

173 - CHILD AND THE GAME: NEED FOR A RELATIONSHIP

JOÃO DERLI DE SOUZA SANTOS
CENTRO UNIVERSITÁRIO DE BRUSQUE -
UNIFEBE-BRUSQUE-SC- BRASIL
derli@unifebe.edu.br

1 INTRODUCTION

The relevance of this study is justified by the importance that is being attributed to the play activity in the teaching-learning. What prompted the research on the contribution of the game in Early childhood education and elementary school was to study the influence of Piaget and Vygotsky, from the viewpoint of authors who are cited in the text. And, grounded in these studies, we aimed to analyze the theoretical concepts about the game.

This is a basic, like literature, which is divided into two types of education: the early childhood education and early years of elementary school. In both, the study highlights the importance of play for child development. The study also incorporates the role of the educator, while also subject brincante and promotes from games, the learning of their students. The mediation of the teacher and the nature of their involvement in the activity is essential both to organize and act in this space and material in this environment and to observe and manage the space in question. This involves thinking about the role and quality of mediation which will reflect directly on the proposed work on the dynamics of everyday teaching, and the role of the toy, space and different kinds of use. (FANTIN, 2000, p. 97).

Thus, the games are part of the education act, a conscious commitment, intentional and modifier of society. The main axis that is oriented in the present research is the relationship of play in which the child attends is entered as the early childhood education and the change that this play suffers when entering the child in the early years.

2 GAME DESIGN BY PIAGET

The game's resurgence in psychological research in 70 years, stimulated by Piaget and his work "The formation of the symbol in the child (1978). The strongest impact was probably received by primary school in this century did not come from an educator, but, through the relevant studies conducted by the biologist, who dedicated his life to studying the formation of intelligence from birth to maturity of the human being. For Piaget, every act of intelligence is defined by the balance between two trends: assimilation and accommodation" (KISHIMOTO, 2002, p. 39).

In assimilation, the individual uses the psychic structures that already has. If they are not sufficient, we must build new structures, that is accommodation.

In Piagetian theory, assimilation and accommodation processes are matched, so that later arise deduction and experience.

Piaget studied the imitation and their contributions to child development, defining six progressive stages, which have different characteristics for each stage. Are:

Stage 1: Preparation reflex. At this stage there is lack of imitation. The child will be playing a model through actions and reflections relating to the pleasure. The child has sufficient mental structure that will allow it to imitate a particular action.

Stage 2: Imitation sporadic. At this stage the reflex acts to expand and capture the outside elements, through experience gained in the form of circular reactions.

Stage 3: Imitation systematic. This stage occurs between 4 months and 4 months and livelihood. In this period there is already coordinating the vision and hold. Therefore, we can say that the child is imitating all the moves you perform.

Stage 4: Imitation of movements was performed by the subject, but in a way invisible to him. At this stage, Piaget distinguishes two moments of imitation:

a) movement that the baby of eight or nine months already running, but does not realize, or can not see.

b) Imitation of sounds and gestures that appear in the new environment. During this time he comes to view the movements made by the body. These facts, according to Piaget, seem to explain the processes of intelligence" (NEGRIN, 1994, p. 34).

Stage 5: Imitation systematic new models, including those that correspond to the invisible movements of the body. This stage includes the continuity of 4, in which appear with more emphasis on imitation of play activities of children

Stage 6: Start of imitation representative and later evolution of imitation. This stage is the appearance of the symbol playful. The child has a mental progress, which can be called sensorimotor intelligence. This stage is divided into two phases.

a) Imitation dilated: plays an action that is missing. Example: The child puts his hand to his mouth as if eating, but without anything in hand.

b) Further development of imitation appears in the language (between 2 and 7 years) and the imitation is to be observed and analyzed.

Piaget devoted his life to research and ownership of intelligence. "After describing the evolution of imitation in child development, Piaget's analysis of the evolution of the game the same courses (NEGRIN, 1994, p. 35).

The theoretical studies that have described stages in the evolution of children's reasoning, which allowed to observe the change of the game and its characteristics in each phase. They are: * Sensory-motor (0-2 years). From basic neurological reflexes, the baby begins to build action schemes to mentally assimilate the middle. Intelligence is practice. The notions of space and time are built for action. On reflection, the baby takes what is in your hand, breast what is put in your mouth, see what is before him. Improving these schemes, is able to see an object, pick it up and take it to the mouth.

