94 - PLAYING TO LEARN HOW LIVE TOGEDER

ADRIANO ROSSETTO JUNIOR,
JANAINA DE ALMEIDA
MAFALDA JULIANA MARQUES
INSTITUTO ESPORTE & EDUCAÇÃO, São Paulo (SP), Brasil
e-mail: adrianorossettojr@uol.com.br

INTRODUCTION

In August 2003, the city of Sao Paulo, raised the Unified Educational Centers (CEUs).

The establishments include education, sports, culture, leisure and computer classes. CEUs are located on the outskirts of the city in low-income communities, deprived of social opportunities, sometimes, sanitation and infrastructure. The surrounding communities are home for residents who live daily with violence, high crime rates and among other things the drug trade. Traffickers recruit children, teenagers and adults who are seduced by the "power" and "easy money" that trafficking promotes violent behavior and its models are followed by children. The residents of these communities often live in the margins of society, excluded and rejected by the same (ZALUAR, 1997).

In this social context children are born, grow and develop with these unique family and social references. The lack of opportunity and lack of social skills ensure the continuation of the cycle of inequalities and as a way to "defend" the exclusion, in most cases these children replicate with hostility, aggression and violence to their peers (BEE, 1996). Aggressive children tend to interpret the behavior and actions of others as hostile and intentional and fight back as a result, understanding their aggression as justifiable (MÜSSEN et.al, 2001).

Believed to reinforce desirable behaviors, loving, affectionate and consolidation rules can positively impact the self-esteem of the child, raising it sparingly. Thus, the probability of taking their acceptance by colleagues and make it more supportive and cooperative is much higher (MÜSSEN et.al, 2001).

In this sense, Assher and Oden (1977, apud MÜSSEN et.al, 2001) believe that social skills such as cooperation and communication, children can sometimes be trained and improved by encouraging their acceptance.

The importance of games and play in social development and in seeking opportunities to lessen the aggression of children is exposed and studied by several authors. Paes (2001) mentions that games provides joy and pleasure, and important instrument in physical education classes to stimulate aspects of human behavior, cooperation, competition, tolerance, respect, etc.

Wallon (1971, apud ROSSETTO JUNIOR, 2003) states that it is in the age group of early childhood education (from three to six years) by social interactions that begins the process of forming the personality of the child. The gaming activities in early childhood education, in enabling these social interactions with people other than family it belongs to, expand the social experiences of knowledge, and are configured in activities essential to the development of the child.

The game in a meaningful context has important implications for child development, the game the kids explore the objects that surround them, experience senses and develop their thinking in the company of children, encouraging the group behavior (Freire, 1994). They learn to know themselves, others and the world around them (Zach, 2008).

Corroborating this, Vygotsky (1987, apud in Zacharias, 2008), adds that in play the child behaves beyond the normal behavior of your age and daily life, the toy is as if it were more than she really is. In view of the Vygotsksy play creates a zone of close to development by encouraging and enabling the child's actions go beyond the actual development that has been achieved, enabling you to new possibilities for action in the world.

According to Kishimoto (2001 apud ROSSETTO JUNIOR, 2003) games are forms of communication that allow you to share meanings and develop rules to develop and educate children. On the play can be shared cultural values and meanings, express ideas, share feelings, learn to make decisions, cooperate, socialize and use the motor.

The way in which games are offered psychosocial influences the formation of child, these significant factors for the formation of people in social and moral aspects are credited to the interaction that the game allows (ROSSETTO JUNIOR, et al., 2005).

At that time, the figure of the teacher is required as a counselor and mediator of actions and individual and group behavior on the consequences of their attitudes and their roles in the group. The action aims to reflect on the situation occurred and about the different situations of everyday family and social. This feature also to broaden the student's set in presentation of different 'models' behavior. This is because the model is mainly family shows how extremely strong factor in influencing children's aggressiveness (MOSER, 1991; PARKER and SAWIN, 1997; PAPALIA and OIDS, 1998).

