

Sigmund Freud, psychiatrist and founder of psychoanalysis, explains that psychoanalysis seeks to unravel the the human unconscious: our fantasies and intimate. In this process of unveiling, Freud sees man as the synthesis of three factors: id, ego and superego. Id- represents our unconscious, instinctive impulses as pleasure, aggression; Ego - is consciousness, rationality; and Superego - are the broader values of society, which assimilated culturally, as the ethical and moral standards.

The child develops behavioral codes as experiencing the satisfaction or non-satisfaction of their needs in contact with the outside world. Draw up a set of findings and this set of findings is added to your daily forming the path of experiences and livings also symbolic that will serve as a reference for the child's personality development.

The required attachment: affectivity

In psychoanalysis, affection is the set of psychic phenomena manifested in the form of emotions or feelings and accompanied by the pleasure of printing or pain, satisfaction or dissatisfaction, displeasure or pleasure, joy or sorrow; and affection, the term psychoanalysis fetched the German psychological terminology, expresses any affective state, painful or unpleasant, vague or qualified, as it occurs in the form of a massive discharge, either as overall tone. According to Freud, every drive is expressed in two registers, affection and representation. The affection is the qualitative expression of the amount of drive energy and its variations. The psychic development occurs through the development of emotional experiences from birth. The baby shares with the mother of the same ego, and this idea of unity with the mother that the baby is to breastfeed provides him unconscious fantasies. If the baby experiences physical sensations of comfort to fantasy is of well-being, satisfaction and consequently pleasure; if the physical sensations are uncomfortable, it feels discomfort, persecution and rejection. Sensations of pleasure or displeasure cause the ego is broken, giving way to the primitive defense mechanism where one side is what is bad - fear, anxiety and frustration - and the other, which is good - gratification to the affection Received. The anguish is born at this time to know that need other people to meet their needs and that the other, different from me, can not satisfy you according to your wish. The search for the ideal breast, the one who gives her love and anguish that this same object brings it form the basis for the ideal of ego and superego and prevents, even in infancy, that evil prevails. The internal model of emotional relationships is the set of attachment experiences established in early childhood and are the basis for the later emotional relationships, when how to interpret and organize their conduct guide.

Of play and game

According to Ferreira (1998), the game appears only when human society reaches a level of development, the means of production, which prevents the participation of the child, so that it passes to take risks, or can no longer play activity, due to the complexity thereof. The game interface and game here is seen closely related to the productive activity of the group. The child who plays the causes objects that preserve aesthetic characteristics of the real object, now used by the adult, and that does not allow achieve the same results. Unlike fun games animal children's games is not instinctive, but precisely human. This activity aims, to be built on the basis of perception that children have of the world of human objects, determines the content of his jokes. This world of objects is not limited to the objects that make up the environmental world next to the child objects with which it can operate, and in fact operates, but also the objects with which, adults operate, but the child is not able to operate because they are still beyond their physical capacity. For the child at this level of physical, there is no theoretical abstract activity and consciousness of things, therefore, it emerges first in the form of action. The activities mediated by the other involving objects is characterized as a joke when its prevalence is imaginative, or as play when the predominance of rules. These activities are characterized very important for the mental development of children and within which develop mental processes that prepare the way of the transition from child to a higher development level.

Methodology

This work is characterized as a bibliographical research on the subject and to elucidate the importance of playfulness and affection in learning, in our research we use the methodology of bibliographical research and is based from the available record, the result of previous research. Starting point for any scientific research, articles, books, magazines, etc. so we can uncover, collect and analyze information and previous knowledge about the topic.

Language has this role of builder and driver of thought. The properly organized learning results in mental development and sets in motion various processes of development that would otherwise be impossible to happen.

Result and Discussion

Psychoanalysis comes to Freud as a possibility to understand the phenomenon of education through the unconscious notion of providing the basis for thinking about an education that aims to reduce the pathogenic effects of repression and offer prophylaxis in order to neuroses.

one can understand that education does not occur without being bound to repression; that education is related to the issue of control of impulses through the civilizing process.

There are those who are not neurotic, what differs is how neurotic as is. This is because everyone has repressed desires that interfere with their lives and cause discomfort, and all personal relationships comes from psychic energies originating in an unattainable place, so many things thought to know, such as the wishes and conscious reasons are only ramifications of what is in the unconscious.

Think the pedagogical relationship within the field of psychoanalysis is to understand that pedagogy does not refer only to the choice of teaching methods to be used, planning to be applied and the knowledge to be passed, because these are objective questions and not deplete factors present in the act of educating because of subjectivity that there is in this process.