In this period of life, the game is characterized by the name "game of the year", which involves the repetition of sequences already internalized by the child and fulfill your pleasure. No part of this phase, for practical purposes, learning, is the simple pleasure of handling. These games are characteristic of the first eighteen months of life and are able to re-emerge during childhood and even in adulthood. "The game disappears when the exercise gives rise to a kind of saturation, when your goal no longer nurture no learning" (NEGRIN, 1994, p. 39).

Games of sensory-motor exercise are divided into two categories: pure and for the thought. The pure are subdivided into three types: - simple exercises; - combinations without purpose; - combinations with purpose. Games of simple exercises are designed to take advantage of features of the child and repeat them in order to exercise two elements: pleasure and power. "They consist of playful games and whose activity is very simple, like flipping, take a strand of a piece of fabric, filling and emptying a container with sand or water and, later, shared a whole and rebuild it. (NEGRIN, 1994, p. 40).

Games combinations without purpose assume that the child is already able to create new combinations and recreational skills, which were based on functional exercises.

In this type of game, children participate in discovering new and fun situations, destroying and building hypotheses play, for your enjoyment.

Games of combinations with purpose, as its name implies, require a hobby. This activity should be designed, prepared and coordinated, allowing the child to build internal systems playful. From the moment the games work and exercise are combined in the child's actions, there are other models that require more development of intelligence.

They are: symbolic games and games with rules, which depend on the stages pre-operative and operative-concrete.

* Pre-operative (2 to 7 years). The child becomes able to mentally represent people and situations. Now you can act on

simulation. Your perception is global, without discriminating details. Let yourself go by appearance, did not connect the points. It is self-centered. In this period of life, there are the symbolic games.

Piaget says that these games appear in the child together with other functions: the language and design. Symbolic play is also called make-believe. According to Piaget, the game begins with symbolic behavior by which the child imitates objects, people or situations. "Gradually, the symbolic play with other children (house, kids, etc.) Begins to take place, and the symbolism of play becomes more complex" (Fontana, 1997, p. 133).

This activity with defined roles takes the place of make-believe, making the game a symbolic action more constructive, for the purpose of adaptation to reality. "The further in later moves toward reality" (KISHIMOTO, 2002, p. 40).

Piaget studied and divided the symbolic games in two types:

1) Projection schemes imitation of new objects. In this type, the games still do not have the very action of the subject, but arise from imitation, therefore, are also called games begin.

2) Assimilation simple one object to another. In this type, an object takes several directions. Depending on the situation, an object can change its physical sense, reinforced by the word. Example: A sieve can be a wheel or a boomerang. Symbolism gradually fades away, until it happens the assimilation of real-life situations. At this stage, there are the games with rules, which are identified in the concrete-operational stage

* Postoperative-concrete (7 to 11 years). At this stage the child is able to abstract data from reality, relating to different aspects. Not only does it represent an immediate, but still depends on the concrete world to come to an abstraction. Also develops the capacity to forge a path of mind, returning to the starting point of a situation.

In this period of life, Piaget defines the third type of game, the rules. "Games with rules appear around age 7, made possible by the increasing socialization of the child's thinking, leading to replacement of individual symbol by the rules of play" (Fontana, 1997, p. 134).

In this sense, the rule is presented as a form of interaction of two individuals and has the function of regulating and integrating the activity carried on by them. According to Piaget, there are two types of rules: those that come from outside and those that are built spontaneously. These results come from the socialization obtained from games and symbolic exercises.

For Piaget, the development of the game is always evolving, and is individual and subjective in every child and can be explained only by her

Piaget sees the game as a learning tool for the acquisition of intelligence and a tool that will improve the child's development and to balance this with the world. Logical-formal (12 years onwards). In this period the total representation to abstraction. The child is no longer limited to the immediate representation not only the relations previously existing, but is able to think of all the logically possible relations.

2.1 Design of the game, according to Vygotsky

The thinker Belarusian was short lived, but left a great contribution in the field of child development. For Vygotsky, the individual is not born ready, nor is a copy of the external environment. There is a constant and continuous interaction between internal and influence of the social world.