Teachers must act intentionally in organizing situations to play games and diversified activities to allow children to choose topics, papers, objects, and friends who carry out the activities and "just draw the emotions, feelings, knowledge and social rules." (BRAZIL MEC 1998, vol.I, p.29 quoted ROSSETTO JUNIOR, 2003).

The Workshops Sport: playing to learn is a program of sports education for children, who appreciates the game as a privileged space for different learning, students play games in symbolic constructs and rules. In class the teachers have a large collection of materials consisting of boxes (rectangular, triangular and square), plastic bottles, bottle caps, half balls, wooden sticks and ropes. All this material is composed of blue, green, red and yellow, and are of various sizes. Are in the range of colors, sizes, shapes and weights that the material gets "life" in the hands of children.

Within the game and the multitude of combinations of these materials that the children are invited to play, develop skills and abilities related to the different dimensions of development, motor skills, social-affective and cognition, with the objectives:

-Develop basic motor skills of locomotion, manipulation and stabilization;

-Expand the collection engine in relation to psychomotor functions such as hold, consciousness and body scheme, muscle tone, balancing, coordination, organization timeline and symmetry;

-To develop attitudes of cooperation and coexistence in a group, with attitudes becoming increasingly independent and autonomous, seeking to overcome challenges and deal with problem situations and conflicts of learning;

-Develop the skills of thought and reason logically related to the concepts of seriation, classification, comparison, conservation, among others.

From the questions question: the games and play the Workshops Sports imply the decrease in aggressive behavior of children aged 4 to 6 years of EMEI CEU Park Paths? In order to evaluate the influence of school workshops sport: playing to learn,

the aggression in children 4 to 6 years, and specifically identify and classify the types and forms of violence among children, monitor and evaluate quantitatively and qualitatively assaults of children and the impact of the implementation of workshops sport in the behavior of children aged 4 to 6 years of EMEI CEU Park Paths.

There arises the possibility that the game is an educational approach in great teaching tool in the control of aggression, it stimulates interpersonal coping attitudes favoring the processing and understanding of meanings and values, considering concepts, procedures and attitudes (PAES, 2001).

For Becker Junior (2000 apud GUARAGNA, PICK and VALENTINE, 2005), the game benefits the aggressive children, because the different levels of challenges and actions caused by motor practice situations possible support from colleagues and altering a direct impact in reducing aggression therefore putting yourself in the other causes the child to feel itself in their actions.

SEARCH METHOD

We applied field research using the method of experimental procedure is to analyze the collected data related to the object of study, specifying the variables to the causes and effects, with the application of experiment, namely the classes of games (MATTOS, ROSSETTO JUNIOR and BLECHER, 2008).

The experiment is based on the application of several symbolic games, and construction rules, in small and large groups, with different materials for colors, sizes, volumes and shapes.

SAMPLE: A total of 15 students, 9 boys and 6 girls, 4 and 6 years, participants in the Workshop Project of Sports since February 2008, two teachers and the class analyzed. The class was purposely selected for display aggressive characteristics listed in class, because they were fighting and verbally offended almost all the time.

INSTRUMENTS: Data were gathered from two instruments. A closed questionnaire for both teachers in the classroom before the start of the experiment the research and after-school lessons in the workshops of Sport, which contains 5 questions: a) There are many fights in this class? b) If yes, the average number of fights per class? or weeks? c) What are the reasons for the fights? d) What are the types of aggression? e) What are the most aggressive students?

The questionnaire was applied to teachers in August and re beside them was in December.

The second instrument is the logbook, which were recorded the behavior of each student. The categories of analysis of observation were: a) number of physical attacks by pupils, colleagues in class and b) the causes of aggression. The performance evaluation of the students was done in the classroom, observing the period from August to December (21 lessons), twice a week in August, 7 classes in September, 8 classes, October 4, November 2.

PROCEDURES: The focus of the classes in the first half was routine at school, in which care was discussed with the materials, respect the teacher and classmates, the rights and duties in the classroom, among other things. The games were designed for the individual, ie each student with his material. Even with this intention the students fought and were punished for everything. In several classes was not possible for the proposal due to indiscipline. The number of fights and assaults was around 40 to 50 months.