If the teacher knows psychoanalysis knows that knowledge is always permeated by desire. If the phenomena that relate to teaching and learning have on the one hand, components registered in the intellectual field, also have an entire emotional, largely unconscious. And this has to do with both the psychic universe teacher, keeper and transmitter of formalized knowledge, as with the student, for whom this knowledge is intended.

The transfer, a repeat child prototypes, replacing what can not be said and recollected from an affection shift from one representation to another. The subject's relationship with childhood figures is revived in its relationship with the analyst, marked by hatred and love.

The transfer is a constitutive process of psychoanalytic treatment whereby the unconscious desires of analyzing concerning external objects begin to be repeated within the analytic relationship, in the person of the analyst, placed in the position of these various objects. There is no denying the major difficulties to deal with the transfer that present themselves to the psychoanalyst, but you must keep in mind that these are difficulties that provide the service to update and show the loving motions already forgotten.

Finally, adds up the issue of indiscipline, aggressiveness, lack of limits and attention and learning difficulties that arise across the board at school. We bet that, with the knowledge of the concept of transfer before this difficulty, the teacher will be positioned differently, not only on these students, but in its relation to the general education, which will allow it to exercise its practice in order more appropriate and safe, which will benefit both the students and the teacher himself, who, being better placed in relation to your desire, will be less distressed.

Final Thoughts

The information gathered in the study shows that to enable learning It will be necessary that there is a relationship of affection between teacher - student.

The affection is to be stimulated by experience where the teacher-educator establishes a bond of affection with the student allowing him to an approach of emotional stability leading him to involvement in teaching and learning. Through affection can be an effective way to get close to the educating and playfulness, in partnership, said to be the main guideline providing a time stimulating and enriching to achieve the desired in whole or in part in the process of learning, relentless pursuit in the memento there is in fact learning. We need to insist with the families of our students the importance of presence in the school life of their children and work the need for bonding in family and educational relationships. The teacher has an indispensable role in the teaching-learning process. And therefore, Freud points out that "it's hard to tell if that exercised more influence on us and was more important was our concern with the sciences that we were taught, or the personality of our teachers." (1914, p.248)

We observed in the readings that the central core of the representation of affection is built from the caring, understanding, respect, friendship, affection, solidarity, care and companionship.

The conception of affection in the teacher / student shows that it emerges as a feeling, an attitude, a state and an action. While feeling affection appears in the discourse of participants in two ways: First conceived with love, care and affection among people, it is a feeling that arises in the interaction between humans in interpersonal relationships. Affection is a state of deep affinity between subjects. Thus, the affective interaction with another subject, each subject intensifies his relationship with himself, watches his limits and at the same time, learn to respect the boundaries of others.

We seek in this work show that the affection and playfulness in psychoanalytic view can contribute on issues related to education, promoting an education that recognizes the desire in the subject and the knowledge of the transference bond by

teachers and students involved in school practice extended to everyday of involved, we also realize that the effects of the knowledge acquired about the transference phenomenon promotes attitudinal changes that result in a better relationship with their students, thus enabling the interactive construction of appropriate conditions for the achievement of the objectives of promoting students staying in school. Psychoanalysis can help us by way of attention to the particular desires of the subjects they learn.

We concluded that the teacher, in possession of that psychoanalytic theory can better understand phenomena that happen in your classroom, especially when related to affective and playful as it is aware that the educational act are present forces he does not dominate - the unconscious, which seeks to get you to a new vision and a new understanding of its educational practice in relation to games, toys and the need for affection in the learning process.

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LUDIC AND AFFECTIVITY IN THE LEARNING PROCESS
ABSTRACT

This bibliographic nature dissertation attempts to systematize the concepts of affection and playfulness in a clear and concise approach to the relationship between them and the pedagogical teacher-student, pointing to the fact that affection can determine the success or failure of a child in school. The pedagogical relationship acceptance or aversion between educator and student may interfere with the teaching and learning process and the relationship between those involved. The recreational activities (play and play) in the educational context, possible points of convergence and divergence. The playfulness is a strategy to be used as a stimulus in the construction of human knowledge and progression of different cognitive abilities. Therefore inseparable from its history and its numerous theories and stories about their pedagogical value. In psychoanalytic approach, affection is the playfulness are presented as dual required in the learning process, but so far no need to transfer without transferring the teacher connection student becomes more complex We noticed that the contribution of psychoanalysis in the educational process, is to direct students and educators understanding the importance of affection and playfulness in the educational context is valued in the transference relationship between those involved in the discovery of pleasure and desire to learn and to teach.

KEYWORDS: Affection. Playful. Psychoanalysis. Transfer. Learning.