Vygotsky believes that the development is the result of a great influence of these experiences of the individual. But each one gives a particular meaning to these experiences. The way each one learning the world is individual.

For him, development and learning are closely linked: we only develop if we learn. His studies are based on two zones: zone of proximal development zone and real (potential).

The central notion is that develops a zone of proximal development in which they differ on the level that the child reaches the independent problem solving and the level of potential development marked by the collaboration of adults and more capable peers" (KISHIMOTO, 2002, p. 135).

So, what's zone of proximal development today, turns actual developmental level tomorrow. Good teaching, therefore, is one that focuses on the proximal zone. Teach what the child already knows and is very challenging to go beyond what she can learn is ineffective. Ideally from what it dominates to expand their knowledge.

Piaget and Vygotsky have conceptual differences regarding the children's game. "For the followers of Vygotsky, the act of play itself begins at 3 years, with the differing roles of Piaget, who proposes to exercise in sensory-motor." (KISHIMOTO, 2002, p. 42). Vygotsky emphasizes the social, saying it was on the set of roles that the child creates an imaginary situation, reproducing human relations.

Vygotsky analyzes the game as a basic factor in child development. For him, the child does not "play" for fun, the game is the emergence of an imaginary world.

A child's imagination comes to an action. The child imagines and imagining, playing. "One of their conclusions, to establish criteria for distinguishing the game's other forms of activities, the game is that the child creates an imaginary situation" (NEGRIN, 1994, p. 46). The imagination or imaginary situation is the characteristic and definitive factor for the game there, according to Vygotsky.

According to Vygotsky's ideas, another basic factor in the game, the rules are. Without rules, there will be no game. "When we produce an imaginary situation, there will be rules, not that kind of rules that are formulated before and will change according to the development of the game, but rules that give off the same imaginary situation" (NEGRIN, 1994, p. 46). Therefore, there is no game without rules, the situation imaginary already contains rules of conduct.

In play, the child acts on objects, as adults. "They play to ride a horse, driving a train, feed, change or bathe a doll" (Fontana, 1997, p. 135). During the development of these games, human relationships are clearly shown. They have not only piloting the train, but the correlation between the driver and other employees of the station. When the doll cradles, assumes the role of mother scolds the doll, taking to the doctor, school, worries, bringing in his gestures, the social relationship in which mother and daughter are involved.

Vygotsky divides the children's play in two facets: the imaginary situation and the rules. "At one end is the set of roles with implicit rules and other rules of the game with explicit rules. There is a process that runs from imaginary situations explicit, with implicit rules, the situations implied, with explicit rules." (KISHIMOTO, 2002, p. 43).

Being governed by implied rules of behavior, these relationships are an important pre-condition for gradually, children become aware of the existence of rules in play. So, just gave birth to the games with rules such as hopscotch, cards, sports.

Vygotsky says that just as an imaginary situation must contain rules of behavior, every game with rules contains an imaginary situation. "The game of chess (which is a game with rules), for example, is based on an imaginary situation" (Fontana, 1997, p. 136). Certain parts of the chessboard may be brought only in a specific manner determined by an imaginary situation. Thus, the play develops, from an imaginary situation with implicit rules for an imaginary situation implicitly, with rules and clear objectives.

Vygotsky also studied the social activity that occurs within teacher-child. The role of the teacher of the school is to enrich the experience of entertaining children. She meets a significant number of children the same age, with adults who are at your disposal to meet some of their needs, materials, and a space designed to allow the activities and therefore it will have an enrichment. Enrichment with which the teacher can develop, through interventions, land, space, directed activities that can bring new cultural elements, in which the child can then integrate into the game.

Basically, the game is for the child, what the job is for an adult, a situation that must be taken seriously. "Commitment in the game for a child of three years, means playing without separating the real from the imaginary situation, but rather for a child of school

age, the game becomes a form of activity much more athletic type, and therefore plays a very specific role in its development "(NEGRIN, 1994, p. 52).

The play and the role it plays in child development change. "In preschool, the game of make-believe is the main activity of the child. Already in school, games with rules and sports become more important "(Fontana, 1997, p. 136).

The studies of Piaget and Vygotsky are similar in contending that the main activity that has a specific role in the development of mental representation is imitation, make-account, designed for preschoolers.