From the second semester in August, was planned a teaching unit with a focus on socio-affective, developed through the symbolic games. From a collective construction of a panel of sports figures, work has been done and experiences in small groups. In the class appeared: football, basketball, volleyball, tennis, running, gymnastics, wrestling, among others, the focus of the teaching unit was based on the knowledge of students in relation to sports chosen for the building were asked the following questions: Where you play? How to play? What is needed to play? Who plays? Through these questions we discussed the importance of playing with sports and was collectively agreed that all students should participate in activities chosen by their peers.

In August the students have fought a lot especially at this time to share materials and play with friends. At various times school teacher used to proposals brought by students, such as: bar butter, burnt nuts, tear ass, among other things, this strategy was used to have more involvement among students, and they could have more attention to colleagues' class.

During motor practice, students constructed a panel containing sports they choose, thereafter were built toys and games collectively, where children symbolically represented the players, the spaces, gestures, technical and physical aspects of sports chosen and studied, also there were several conversations about the fights, assaults and responsibilities assigned to them. These experiences took place in pairs, small and large groups, with boys and girls playing and talking together. In volleyball rules were chosen by children. In basketball the students loved the challenges posed, mainly because they might overcome their limits in conjunction with colleagues. The procedural part was crafted with the highest diversity of teaching materials, large balls, small and of different colors, different areas and different widths and compliments.

Students were always encouraged to be careful with the materials, to help colleagues in the activities and the teacher. The students mostly participated actively and very motivated, they managed to keep the good condition of the panel of sports throughout the process.

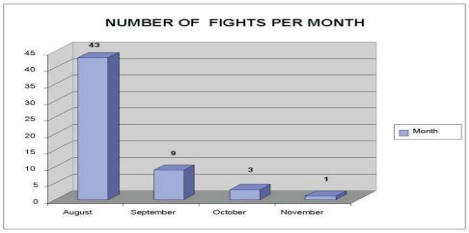
PRESENTATION AND ANALYSIS OF RESULTS

When looking at the group of children playing together are cooperative children, who share their toys and materials with colleagues, as well as children are egocentric and more aggressive, which is mostly difficult to relate to others.

Parker and Sawin (1977, apud BEE, 1996) argue that the increase in aggressive behavior is largely reinforced by models witnessed by children. The influences of families contributing to aggression in children, other factors are inconsistent family discipline, rejection of the child, harsh punishments and lack of supervision.

The number of fights in the classroom and in the classroom Workshop sport was very large, as is shown in Graph 1.

Figure 1: number of fights per month



It is observed that the incidence of fighting was huge (43) in August, indicating a large decrease, with only one occurrence in the last month.

The result is consistent with the report of the teachers in the classroom, in the last month of the experiment (December).

"The students in general showed an improvement in behavior, are fighting less and are less aggressive" (the

teacher).

"In recent months the group has improved greatly reducing the fighting, the few fights he still has is because of the place in line or on behalf of a joke" (teacher B).

The decrease in violence is founded on the assertion Araújo (1996 apud D'ANGELO, 2001) argues that in a democratic and cooperative environment, where decision making and social exchange for reciprocity are requested and respected by adults are constantly stimulated, hypothetically the child will tend to develop the moral and intellectual autonomy which will contribute to the reduction of aggression by otherness.

To play the child has to coordinate different points of view and strive to be understood by their peers and this will lead to the construction of moral relations and autonomous, children develop not only socially, morally and cognitively, but also politically and emotionally (D'ANGELO, 2001).

The game promotes the transformation of beliefs, values and attitudes that arise during the participation decision, which are transferred to social life, this experience because it creates a mini-society that can form the individual in various directions. Learns to be supportive, caring for the integrity of each other, depending on the principles and values that shape and drive this mini-society (ORLICK, 1989 apud ROSSETTO JUNIOR, 2003).

We note in Table 1 that more aggressive children were mostly male.