LUDIC ET DE L'AFFECTIVITE DANS LE PROCESSUS D'APPRENTISSAGE
RÉSUMÉ

Cette nature thèse bibliographique tente de systématiser les concepts d'affection et d'enjouement dans une approche claire et concise à la relation entre eux et l'enseignant-élève pédagogique, soulignant le fait que l'affection peut déterminer le succès ou l'échec d'un enfant dans escola.Na relation pédagogique acceptation ou l'aversion entre l'éducateur et l'élève peuvent interférer avec le processus d'enseignement et d'apprentissage et de la relation entre les activités de loisirs (envolvidos.As de jeu et le jeu) dans le contexte éducatif, les éventuels points de convergence et de divergence. L'aspect ludique est une stratégie pour être utilisé comme un stimulus dans la construction de la connaissance humaine et la progression de différentes capacités cognitives. Par conséquent inséparable de son histoire et de ses nombreuses théories et des histoires sur leur valeur pédagogique. Dans l'approche psychanalytique, l'affection est l'espièglerie sont présentés comme deux requis dans le processus d'apprentissage, mais jusqu'à présent aucune nécessité de transférer sans transférer l'élève de connexion des enseignants devient plus complexe Nous avons remarqué que la contribution de la psychanalyse dans le processus éducatif , est de diriger les étudiants et les éducateurs à comprendre l'importance de l'affection et de l'espièglerie dans le contexte éducatif sont évalués dans la relation transférentielle entre ceux qui sont impliqués dans la découverte de plaisir et de désir d'apprendre et d'enseigner.

MOTS-CLÉS: Affection, joueuse, la psychanalyse, le transfert, l'apprentissage.

LUDIC Y LA AFECTIVIDAD EN EL PROCESO DE APRENDIZAJE
RESUMEN

Esta tesis naturaleza bibliográfica intenta sistematizar los conceptos de afecto y alegría en un enfoque claro y conciso a la relación entre ellos y el profesor-alumno pedagógico, señalando el hecho de que el afecto puede determinar el éxito o el fracaso de un niño en escola.Na relación pedagógica aceptación o la aversión entre el educador y el alumno pueden interferir con el proceso de enseñanza y aprendizaje y la relación entre las actividades recreativas envolvidos.As (jugar y jugar) en el contexto educativo, los posibles puntos de convergencia y divergencia. La alegría es una estrategia para ser utilizado como un estímulo en la construcción del conocimiento humano y progresión de diferentes capacidades cognitivas. Por lo tanto, inseparable de su historia y sus numerosas teorías e historias sobre su valor pedagógico. En enfoque psicoanalítico, el afecto es la alegría se presentan como doble requerida en el proceso de aprendizaje, pero hasta ahora no hay necesidad de transferir sin transferir el estudiante conexión maestro se vuelve más compleja Nos dimos cuenta de que la contribución del psicoanálisis en el proceso educativo , es los estudiantes y educadores para comprender la importancia del afecto y la alegría en el contexto educativo se valora en la relación de transferencia entre los involucrados en el descubrimiento del placer y el deseo de aprender y de enseñar a dirigir.

PALABRA - CLAVE: Afecto, Juguetón, Psicoanálisis, la transferencia, el aprendizaje.

LÚDICO E A AFETIVIDADE NO PROCESSO ENSINO APRENDIZAGEM
RESUMO

Esta dissertação de cunho bibliográfico procura sistematizar as concepções de afetividade e lúdico numa abordagem clara e concisa da relação existente entre elas e nas relações pedagógicas professor-aluno, apontando para o fato de que a afetividade pode determinar o sucesso ou o fracasso de uma criança na escola.Na relação pedagógica a aceitação ou aversão entre educador e educando poderá interferir no processo de ensino aprendizagem e na relação entre os envolvidos.As atividades lúdicas (o jogo e o brincar) no contexto educacional, eventuais pontos de convergência e divergência. O lúdico é uma estratégia para ser usada como estímulo na construção do conhecimento humano e na progressão das diferentes habilidades cognitivas. Portanto, indissociável da sua história sendo inúmeras as suas teorias e histórias sobre seu valor pedagógico. Na abordagem psicanalítica, a afetividade é a ludicidade apresentam-se como dupla necessária no processo ensino aprendizagem, mas, para tanto há necessidade de transferência sem a transferência a conexão professor aluno torna-se mais complexa Pudemos perceber que a contribuição da psicanalise no processo pedagógico, é direcionar educandos e educadores a compreensão da importância da afetividade e do lúdico no contexto educacional é valorizada na relação transferencial entre os envolvidos, na descoberta do prazer e do desejo de aprender e de ensinar.

PALAVRAS – CHAVE: Afetividade, Lúdico, Psicanalise, Transferência, Aprendizagem.