3 PLAYING AND CHILD DEVELOPMENT

Playing is important for the child, because the game is a must, is a time for fun, for which she can express yourself, download energy and aggression interact with other children, develop and learn.

The children's play activity provides basic information about the child, her emotions, the way you interact with your peers, your physical performance engine, its stage of development, the linguistic level, their moral.

The great importance of play for the development of the child's personality lies in the fact that the psychic processes amount to a larger scale through the development of his personality and his conscience. "In the game the child becomes aware of itself, learn to want and desire to make their emotional impulses passengers, and their actions to a particular behavior." (FANTIN, 2000 p. 45).

So the game for the child, is much more than a simple act of playing. Through him, she communicates with the world and is also expressed.

For Vygotsky, "... the toy the child creates an imaginary situation "(p. 107, 1991). While playing, has an involvement and an emotion that distinguishes the play from other forms of activity. The act of playing should not be neglected or treated as a "work" done by the child. But adults often perceive the game or play as useless opportunities that children develop. Vygotsky states that "the toy differs substantially from work and other forms of play" (1991, p. 107).

Playing is serious business, because in play the child rebalance recycle their emotions and satisfy your need to know and reinvent reality. All this develops attention, concentration and many other skills, besides the pleasure in living. You can not gain anything by it, but also pay nothing, however, gets much, does the magic that only a man can do: symbolize, meaning and meant to be.

3.1 The mediation of the teacher in games

We need educators to rethink the content and its pedagogical practices, replacing rigidity, passivity for life, joy, enthusiasm to learn, how to see, think, understand and reconstruct knowledge.

However, the hope of a child to walk to school, is to find a friend, a guide, a facilitator, a leader, someone who is conscious and not worry about it, that makes you think, become aware of themselves and world and be able to give you hands to build her a new story and a better society. "The mediation of the teacher and the nature of their involvement in the activity is essential both to organize and act in this space and material in this environment when to observe and manage the space in question." (FANTIN, 2000, p. 97).

Thus, the role of the teacher in front of the group before, during and after the development of the game is to propose rules and their enforcement, allowing the exchange of ideas, giving responsibility to students to find inventive solutions, motivating the development of initiative, agility, confidence and autonomy of children, being a supervisor, a mediator in conflicts and a challenging, thus promoting the development of learning. "The teacher education, design education, children, and their sensitivity, have a great influence on his speech which will result in different forms and proposals of mediation" (FANTIN, 2000, p. 97).

The teacher has a very responsible role as driver of the process of awareness of their students.

4 PLAYING IN THE SERIES OF EARLY ELEMENTARY

The game at school, therefore, has a key role in the humanization of the individual through the acquisition of habits, values and activities. It is in the interpersonal relationship that we learn to collaborate, share, assign, share experiences, expose and organize ideas.

Therefore, to attend school should be a form of leisure and work for children, to recognize the importance of play in education. CHATEAU (1987) argues that, if its implementation in schools is reduced to a simple fun, rebaixase education and child because "it disregards that part of pride and greatness which gives its own character to play human" (p. 124).

For effective learning, not just make the student store, it needs to build the knowledge, assimilate the contents. And the game certainly is an excellent position to facilitate learning.

Affirms Piaget (1978) that "in acting school, all the spontaneous transitions occur between the play and work" (p. 158). It is a way to drive the child to the activity, self expression, knowledge and socialization through play and expression.

So the learning takes place more interesting.

It's real influence on the game development and early learning. He is dynamic, and has become life, because if renewed every time. With games, children start to learn at their pace and their capabilities.

The interactions provided by the games encourage children to build their knowledge social, physical, emotional and cognitive structuring as well, his intelligence and interaction with the environment.

The early grades of elementary school, the curriculum is very comprehensive and includes a load of disciplines in which children must adapt. They are: Portuguese Language, History, Geography, Mathematics, Science, Religion, Art, Physical Education, Foreign Language. All these disciplines require study, reading, discussion of opinions. If you worked in a storage perspective, picture-in-chalk, notebook, education becomes dull, traditional and meaningless.

That's where the games and their relation to the content. It is much easier to learn math, playing. It is not necessary to apply this methodology on a daily basis or for all content, however, include it as an integral and indispensable for the acquisition of knowledge.