Table 1 - Number of individual fights

Students	August	September	October	November	Total individual
V (boy)	15	4	2	1	22
L (boy)	10	0	1	0	11
K (boy)	16	5	0	0	21
M (boy)	1	0	0	0	1
Y (girl)	1	0	0	0	1
Total months	**43**	**9**	**3**	**1**	**56**

Parke and Sawin (1977, apud PAPALIA and Olds, 1998) indicate that boys show more aggression than girls, as evidenced in the survey according to Table 1. Among the reasons are biological factors, such as levels of testosterone. Testosterone influences the development of the physical body and the brain associated with aggression and sex, influencing the physical and verbal aggression. (MÜSSEN et.al., 2001). Another factor is social, because through interactions in the playground the child shows the impressions of that experienced in daily life, reproducing the social environment with which interrelates these communities is the common man to impose by force and violence.

In addition to biological factors, the environment and nature are involved in this process, since the early fathers and mothers enhance the choices of toys and stereotyped behavior of the sexes, especially those of boys in the early ages (BEE, 1996). Children educated with threats, beatings or removals of privileges are more likely to be aggressive. These methods emphasize the slopes of girls feel guilty and boys are more aggressive (SEARS et.al., 1957, apud PAPALIA and Olds, 1998).

Different forms of aggression found in class, reported by teachers and observed in the experiment are: kicking, punching, biting, shoving, name-calling and bullying, with the most common causes of disputes over places in line and in the materials division and toys.

Mussen (et.al., 2001) classified these forms of aggression as instrumental, characterized by aggressive behavior in order to acquire a desirable object, such as toys, school material and place in line.

It was noted that sometimes the children more aggressive, seemingly without cause aggression towards his classmates. The more aggressive children tend to interpret the behavior of others as hostile and respond equally, ie, attacking (BEE, 1996). This behavior is in hostile aggression, which according to Mussen et al. (2001) is used to harm someone deliberately treated as more serious aggressive behavior.

Musser et al. (2001) reports that children go through the forms of aggression during their development and change and control of aggression is needed to develop social skills allowances, such as cooperation, dialogue, respect, affection, recognition and appreciation, which are targeted, encouraged and experienced Workshops constantly in the sport, becoming minisociedade with these attitudes as guiding interpersonal relations.

CONCLUSION

One of the factors that lead to aggression are the ribs and family witnessed negative role models for children and Workshops Sports appreciated the cooperation, non-violence, non-aggression and reinforced positive behaviors. Children were encouraged to reflect on their aggressive behavior, believing that such attitudes were wrong that caused damage and rejection in the group.

As the authors analyzed during the game are created minisociedades, where children experience different situations in which aspects of social inter-relations are developed, contributing to the moral and social. Participation, boundaries, disciplines, rules, cooperation, autonomy, mutual respect, solidarity among other things are requests and demands during the games, which, according to the present results, makes it a rich space for learning these attitudes. Therefore, it appears that the practice of games and the mediation process helps teachers in reducing aggression.

ADRIANO ROSSETTO JUNIOR,
JANAINA DE ALMEIDA
MAFALDA JULIANA MARQUES
e-mail: adrianorossettojr@uol.com.br

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PLAYING TO LEARN HOW LIVE TOGEDER

SUMMARY

Field research using the method of experimental procedure, focused on the game interface to control the aggressiveness of children. Aimed to diagnose and assess possible changes in social behavior of children aged 4 to 6 years of EMEI CEU Park Paths. Based on studies of authors who cite the games as an important forum for expression, social interaction, thinking and communication and foster self-esteem of children and internalizing behaviors of the social group in which it operates. We evaluated 15 students (9 boys and 6 girls) participated in the Sports Program workshops since February 2008, the study period was from August to December (21 lessons). A questionnaire was applied to closed two teachers from the classroom and used the logbook the teacher to observe the behavior in the classroom before and after the experiment, to record the number of fights. At the end of the experiment showed a decrease in the number of fights: the first 43 months and 1 in the last month of school. Thus, it appears that the games were important for the social integration of students, which became a factor in the transformation of social behavior and aggressive behavior of students.

KEY WORDS: Aggressive Children, Games, Physical Education Children.