Comparing the play of early childhood education and play in the early grades, we can identify distinct functions. In early childhood education, are playing in the imagination, make-believe, pleasure and satisfaction, need. The early grades, the teacher is who determines what and why to play. It always affects the play within reach of a goal for specific content. Therefore, the play of the series of primary school, walking along the objectives of the school subjects.

It is very common for children from preschool to enter the 1st grade, to be "informed" by parents and even teachers, who finished the game now, is no longer garden or pre is to study in earnest. The culture itself, is already omitting the use of play and games as a strategy for teaching and learning. The child already fears his future in school and, therefore, is often frustrated with this type of comment.

The use of educational games for schools by the need arises where the child to learn just what a task. Sort pairs, classify words, to form syllables, are also tasks and games. Through them the child learns to fix their attention, to master their inherent instability, to struggle, finally. As a result, these schools tend to replace laborious activities by promoting appropriate play active development of the child.

Thus, the game should be at the same time, effort and freedom and an education for the game should be source of difficulty in physical and moral happiness. The game becomes a moral pleasure.

5 CONCLUSION

When you play or play, the child builds your knowledge. Both the game, as the toy and game, are a big universe, called the act of playing. At school, there are many activities in which the game is present. In kindergarten, the game presents itself as motor activities, movement, exercise. A child this age needs to move and flex their muscles in order to have a normal and healthy development

in their activities. It also needs a space so you can feel good to carry out their activities in a playful manner, complementing his imaginative world.

Already in the early grades of elementary school, the goal is not only exercise the motor coordination of children this age, but also, through games, challenge it, developing his thought, his logic, his intelligence. Games in which the child develops the cognitive side are widely used in this phase.

Given the theories discussed, it can be said that the play has always been and always will be a daily reality in the lives of children, they should not be prevented from exercising his imagination, to grasp the real desires, to build their knowledge. It is known that through the games and the toy, the child is constructed as a subject and be organized. She first part of the games with your own body to gradually go differentiating the objects around them. From an early age will know the world through the experiences.

Through the games, the teacher can observe and provide an overview of the development process of the child in a group and individually, recording their capabilities, skills and difficulties. Thus, it can devise strategies to develop or overcome the observed features.

It is clear that the benefit of the game, the game offers for the various aspects of child development: social, emotional, cognitive, linguistic, cultural, engine, among others. Through play the child exercises the challenges related to growth, making it increasingly able to meet and learn to recognize the playful and value it. "All these educational effects are based on the influence that the game has on the psychological development of children and on the formation of his personality" (Elkonin, 1998, p.421).

6 REFERENCES

- CHATEAU, Jean. The game and the child. São Paulo: Sumus, 1987.
 Elkonin, Daniil. B. Psychology of the Game. São Paulo: Martins Fontes, 1998.
 FANTIN, Monica. In the world of play: game, toy and culture in early childhood education. Florianópolis: Cidade Futura, 2000.
 FONTANA, Roseli. Psychology and educational work. São Paulo: Atual, 1997.
 KISHIMOTO, Tizuko Morchida. The game and the early childhood education. São Paulo: Pioneer Thomson Learning, 2002.
 LINO, de Macedo. Games oLUDO and academic learning. Porto Alegre: Artmed, 2005.
 NEGRIN, Airton. Learning and child development. Porto Alegre: Prodil,
 1994.
 PIAGET Jean. The formation of the symbol in the child. Rio de Janeiro: Zahar, 1978.
 VYGOTSKY, Lev Semionovich. Thought and language São Paulo: Martins Fontes, 1987.
 VYGOTSKY, Lev Semionovich. The social formation of mind. São Paulo: Martins Fontes, 1991.

CHILD AND THE GAME: NEED FOR A RELATIONSHIP

ABSTRACT;

The objective of this job is to analyze the theoreticals of Piaget and Vygotsky about how playing in Children Education and Initials Grades of Primary Education. The Job refers about a bibliography research that reveals the importance of the use of playing in two models of Education and its contribution for the development of Child's psychomotors, cognitives and socials functions. Due to the wide range of games, we also describe some suggestions and Kinds of games that can be used for de lucid activities. We point also the important roll that the teacher does in the action of playing and in the use of games. After finished the analysis, we can confirm that playing is very important for Child's social, cognitive, emotional and psychomotor development, as well as is Children Education or Initials Grades of Primary Education. After finished this job, we conclude that the game is a temple of knowledge, where the children that frequent the Children Education and Initials Grades of Primary Education, perform many of their powerfuls trough this resort ludik.