JOUER POUR APPRENDRE À VIVRE

RÉSUMÉ

La recherche de champ avec méthode de procédure expérimentale qui abordait la relation du jeu dans le contrôler de l'agressivité des enfants.Avec la recherche visait à diagnostiquer et évaluer possibles changements dans le comportement social des enfants entre 4 à 6 ans , de la EMEI de le CEU Parque Veredas.Baseés sur études des auteurs lesquels citent des jeux et joues comment en espace important de l' expression,interaction sociale,pensée et communication qui promeuvent l'estime de soi de l'enfant et l' intériorisation de comportements du group social lequel est inséré.Ont évalue 15 élèves (9 garçons et 6 filles),participateurs du Programme Oficine de Sport dès février de 2008,la période été évalue d'Août – Décembre (21 classes). Questionnaires fermé ont appliqué pour les deux professeurs dans le salle de classe et ont utilisé le quotidien du professeur pour observer les comportements des élèves avant et après la expérimentation pour registrer le numéro de disputes.À la fin de l'expérimentation ont constaté réduction significative dans le numéro de disputes : 43 dans le premier mois et 1 dans le dernier mois de la classe.Donc , a conclu qui des jeus étions importants pour l' intégration social des élevès a configuré comment facteur pour la transformation de comportement social et contrôle de l'agressivité des élevès.

MOTS CLÉS: Agressivité infantile,Jeux, Education Physique Infantile.

JUGANDO PARA APRENDER A CONVIVIR

RESUMEN

La investigación de campo con método y procedimiento experimental, se centró en la relación entre el juego y el control de la agresividad de niños. Se estableció diagnosticar y evaluar posibles cambios de comportamiento social de niños entre 4 a 6 años de la EMEI del CEU Parque Veredas. Con base en los estudios de autores que citan a los juegos como un espacio importante de expresión, interacción social, pensamiento y comunicación, favoreciendo la autoestima del niño y la interiorización de comportamientos del grupo social en el cual está integrado. Fueron evaluados 15 alumnos (9 niños y 6 niñas) participantes del Programa de Talleres Deportivos desde febrero de 2008, el período evaluado fue de Agosto a Diciembre (21 clases). Se aplicó un cuestionario cerrado a las dos profesoras de sala de clases y se utilizó diario de campo del profesor para observar los comportamientos en las salas antes y después del experimento, para registrar el número de conflictos: 43 en el primer mes y 1 en el último mes de clases. De esta forma, se concluye que los juegos fueron importantes para la integración social de los alumnos, configurándose como factor para la transformación del comportamiento social y control de la agresividad de los alumnos.

PALAVRAS CLAVE: Agresividad infantil, Juegos, Educación física infantil.

JOGANDO PARA APRENDER A CONVIVER

RESUMO

A pesquisa de campo, com método de procedimento experimental, enfocou a relação do jogo no controle da agressividade de crianças. Objetivou-se diagnosticar e avaliar possíveis mudanças de comportamento social de crianças de 4 a 6 anos, da EMEI do CEU Parque Veredas. Com base nos estudos de autores que citam os jogos e brincadeiras como um espaço importante de expressão, interação social, pensamento e comunicação e favorecem a auto-estima da criança e a interiorização de comportamentos do grupo social no qual está inserida. Foram avaliados 15 alunos (9 meninos e 6 meninas), participantes do Programa Oficinas do Esporte desde fevereiro de 2008, o período avaliado foi de agosto a dezembro (21 aulas). Aplicou-se questionário fechado às duas professoras de sala de aula e utilizou-se diário de bordo do professor para observar os comportamentos nas aulas antes e depois do experimento, para registro do número de brigas. Ao final do experimento constatou-se diminuição significativa no número de brigas: 43 no primeiro mês e 1 no último mês de aula. Desta forma, conclui-se, que os jogos foram importantes para a integração social dos alunos, configurando-se como fator para a transformação do comportamento social e controle da agressividade dos alunos.

PALAVRAS CHAVES: Agressividade infantil, Jogos, Educação Física Infantil.

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