KEY WORDS - Game; play; Children Educations; Initials Grades of Prim.

ENFANT ET LE JEU: NÉCESSITÉ D'UNE RELATION

RÉSUMÉ:

Cet article analyse les concepts théoriques de Piaget et Vygotsky sur le jeu à la maternelle et premières classes du primaire. Il s'agit d'une sorte de littérature de la recherche fondamentale révèle l'importance d'utiliser le jeu en deux modes d'enseignement et de sa contribution au développement des fonctions psychomotrices, cognitives et sociales des enfants. En raison de la richesse immense de jeux, décrivent également des conseils et des types de jeux qui peuvent être utilisés pour des activités lúdicas. Destacamos le rôle important que joue l'enseignant dans l'action de jeu et l'utilisation des jeux. Avant l'analyse, nous pouvons confirmer que le jeu est d'une importance primordiale pour le développement social, cognitif, affectif et psychomoteur de l'enfant est en maternelle et premières classes du primaire. Il résulte de ce travail, le jeu est une source de plaisir et à la connaissance en même temps de l'endroit où les enfants qui fréquentent la maternelle et les premières classes du primaire souvent développer leur potentiel grâce à cette fonction ludique.

MOTS CLÉS: jouer, jouer, l'éducation préscolaire, classes de l'école élémentaire.

NIÑO Y EL JUEGO: NECESIDAD DE UNA RELACIÓN

RESUMEN:

Este trabajo analiza los conceptos teóricos de Piaget y Vygotsky sobre el juego en el jardín de infantes y primeros grados de la escuela primaria. Este es un tipo de literatura de investigación básica revela la importancia de utilizar el juego en dos modalidades de enseñanza y su contribución al desarrollo de las funciones psicomotoras, cognitivas y sociales del niño. Debido a la enorme cantidad de juegos, se describen también algunos consejos y tipos de juegos que pueden ser utilizados para actividades lúdicas. Destacamos el importante papel que desempeña el maestro en la acción de juego y el uso de juegos. Antes del análisis, podemos confirmar que la obra es de suma importancia para el desarrollo social, cognitivo, afectivo y psicomotor de los niños de preescolar y primeros grados de la escuela primaria. Se desprende de este trabajo, el juego es una fuente de placer y, al mismo tiempo el conocimiento de que los niños que asisten a jardines de infancia y los primeros grados de la escuela primaria suelen desarrollar su potencial a través de esta función lúdica.

PALABRAS CLAVE: jugar, jugar, Educación Infantil, los grados de la escuela primaria

A CRIANÇA E O JOGO: UMA RELAÇÃO NECESSÁRIA

RESUMO:

O presente trabalho tem como objetivo analisar as concepções teóricas de Piaget e Vygotsky sobre o brincar na Educação Infantil e nas Séries Iniciais do Ensino Fundamental. Trata-se de uma pesquisa básica do tipo bibliográfica que revela a importância da utilização do jogo nas duas modalidades de ensino e sua contribuição para o desenvolvimento das funções psicomotoras, cognitivas e sociais da criança. Devido a ampla riqueza dos jogos, também descrevemos algumas sugestões e tipos de jogos que podem ser usados para as atividades lúdicas. Destacamos também o importante papel que o professor exerce na ação de brincar e na utilização de jogos. Diante da análise feita, pode-se confirmar que o brincar é de suma importância para o desenvolvimento social, cognitivo, afetivo e psicomotor das crianças, seja na Educação Infantil e nas Séries Iniciais do Ensino Fundamental. Conclui-se a partir desse trabalho, que o jogo é uma fonte de prazer e ao mesmo tempo de conhecimento, onde as crianças que frequentam a Educação Infantil e as Séries Iniciais do Ensino Fundamental desenvolvem muitas de suas potencialidades através desse recurso lúdico.

PALAVRAS-CHAVE: Jogo, Brincar, Educação Infantil, Séries Iniciais do Ensino Fundamental.